

Augmented Climatology

Description This activity will bring augmented reality technologies to students to promote their learning about climatology in the subject of geography and natural sciences through the creation of a video and a brochure.

Tag

- Animation
- Audio
- Cosplay
- Design
- Documentary
- Photo
- Video
- Writing
- Youtube

Skills

PRODUCTION

- To create and modify written productions
- To use writing software and apps
- To create and modify photographic productions
- To use photographic and editing tools
- To create and modify drawings and designs
- To use drawing and design tools
- To create and modify audio-visual productions
- To use filming and editing tools

CONTENT MANAGEMENT

- To search, select and download

SOCIAL MANAGEMENT

- To collaborate
- To coordinate and lead
- To teach

MEDIA AND TECHNOLOGY

- To take action and apply

NARRATIVE AND AESTHETICS

- To compare
- To evaluate and reflect
- To take action and apply

Learning areas

- Sciences
- Social Sciences

Card language

- English
- Spanish
- Italian

Structure

Sessions 7 (Variable)

Duration	50' (Variable)
Number of participants	10-30 participants
Age	<ul style="list-style-type: none">• 10-13
Materials	<ul style="list-style-type: none">• Computer• Telephones, tablets or video cameras• Internet

Process

Key questions	<ul style="list-style-type: none">• What sources about the weather should I consult?• How will we organize the contents?• Who will I direct this video at?
Development	<p>Session 1. The students are grouped into groups of 4-5 people, the climates to be investigated are distributed, and the task begins (60').</p> <p>Session 2. The students continue to investigate and begin to create the script for a video. (60').</p> <p>Session 3. The students brainstorm about how they want to present their content and its organization. They should create a kind of book or brochure, and also a video, to present the content. (60').</p> <p>Session 4. Creation of the video in which the assigned climate is explained. (60').</p> <p>Session 5: Creation of a brochure / book explaining the assigned climate. (60').</p> <p>Session 6: Presentation of the content to the rest of the class. (60').</p> <p>Session 7. Final debate on the knowledge acquired and final evaluation (group and individual). (60').</p>
Evaluation	The process, group work, and the final result of the project is evaluated with a rubric, self-evaluation and group evaluation using evaluation targets.
References for professors	• Aurasma: https://www.aurasma.com/
Author	Jacobo Sanz Sanchez-Campins, Patricia del Castillo y Clara Montaña Centro Universitario La Salle (Madrid)