One Approach for Bringing

Spatial Thinking into the Curriculum

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NITLE’s Latitude Initiative

Our mission is to promote and support the use of mapping and Geographic Information Systems (GIS) to enhance spatial understanding among liberal arts college faculty, staff and students.
a flurry of map making …
spatial literacy  K-12 is doing it  real-world
active, hands-on  graphicacy  marketable skills
critical thinking  it’s everywhere  problem solving

the community colleges are doing it
illustrate your narratives  across the curriculum
the liberal arts are doing it  get an internship

visualization

get a summer job  undergraduate research
inter-disciplinary & collaborative  global awareness
it’s really cool  the R-1’s are doing it
inquiry-based learning  go to grad school
community service, civic engagement
get a real job  quantitative reasoning

our peer institutions are doing it
Define a “Mapping Question”

**Share** locations – Google Earth, etc.

**Analyze** patterns – ArcGIS, etc.

Show *one data layer*,

or Ask Questions about *one data layer with regards to other data layers*
How much time do I want to contribute to this process? How much of my existing “content” am I willing to cover differently – or sacrifice altogether?

>>> show maps (made by others)

>>> make the maps myself and show them to students

>>> have students make maps with others’ data

>>> have students make maps of their own data
The University of Redlands

- Founded in 1907
- Small, fully-accredited, private university
- Largely undergraduate with a few graduate programs
- Research supported in *The Redlands Institute*
Spatial Reasoning and Geographic Thought
University of Redlands

Visualization, Communication → Understanding Place → Spatial Analysis

- Schindlemann & Hoh, SoCal music
- Tilton, urban patterns
- Larsen, multiple ideas & classes
- Wuhs, Territory & Economics
- McIntyre, Biodiversity
- Bernardini, archaeology
- Glendening, Forensics

Diana Sinton, Fall 2007
Thinking Spatial at Redlands

• Continually and consistently draw attention to “spatial” when we see it.
• Know that one size does not fit all.
• Emphasize maps (wide range of products, images) AND mapping (acknowledge the process).
• Reassure people that it is OKAY to define spatial thinking as we go along – examples will emerge. We can begin with wide consensus on a small scale and grow/modify/redefine/revisit.
• Recognize the validity of both spatial and geographic.
• Think Big, and Act (Small) Now.
• Ground these activities in Geography AND keep them campus-wide.