

Making your expedition educational Advice Document

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This document sets out a series of ideas about how you can make your expedition more relevant to the classroom. The ideas are broken down into:

1. Defining expedition objectives and outcomes
2. Itinerary design
3. Formatting the expedition day
4. Curriculum integration
5. Using technology

MAKING EDUCATION MORE EXCITING AND REAL THROUGH EXPEDITIONS

Digital Explorer has worked with school expeditions for the past eight years, looking at ways to make them more relevant to the classroom.

Reagan Panzu, after an expedition to Oman:

Before the project began, I thought maybe there will be a lot of conflict, tension and even racism. It's completely the opposite. What's shocking is how friendly kind and generous they are and will do anything just to help but don't expect you to give them anything in return.

Digital Explorer uses a four point approach in designing educational expeditions, where the pupils who don't go are just as important as those who do.



PUPIL TO PUPIL LEARNING

Pupils learn best from each other. Resources created by expedition participants are more authentic and bypass youth cynicism with the mainstream media and adult 'authorities'.

REAL-TIME JOURNEYS

Live interaction with an expedition from the classroom makes the expedition more real in the minds of the audience. Questions can be posed online and answered by the field team in real time.

DIGITAL MAPPING

Google Earth and Google Maps are features of all our expeditions to create a greater sense of place for the audience in the UK.

CURRICULUM RELEVANT

By making the expeditions relevant to the curriculum, pupils' informal learning – from following an expedition online or speaking to peers on their return – can be reinforced and deepened in the classroom.

1. DEFINING EXPEDITION OBJECTIVES AND OUTCOMES

With each expedition being tailored to its own aims and objectives, it is difficult to generalize what the current range of expedition objectives and outcomes are.

Whether you are conducting conservation work, research or aiming to complete an endurance adventure, your expedition can be a great inspiration for young people in the classroom.

DIGITAL EXPLORER MODEL

To make school expeditions more relevant to the classroom and wider school community, Digital Explorer examines two sets of objectives and outcomes for the expedition:

1. For the expedition team
2. For the expedition audience (for example schools and pupils)

This approach places the focus on developing the expedition team as communicators and teachers as well as researchers or adventurers. An emphasis is placed on the audience in the UK.

DIGITAL EXPLORER MODEL EXAMPLE

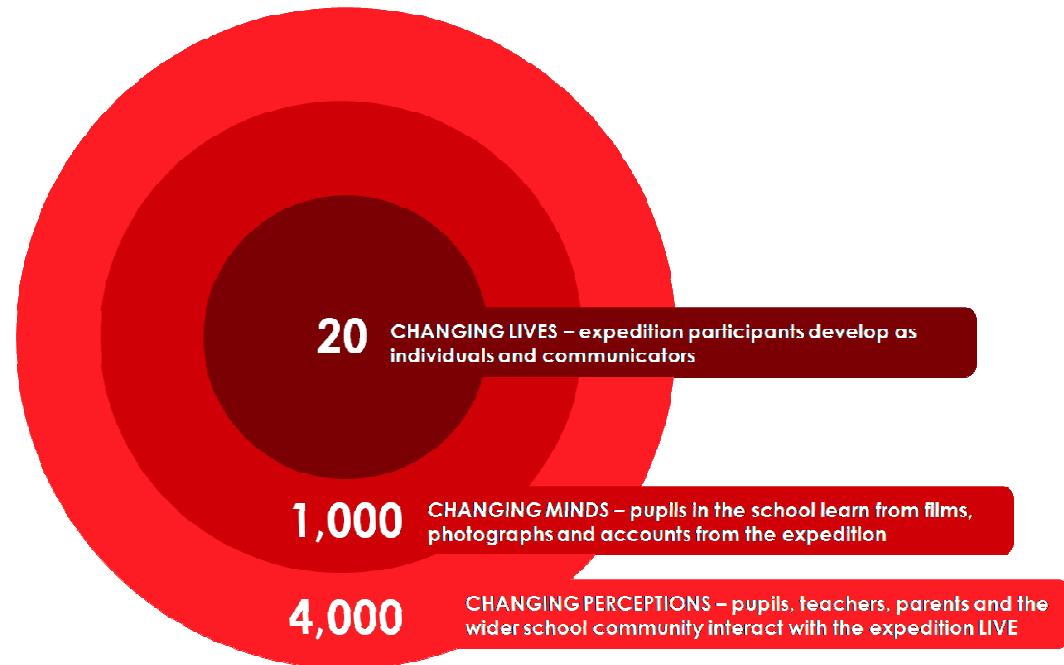
Research Expedition to Ecuador

Objectives for audience groups:

- Understand the rainforest ecosystem and what is being done to protect it
- Learn about volcanoes and the impact that they have on the local communities

Outcomes for audience groups:

- 3 x videos and 30 x photos to be used in Key Stage 3 Science – Ecological Relationships (also used as KS4/5 case study)
- 3 x videos and 30 x photos to be used in Key Stage 3 Geography – Hazards (also used as KS4/5 case study)



2. ITINERARY DESIGN

Some expeditions may be ideally suited to being used in the classroom. Others may have rather more tangential relevance.

Examine your itinerary to see where the educational points are. It is best to work with someone who knows the relevant curriculum, who can help guide you in this. This can be a teacher at your local or old school, the education department from an organization such as London Zoo or the Natural History Museum or a specialist organization such as Digital Explorer.

Think about altering your itinerary slightly. A morning at a local eco-lodge or orphanage can have huge educational value. Interviews with a wide range of people can be really engaging in the classroom.

The screenshot displays the Digital Explorer website interface. At the top, there is a navigation menu with links for 'BLOG', 'ABOUT', 'SEND A MESSAGE', 'MAP', 'TEAM', 'LEARNING', and 'SPONSORS'. Below the menu is a header banner for 'MOROCCO EXPEDITION 2006' with a sub-header: 'FOURTEEN PUPILS REPORTING VIA SATELLITE FROM MORROCCO, BRING GLOBAL LEARNING TO THE UK CLASSROOM.' The main content area features a blog entry titled 'OUR ROUTE THROUGH THE SOUQ' dated 29/Mar/06, Day 02. The entry includes a map of a souq area and a photo of a person working with leather. The text below the photo reads: 'Making leather the traditional way. Last Updated by Digital Explorer on Nov 1, 2009. Get directions: [To here](#) - [From here](#) Search nearby - [Zoom here](#)'. The left sidebar contains 'RECENT COMMENTS' with three entries and a 'VIEW BY TOPIC' section. The right sidebar contains 'READ MORE ABOUT...' with links to various days of the expedition and a 'VIEW BY MEDIA' section with links to videos, photos, and a diary.

3. FORMATTING THE EXPEDITION DAY

An expedition that is creating expedition content will have a different feel and structure to it. On Digital Explorer expeditions, three hours each day is put aside for expedition participants to write up their thoughts and learning as well as organize and create curriculum resources.

Leaders may have to re-examine itineraries and look at the facilities available to do this. On Digital Explorer expeditions, a large amount of group kit is made of communications kit from computers and digital video cameras to journals and art materials. This enables the team to focus on working on the objectives of producing content for a wider audience.

There will also be logistics (access to power and internet communications) and kit (laptops, digital cameras and camcorders, GPS, etc) implications.

4. CURRICULUM INTEGRATION

There will be certain curriculum themes that occur more frequently in expeditions. These common themes can become the basis for curriculum integration.

From the current itineraries on offer, the curriculum areas below would provide the best fit:

- KS3/4 Geography – Fragile Environments
- KS3/4 Geography – Tourism study
- KS3/4 Geography – Glacial Environments
- KS3/4 Science – Ecological relationships
- KS3/4 Science – Climate Change
- KS3/4 Citizenship – Debating a global issue
- KS3/4 Citizenship – Role of charities and NGOs

5. USING TECHNOLOGY

Technology is playing a greater role on expeditions: from a pupil taking a photo or shooting video on their mobile phone, to large expeditions having all the kit necessary to make remote video broadcasts from the four corners of the earth.

There are two facets to technology (in addition of course to safety, research and navigation):

- Creating content
- Distributing content

CREATING CONTENT

Expeditions can generate a range of content on expedition from videos to photos, online journals and maps. There is an issue of making sure that the quality is high enough to use in the classroom.

DISTRIBUTING CONTENT

The main way that expeditions distribute content is via the web. Other platforms such as Google Earth can also be used.



HOW DIGITAL EXPLORER CAN HELP

CONSULTANCY

- Develop a strategy around the ideas in this document and assist with implementation

DEVELOPMENT OF CURRICULUM RESOURCES

- Create curriculum resources

[DE] BLOGS

- Provide expedition teams with a [de] blog, Digital Explorer's bespoke blogging service for schools. See <http://chamonix09.d-eblog.com> for a primary school example and <http://toubkal06.d-eblog.com> from a secondary example (there is also an example from an independent expedition at <http://shimshal.d-eblog.com>)

[DE] ACADEMY

- Launching in May 2010, the Digital Explorer Academy will be an online portal that connects schools with expeditions. Far Frontiers expeditions will be able to gain a wider schools' audience by registering here.

DIGITAL MEDIA SUPPORT AND TRAINING

- Digital Explorer also provides training for expedition teams in blogging, filmmaking, digital mapping, GPS and remote communications

WHO WE'VE WORKED WITH



APPENDIX – about Digital Explorer

Digital Explorer (www.digitalexplorer.com) engages young people in global issues for a better future. Our unique projects provide inspirational lessons and resources direct from the world to the classroom.

Digital Explorer is a pioneer in educational expeditions where pupils are at the centre. We take select groups of talented young communicators on curriculum-based expeditions, kit them up with the latest recording and communications equipment, facilitate their experience with teachers and broadcast their experiences to a global online audience – it's direct pupil-to-pupil education LIVE from one corner of the world to the other.

In order to generate greater connectivity between the exploration and educational worlds, Digital Explorer works with a number of partners including household names such as Google, HSBC and Olympus as well as Governments in the UK and overseas, the British Council, the Royal Geographical Society as well as individual expeditions.

Digital Explorer achievements include:

- First remote satellite broadcasts from a UK youth expedition back to the classroom
- Live video conferences between Antarctica and the UK classroom
- Award-winning educational websites with the [Offscreen Expeditions](#) (receiving over 50,000 unique users and a combined press audience of 5million)
- Winner of Royal Geographical Society Innovative Geography Teaching Award
- Workshops for over 600 educators and expedition leaders in generating educational resources using Google Earth
- Over 230,000 hits on Digital Explorer-designed expedition [websites for 2041](#) - an organization dedicated to the preservation of Antarctica
- Helping WaterAid to add their work to the permanent Global Awareness section of Google Earth
- Conferences – Chaired international conferences on education, exploration and technologies including at RGS and BETT
- LIVE Educational expeditions from 5 continents with a combined international audience of 500,000 students