

**International Geographical Union  
Commission on Geographical Education  
2008-2012**

**Newsletter #10, April 2012**

April 30<sup>th</sup>, 2012

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**1. Introduction from the Honorary Secretary**

Once again we have a full *Newsletter*, the penultimate one for the current Commission on Geographical Education 2008-12. We have much information about conferences, particularly the updates on the IGU Congress in Cologne and the Pre-Congress in Freiburg, where we hope to see many of you. See **section 7.1** below for the details of these conferences.

Information is provided on other geography education and related conferences and workshops in **sections 7 and 8**. A number of conferences are listed, so do take a look. However, this information can only be included if conference details are sent to the Honorary Secretary. So, do please keep sending or passing on details for inclusion in the *Newsletters*. As information is updated about conferences and workshops, please also keep us up-to-date, so that we can provide the latest information, website addresses and so forth.

In relation to conferences and workshops, it is always helpful and informative to receive reports of work undertaken and their success. This issue includes a report by Michael Solem, CGE Honorary Treasurer, on his recent workshop in Bangalore, India, with geography educators in **section 9**. Please keep these coming. Photographs of participants or of conference or workshop activities also help to enhance the report and the *Newsletter*!

Each year the Commission Chair writes the *Annual Report* of the Commission's work for the previous year. This is submitted in January annually to the IGU Executive and not only records what has been undertaken and is underway but also helps to make the case for the continuation of the Commission for the coming four year cycle. The *Annual Report* for 2011 is included as **Appendix A** in this issue of the *Newsletter*. Our thanks to Lex Chalmers for preparing his report and for detailing so clearly the variety of work the Commission has been engaged in. It demonstrates how much colleagues around the World are committed and involved.

Thank you for the reports on current and proposed research in and related to geographical education. This is a vital section of the *Newsletter*, where we can share the work of geography educators around the World as they research children's understanding and learning, curriculum

development, resource preparation and use and much else in schools and further and higher education. Please do keep us informed.

We have one innovation in this *Newsletter*. In **section 10.4** there is a brief introduction to Diana Larsson's MA dissertation, which has an international interest, since it compared geographical education in three European nations. We look forward to further publications about her work. Importantly, if you have Masters or Doctoral students who have received their awards and whose work would be useful to share internationally, then do send a paragraph, or ask them to send one, to be considered for the *Newsletter*.

I am sure many of us are aware of the debates and developments in geography's status and curriculum in a number of countries. We provide some updated information about developments in the U.S.A in this issue (see **section 11.3**). Work continues in Australia following the consultation on its new national curriculum for geography and we anticipate the geography curriculum will be published later this year. In England there is not yet a government decision on whether geography remains a required subject in the national curriculum, though there is some optimism and the 'whispers' are that decisions will be made public by the end of May. Meanwhile, there is also work in hand on the possible content and sequence for the national geography curriculum. In recent years there has been determined action to retain the status of geography where it has been under threat in the school curriculum in countries such as Italy and Ireland. Other nations have been making progress in enacting their geography curriculum. It would be informative for us all to receive updates on the national situations around the World, particularly where changes are taking place and developments are being embedded. Do please send a paragraph about what is happening in geographical education in your country. It would be most helpful to have reports for the next *Newsletter* in August.

We know that the IGU Congress and the CGE Symposium take place at the end of August this year. This will make it difficult to produce the final *Newsletter* of this Commission for the end of August. As a result, I have decided to circulate the *Newsletter* before the Symposium and Congress. This information is, therefore, to give you advance warning that the call for contributions will come in mid-July with a deadline of mid-August, so that I can send out the *Newsletter* a few days before we meet in Freiburg and Cologne. If you have items to send me before then, please do so. I build up the *Newsletter* contents as the months progress. It is always helpful to receive items well in advance. Thank you to those of you who do this.

Professor Simon Catling,  
Oxford Brookes University, UK.  
[sjcatling@brookes.ac.uk](mailto:sjcatling@brookes.ac.uk)

## **2. From the IGU CGE Chair: Professor Lex Chalmers**

Kia ora tatou katoa (greetings to you all).

There was a lot to report in *Newsletter #9* back in December, 2011 but the intervening months have been a bit quieter. We are looking forward to late August in Freiburg, and to the International Geography Olympiad and the major IGU Congress in Cologne. It seems like no time at all since the details of the Freiburg Symposium were confirmed (22<sup>nd</sup>-25<sup>th</sup> August) along with the parallel Olympiad ahead of the IGU Congress in Cologne (26<sup>th</sup>-30<sup>th</sup> August). The planning has been done, the programmes for all meetings have been announced, and colleagues are probably in the substantive phase of preparing their presentations. I look forward to catching up with you all at whichever venue you will be attending.

In terms of Commission activities, there is a bit of planning to do. The co-chairs of the 2012-2016 Commission (John Lidstone and Joop van der Schee) will assume responsibility for the activities, management and leadership of the Commission at Cologne, but we should also be talking about the future at our meeting in Freiburg. Members of the 2008-2012 and the incoming 2012-2016

Commission will be available to talk about the work of the Commission. We will also be looking to check and confirm our mailing lists at these meetings; email and a web presence are at the centre of our communications strategy.

At the Cologne meeting we will arrange a combined meeting of the 2008-2012 and 2012-2016 Commissions. I will provide a valedictory note, and John and Joop will no doubt want to talk to the Commission proposal that is likely to be accepted by the General Assembly of the IGU in the formal meeting at Cologne. The times and places of these meetings will be advised.

Two things about Commission activities interest me, sitting so far away from Cologne and Freiburg at this time. The first is the importance of the work that is emerging from new scholars in geographical education. The sheer volume of this is impressive if you look at the more than 100 names that appear in our combined programmes in the year up until the end of August 2012. The second is the value of face-to-face meetings and dialogue. Many of us use Skype and similar technologies regularly, but (despite some efforts in 2008-2012) we have not yet succeeded with virtual Commission meetings. I hope the incoming Commission will pick up on this opportunity.

I wish you a recuperative summer break, good Symposium and Congress preparation and safe travel to our various meetings in August.

Lex Chalmers  
Chair, IGU Commission on Geographical Education  
University of Waikato  
Hamilton, New Zealand  
[lex@waikato.ac.nz](mailto:lex@waikato.ac.nz)  
April 27<sup>th</sup>, 2012

### **3. Proposal for the new IGU CGE Commission 2012-2016**

The last *Newsletter* included the proposal for the next International Geographical Union Commission on Geographical Education 2012-16. Professor Joop van der Schee from Vrij Universitat Amsterdam, The Netherlands, and Prof John Lidstone from Queensland University of Technology, Brisbane, Queensland, Australia, have been proposed as the next joint-Chairs of the Commission. The current Chair and Steering Group supported their nomination, their proposed membership, the proposed objectives and the outline of intended activities for 2012-16. Both are very experienced members of the Commission and its activities and we look forward to the future developments in the Commission's work.

The full proposal was submitted to the IGU Executive in Santiago, Chile in November 2011. It is included here in the CGE Annual Report in section **6d** of **Appendix A**. The request was made in the Annual report that the IGU Executive supports the work of the Commission by approving the continuation of its work with the new Commission team and its proposals. We look forward to receiving approval in Cologne at the IGU Congress. Assuming this is the case, the new Commission will assume its responsibilities from the Congress.

Simon Catling

### **4. Commission website: [www.igu-cge.org](http://www.igu-cge.org)**

Information from you for our website is very welcome. If you have something to report about geography in education projects, publications, or congresses, please send it to: [henk@anaximander.nl](mailto:henk@anaximander.nl) or [j.a.vander.schee@vu.nl](mailto:j.a.vander.schee@vu.nl) (webmasters).

*The International Charter on Geographical Education* is available online in 22 languages on the website: [www.igu-cge.org](http://www.igu-cge.org).

At the website you will also find WIKIGEO which aims to give information to geography teachers and geographers in education worldwide about geographical education for students between 5 and 18 year old. It offers the opportunity to communicate about geography teaching in primary and secondary education. We hope that this helps to improve the quality of geography teaching and geographical education all over the globe.

We invite geographers in education all over the world to inform us about the geography education of 5-18 year olds in their country answering some questions (see [www.igu-cge.org](http://www.igu-cge.org)), and we hope to receive examples of good practice in geographical education to help geography teachers in other countries. Thanks in advance!

Joop van der Schee

## **5. IGU-CGE Treasurer's report**

As Commission Treasurer, I manage a checking account held at Wells Fargo Bank in Washington, D.C. As of April 24<sup>th</sup>, 2012 there are USD \$4,487.58 total funds available in the Commission's account.

The most recent expenditures of USD \$400 and USD \$100 occurred on April 24, 2012. These funds were respectively paid to Joseph Stoltman and Lex Chalmers as reimbursements for a Commission-approved gift made to Josefina Osternie in Mendoza, Argentina.

Michael Solem  
Honorary Treasurer

## **6. International Geography Olympiad 2012**

Thanks to our German colleagues the preparations for the 2012 Olympiad are well under way. This Olympiad will be held in Cologne, Germany, from 21<sup>st</sup> August to 27<sup>th</sup> August 2012, under the auspices of the International Geographical Union Olympiad Task Force. The venue will be the Institute for Geography in the heart of the city of Cologne beside the Rhine River. As always the iGeo competition contains three elements: a written response test, a multimedia test and a fieldwork test. The official language of the iGeo is English. Questions will be presented in English and students must answer in English. Extra facilities will be provided for non-native English speakers. For further information on the tests, see [www.geoolympiad.org](http://www.geoolympiad.org).

A country's team will be made up of four secondary school students between 16 and 19 years of age (inclusive) on 30<sup>th</sup> June 2012. Students must be selected through a national geography competition. They will be accompanied by two adults who are involved in geographical education in their country, and who are able to speak and write English. Countries are responsible for their own travel, visas and insurance. In addition, a contribution of €275 per person (for each student and leader) is payable as a contribution to local expenses.

The Olympiad starts with Registration and an International Board Meeting at 16.00 on Tuesday 21<sup>st</sup> August. The award giving ceremony coincides with the Opening Ceremony of the International Geographical Congress which begins at 16.00 on Sunday 26<sup>th</sup> August. As well as the tests, the programme includes geographical poster presentations and an intercultural function with a new concept. Also two excursions will take place, to the Ruhr and Rhine Regions. An optional post-iGeo tour at participants' own cost will be arranged to other parts of Germany.

If you have questions, please contact: Dr Dorothea Wiktorin, iGeo 2012 Organising Committee, [d.wiktorin@uni-koeln.de](mailto:d.wiktorin@uni-koeln.de), or Ms Kathryn Berg, Secretariat, International Geographical Union Olympiad Task Force, [admin@rgsq.org.au](mailto:admin@rgsq.org.au).

We will be very happy to see you in Cologne,

*Joop van der Schee (Co-chair of International Geographical Union Olympiad Task Force)*

## **7. CGE Sponsored Geography Education Conferences**

The major IGU Congress in Cologne and its CGE Symposium in Freiburg take place in late August, 2012. I hope that you have registered and made your arrangements to attend.

Several IGU and Commission sponsored Conferences are planned over the next few years. Information about these, where it is known, is provided below. As more details become available these will be included in future *Newsletters* and on the commission's website. Please keep me informed.

### **7.1 IGU Congress and Pre-Congress Commission on Geographical Education Symposium, August 2012**

The key dates for 2012 are at the IGU Congress and the IGU CGE Symposium between August 22<sup>nd</sup> and 30<sup>th</sup>, 2012.

The major international Pre-Congress meeting of the Commission on Geographical Education (IGU – CGE) is in Freiburg, Germany (August 22<sup>nd</sup>-25<sup>th</sup>, 2012) and the Main Congress of the International Geographical Union (IGU-IGC) is in Cologne, Germany (August 26<sup>th</sup>-30<sup>th</sup>, 2012) are now just four months away. We encourage you to participate in both meetings. Each offers focused geographical education sessions, compelling keynote presentations, and opportunities to meet and network with colleagues from around the world.

For those going to both the Commission on Geographical Education (CGE) and the IGU meetings, there is a field experience along the Rhine from Freiburg to Cologne (including a boat trip) which is included in the Pre-Congress Symposium fee. It takes place on August 25<sup>th</sup>.

For detailed information see sections 7.1.1 and 7.1.2 below and visit the conference websites.

#### **A. The Pre-Congress Symposium in Freiburg:**

<http://home.ph-freiburg.de/geo/igu/index.html>

See the programme shortly on the website.

Presenters and participants are asked to check the Symposium schedule at: <http://home.ph-freiburg.de/geo/igu/>. It will be available on-line from the end of April, 2012.

#### **B. 32<sup>nd</sup> International Congress of the IGU in Cologne:**

[http://www.igc2012.org/frontend/index.php?sub=12&ses\\_id=a7b28c6807bd6f68adf8ff398e6d1318](http://www.igc2012.org/frontend/index.php?sub=12&ses_id=a7b28c6807bd6f68adf8ff398e6d1318)

An outline of the programme is on the website.

The sessions that concern geographical education are listed under C08.11 *Geographical Education*.

[http://www.igc2012.org/frontend/index.php?folder\\_id=84&ses\\_id=a7b28c6807bd6f68adf8ff398e6d1318](http://www.igc2012.org/frontend/index.php?folder_id=84&ses_id=a7b28c6807bd6f68adf8ff398e6d1318)

The sessions can be seen at:

[http://www.igc2012.org/frontend/index.php?folder\\_id=84&ses\\_id=b73706e69bc7b86e0f6b16db2d875f24](http://www.igc2012.org/frontend/index.php?folder_id=84&ses_id=b73706e69bc7b86e0f6b16db2d875f24)

### 7.1.1 Pre-Congress: IGU-CGE Symposium, Freiburg, August, 2012

**Dates:** August 22<sup>nd</sup>-25<sup>th</sup>, 2012.

**Venue:** University of Education, Freiburg, Germany.

**Website:** <http://home.ph-freiburg.de/geo/igu/index.html>.

**Theme:** *Experience-based Learning in Geography*.

On behalf of the German HGD (German Academic Association for Geography and its Didactics) the Commission on Geographical Education (CGE) of the International Geographical Union (IGU) you are invited to our joint symposium **"Experience-based Geography Learning"**. Further details are available on our website homepage at: <http://home.ph-freiburg.de/geo/igu/index.html>.

A stimulating program, which includes key note speeches, scientific sessions and field trips combined with social events, awaits you.

The Pre-Congress Symposium ends with your transfer on August 25<sup>th</sup> by bus and boat travel on the Rhine, from Freiburg to Cologne where the main IGU Congress starts on August 26<sup>th</sup>.

The call for papers ended in December, 2011. The number of papers submitted was overwhelming. Papers will be presented relevant to the following aspects of geographical education:

- Primary Geography;
- GIS/GPS;
- ESD;
- Promoting Geography;
- Teacher Training;
- E-Learning;
- Experienced Based Learning;
- Fieldwork;
- Preconceptions.

From the issues addressed in the submitted papers we conclude that the Freiburg Symposium will give an interesting view on recent research and teaching in geographical education. The planned social program includes a number of exciting highlights that will make your stay in Freiburg even more rewarding. Because the capacities of the buses for the fieldtrips, and the restaurants we are going to eat in, are limited, we encourage everybody to register soon. Registrations for the social events will be handled on a "first come, first serve" basis. Registration now costs €220. For further information go to: <http://home.ph-freiburg.de/geo/igu/>.

**Programme Information:** The symposium schedule will be online at the end of April, 2012. Presenters and participants are asked to check <http://home.ph-freiburg.de/geo/igu/>

Prof. Dr. Hartwig Haubrich will give a speech at the opening ceremony on *"Personal experiences in Geography Education"*.

#### **Organizing Committee**

Prof. Dr. Gregor Falk, University of Education, Freiburg, Germany

Prof. Dr. Hartwig Haubrich, University of Education, Freiburg, Germany

Prof. Dr. Yvonne Schleicher, University of Education, Weingarten, Germany

Prof. Dr. Sibylle Reinfried, University of Teacher Education Central Switzerland Lucerne and Full Member of the IGU CGE

**Programme outline:** please see the website listed above.

**Wednesday, August 22nd, 2012**

Registration opens at 3.00pm  
Field Trip in the City of Freiburg  
Opening Reception  
Conference Dinner

**Thursday August 23th, 2012**

Scientific sessions  
Field Trip to the Kaiserstuhl Area near Freiburg  
Wine Tasting and Dinner in a Local Vinery

**Friday August 24th, 2012**

Scientific sessions  
Closing Ceremony  
Field Trip to the Black Forest  
Evening Reception and Dinner

**Saturday August 25th, 2012**

Field Trip transfer from Freiburg to Cologne by bus and boat.

**Sunday August 26th, 2012**

Registration and start of Main IGU Congress in Cologne.

We are looking forward to welcoming you in Freiburg.

Gregor Falk, Hartwig Haubrich, Yvonne Schleicher & Sibylle Reinfried.

**7.1.2 32<sup>nd</sup> International Geographical Congress 2012, Cologne, August, 2012**

**Date:** August 26<sup>th</sup>-30<sup>th</sup>, 2012.

**Venue:** University of Cologne, Cologne, Germany.

**Theme:** *Down to Earth*

**Website:** [www.igc2012.org](http://www.igc2012.org).

The 32<sup>nd</sup> International Geographical Congress will 'focus scientific attention on the core themes of humanity'. Further information on the conference, its organization and sub-themes is available on the website.

**Key dates:**

Registration for the Congress and the fieldtrips: up to May 15<sup>th</sup>, 2012.

Last opportunity for Congress Registration: July 31<sup>st</sup>, 2012.

**CGE strand in the Congress.**

As at previous IGU Congresses and Regional Conferences, there will be Commission on Geographical Education sessions during the Congress.

The IGC 2012 offers a business meeting and sessions for the Commission including the following topics:

1. State of the Art in Geographical Education
2. Students' Interests of Geographical Topics, Regions and Methods
3. Examples of Best Practice in Geography Education and Teacher Preparation
4. Innovative Learning - New & Traditional Media
6. Standards Concepts and Experience
7. Education for Sustainable Development and Global Learning
8. Spatial Thinking
9. Risk Education

## 10. Urbanization in Geographical Education

The preliminary programme for the CGE sessions can be found at:

[https://igc2012.org/frontend/index.php?page\\_id=592](https://igc2012.org/frontend/index.php?page_id=592).

The deadline for all Congress participants to register is 1st June, 2012. Anyone who has submitted a paper and is not fully paid up for registration will have their paper withdrawn and replaced by a candidate on the waiting list. Thus, the programme may change, so keep an eye on the website.

The CGE topic sessions were heavily over-subscribed, which is excellent for geographical education. A fascinating range of papers will be given in Commission sessions.

In addition, sessions will be offered in German on behalf of the German Academic Association of Geographical Education and the German Geography Teacher's Association.

### **Contact:**

IGC 2012 Organizing Committee

E-Mail: [info@igc2012.org](mailto:info@igc2012.org)

On behalf of IGU-CGE and the German HGD for sessions on geographical education,

Prof. Dr. Ingrid Hemmer

[ingrid.hemmer@ku-eichstaett.de](mailto:ingrid.hemmer@ku-eichstaett.de)

<http://compute.ku-eichstaett.de/hgd/news>

There will also be papers on the following relevant topics at IGC 2012:

1. Theme: Global Change and Globalisation.

*Session title:* Digital Earth: an opportunity for spatial citizenship

2. Theme: Global Change and Globalisation.

*Session title:* Mapping the emergence of change: future European perspectives

**Web:** <http://bit.ly/quyEBT>

**Further information is given below by the Local Organizing Committee:** [info@igc2012.org](mailto:info@igc2012.org)

Our homepage has been open since 1st July, 2011. You can register for the Congress using our online system. On the Congress homepage ([www.igc2012.org](http://www.igc2012.org)) you can register for the Congress and book other events, including the various components of the social programme such as the official opening ceremony, the Lord Mayor's reception or the Conference Dinner. You can also book field trips. On the first day of the Congress there will be a number of workshops for young scientists (postgraduates, post-docs). Registration as soon as you can, since there are only a limited number of places on the field trips and in the workshops.

We are particularly pleased to have acquired a prominent patron for the International Schools Olympiad (iGeo). We are glad to welcome 200 participants to Cologne for iGeo, which takes place in the week before the IGC; its closing event coincides with the opening event of the IGC 2012.

With best wishes from Cologne

The Local Organizing Committee IGC 2012

### **Online registration**

Registration for the Congress is open. Some events have a limited number of places and should be booked early (e.g. field trips over several days). To register for the congress please use our homepage ([www.igc2012.org](http://www.igc2012.org)). To register you need a valid credit card.

### **Royal opening**

Princess Maha Chakri Sirindhorn of Thailand will address the congress participants at the official

opening of the IGC 2012 on the 26<sup>th</sup> August. The princess teaches history at the Chulachomklao Royal Military Academy and is very involved in supporting science. We are very pleased that Princess Sirindhorn will honour the IGC 2012 in this way.

### **iGeo**

Sylvia Löhrmann (Minister of Schools and Further Education in North Rhine-Westphalia) is the patron of the International Schools Olympiad which will take place in Cologne in the week before the IGC. Minister Löhrmann will officiate at the iGeo prize-giving at the official opening of the IGC 2012. We are pleased to announce that iGeo has been recognized by UNESCO as an event in the Decade of Education for Sustainable Development.

### **YRF Programme**

The workshops for young scientists can be booked at no further cost apart from the regular congress fee. The following workshops will take place on the first day of the congress: "Managing a PhD thesis"; "Project management"; "Publishing in English: Why, where, and how"; "Academic writing for young researchers"; "Funding opportunities in Germany"; "Funding opportunities in the EU"; "Strategic decisions: the path to university career"; and "Careers in science". These workshops can be booked at no extra cost when registering for the congress. For further information please see the congress homepage.

### **Science Slam and student poster competition**

The University of Cologne geography students' council will provide an opportunity for undergraduates and postgraduates to present their projects in an unusual format. They will have five minutes to convince the audience – with no limits to creativity with regards to the form of the presentation.

The students' council is also organizing a poster competition. For further information please see the homepage of the geography students' council: ([www.fs-geographie.uni-koeln.de/joom/index.php/igc2012/sciencesslam.html](http://www.fs-geographie.uni-koeln.de/joom/index.php/igc2012/sciencesslam.html)).

## **7.2 IGU Regional Conference, Kyoto, Japan, August, 2013**

The announcement has been made for the IGU Regional Conference will be held at Kyoto, Japan, in 2013.

**Date:** August 4<sup>th</sup>-9<sup>th</sup>, 2013.

**Venue:** Kyoto International Conference Centre, Kyoto, Japan.

**Theme:** 'Traditional Wisdom and Modern Knowledge for the Earth's Future'.

Further information will be available in the near future. Keep an eye on the IGU website for further information:

**Website:** [www.igu-online.org](http://www.igu-online.org).

It is planned that the conference will include Commission and task force presentations and papers between August 5<sup>th</sup> and 9<sup>th</sup>. There will be Post-Conference Fieldtrips from August 10<sup>th</sup>.

Please check the IGU website for further information.

## **8. Other Geography Symposia and Conferences of Interest**

A number of conferences on subjects related and relevant to geography and geographical education are taking place in the near future.

## 8.1 EUROGEO Conference, Dublin, June, 2012

**Date:** June 1<sup>st</sup>-2<sup>nd</sup>, 2012

**Venue:** Dublin, Republic of Ireland

**Theme:** Geography and Global Understanding: Connecting the Sciences

**Website:** <http://www.eurogeography.eu/conference/dublin-2012/dublin2012.html>

By its nature Geography continues to connect the physical, human and technological sciences with GIS enhancing research, economic development and production. Geography bridging the physical and human sciences deals with places, people and cultures. It explores international issues ranging from physical, urban and rural environments, and their evolution, to climate, pollution, development and political-economy. Key issues are how these features are interconnected, forming patterns and processes impacting on present and future generations. The role of geo-technologies and geoinformation would seem to be of paramount importance.

### **The deadline for Abstracts is about to pass**

Tuesday May 1, 2012 is the final day that EUROGEO will accept abstract proposals for the 2012 conference. All proposals must be accompanied by payment to be included in the programme. It is also the final day to receive 'early bird' registration rates.

Visit: <http://www.eurogeography.eu/conference/dublin-2012/dublin2012.html> to register and for further details of the conference.

A special issue of the *European Journal of Geography* is planned on the conference theme.

### **Latest update**

Keynote speakers have been announced and are give on: <http://tinyurl.com/cah7pb8>.

More than 70 abstracts from 5 continents.

We are delighted to announce that selected papers from the Conference will be published by Cambridge Scholars Publication. The deadline for full papers for publication is July 15<sup>th</sup>, 2012.

May 31<sup>st</sup>: Welcome BBQ 7.30pm.

Irish evening and Conference Dinner.

June 3<sup>rd</sup>: Fieldtrip to the Boyne Valley.

We look forward to welcoming you there.

Karl Donert

Director: European Centre of Excellence: [digital-earth.eu](http://www.digital-earth.eu) (<http://www.digital-earth.eu>)

President, EUROGEO [eurogeomail@yahoo.co.uk](mailto:eurogeomail@yahoo.co.uk)

Keep in touch with EUROGEO at [www.eurogeography.eu](http://www.eurogeography.eu)

Also on LinkedIn [www.linkedin.com](http://www.linkedin.com)

EUROGEO is on Facebook, [http://www.facebook.com/home.php?sk=group\\_194359357259031](http://www.facebook.com/home.php?sk=group_194359357259031)

## 8.2 EUROGEO Course, Dublin, June, 2012

EUROGEO will hold a FREE iGuess course on Spatial Thinking and GIS in June 2012 in Dublin.

**Date:** 29<sup>th</sup> May – 4<sup>th</sup> June, 2012

**Venue:** Dublin, Republic of Ireland

**Theme:** Spatial Thinking

**Website:** Details at: <http://www.eurogeography.eu/iguess-dublin-2012.htm>

European teachers, teacher educators and academics can apply for a grant from their Comenius National Agency to cover their costs to attend. The deadline for the grant application is January 14<sup>th</sup>, 2012.

Karl Donert  
President, EUROGEO  
[eurogeomail@yahoo.co.uk](mailto:eurogeomail@yahoo.co.uk)

Keep in touch with EUROGEO at [www.eurogeography.eu](http://www.eurogeography.eu)  
Also on LinkedIn [www.linkedin.com](http://www.linkedin.com)  
EUROGEO is on Facebook, [http://www.facebook.com/home.php?sk=group\\_194359357259031](http://www.facebook.com/home.php?sk=group_194359357259031)  
The GeoCube promoting Geography can be found at [www.geo-cube.eu](http://www.geo-cube.eu)

### **8.3 Space, Place and Social Justice Seminar, Manchester, July, 2012**

**Date:** July 13<sup>th</sup>, 2012

**Venue:** the Education and Social Research Institute (ESRI), Manchester Metropolitan University, UK

**Theme:** Space, Place and Social Justice

Sue Bermingham is working with Professor Helen Colley, and Geoff Bright (Ethnographer), facilitating a one day seminar on *Space, Place and Social Justice* on July 13<sup>th</sup>, 2012. It focuses on opening the dialogue between Geographers, Geography Educationalists, Educationalists and Ethnographers. Further information, registering an interest and being kept up-to-date can be obtained by contacting Geoff Bright at [G.Bright@mmu.ac.uk](mailto:G.Bright@mmu.ac.uk).

### **8.4 European teachers' course on geo-media and citizenship, Salzburg, September, 2012**

Apply for a FREE teacher Comenius training course

**Dates:** 23-28 September 2012.

**Venue:** Paris Lodron University Salzburg, Salzburg, Austria.

**Theme:** [digital-earth.eu](http://digital-earth.eu): geo-media and citizenship in school education.

**Web site:** <http://www.eurogeography.eu/digitalearth/2012-de-course/digital-earth-course-sept-2012.html>

Deadline for grant applications to your National Agency is April 30th 2012.

Karl Donert  
President, EUROGEO

### **8.5 International Conference on Turkish migration in Europe, London, December, 2012**

**Date:** December 7<sup>th</sup>-9<sup>th</sup>, 2012

**Venue:** Regent's College London, Inner Circle, Regent's Park, London, UK

**Theme:** Turkish Migration in Europe: Projecting the next 50 years

**Website:** [www.turkishmigration.net](http://www.turkishmigration.net)

**The Conference is organised by:**

Regent's Centre for Transnational Studies (RCTS)

London Centre for Social Studies (LCSS)

Turkish Migration Studies Group at Oxford University (TurkMIS)

**Co-chairs are:**

Ibrahim Sirkeci (Regent's College London)

Philip L. Martin (University of California Davis)

Franck Düvell (COMPAS/University of Oxford)

Zeynep Engin (London Centre for Social Studies)

**Call for Papers and Session Proposals:**

Deadline for Abstract Submissions: Tuesday, 15th May 2012

Turkey's population doubled over the past half century to 74 million. Despite replacement-level fertility, Turkey is expected to surpass Germany to become the second-most populous country in Europe (after Russia) by 2020. With almost 4 million Turkish citizens abroad, mostly in Europe, there are fears of more migration from Turkey. Turks continue to migrate, but also often to non-Western European destinations, including Russia and the Middle East. Turkey has become an immigration country.

The enlargement of the European Union resulted in new and complex forms of human mobility while also triggering more cautious policy making and reaction to immigration in general. Turkish immigrant groups have been adversely affected by these shifts. As a case for other immigration-bound minorities in Europe, the study of the Turkish case retrospectively and projections for its future are likely to help deepen our understanding of human mobility and its place in future Europe.

The conference aims at elaborating the patterns of Turkish migration, future prospects, and potential challenges in a changing Europe. We also aim to open up the discussion by including the internal and international migration nexus as well as diverse and potentially competing destination countries as part of the broader Turkish transnational migration experience. Hence we aim to bring new perspectives on mobility and possibilities of (re-)configuration of policies.

Topics of interest include:

- types of migration (emigration, circular, return migration, internal, secondary, and forced etc.)
- types of migrants and mobility (highly skilled, workers, students, refugees, tourists/visitors, children, women etc.)
- destination countries including comparison between EU, Russia and MENA countries;
- mobility of faith groups and their networks
- cultural, political, religious, ethnic transnational networks, diaspora ties, professional networks; transnational practices
- economics of human mobility, migration and development, remittances
- migration systems, links with international trade
- entrepreneurship, immigrant businesses
- brain drain; education and migration
- comparison of Turkish migration with migration to Turkey
- migration and social change in sending in receiving countries
- migration and integration policy challenges and management
- civic/political participation
- migration projections, also in relation to Turkey's EU membership prospects
- research methodologies
- migrant literature and literature on migration
- discrimination, xenophobia

- labour market participation and experiences
- households and families
- second and third generations
- identity and citizenship
- conflicts and crises

For further information please see the conference website

**Timetable:**

**15 May 2012:** Submission of abstracts (500 words) and session proposals (500 words)  
**2 July 2012:** Decision on proposals  
**24 August 2012:** Early Registration deadline  
**15 October 2012:** Submission of full papers (up to 6000 words)  
**7-9 December 2012:** Conference

**Keynote Speakers:**

Prof Tariq Modood (University of Bristol, UK)  
 Prof Thomas Faist (Bielefeld University, Germany)

**Conference Sessions:**

In addition to the chair and panellists one discussant will also be present for every session to increase the feedback opportunities.

**Conference Publications:**

Conference Proceedings in electronic format and the Book of Abstracts in both paperback and electronic formats will be made available prior to the conference. Decision on proposals will be made by the conference committee and guest editors.

Selected papers from the conference will be considered for publication in a special issue of Migration Letters and/or a separate book with an academic publisher. The selection will be carried out during the review process as well as at the conference presentation stage. Submitted papers must not be under consideration for any other journal or publication. The final decision will be made based on peer review reports by the guest editors and the Editor-in-Chief jointly.

**Prizes:**

Best paper and best student paper prizes will be offered.

**Scholarships:**

There will be a limited number of scholarships available to advance PhD students to cover their travel expenses. For those wishing to be considered for travel grants please indicate this in your submission form.

Further information can be found at: [www.turkishmigration.net](http://www.turkishmigration.net)

**Associate Professor Eyüp Artvinli**

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Eskişehir Osmangazi University I Faculty of Education I Dept. of Elementary Education I Eskişehir I TURKIYE

Editor-In-Chief at RIGEO: [www.rigeo.org](http://www.rigeo.org)  
[eartvinli@gmail.com](mailto:eartvinli@gmail.com)

**8.6 2013 Association of American Geographers Annual Meeting: Los Angeles, California**

**Date:** April 9<sup>th</sup>-13<sup>th</sup>, 2013

**Venue:** Los Angeles, California, USA

**Website:** <http://www.aag.org/cs/annualmeeting>

Save the date! The 2013 AAG Annual Meeting will be held in Los Angeles, CA from April 9-13. More than 7,000 geographers are expected to attend the 2013 Annual Meeting in Los Angeles.

A call for papers will be issued in the summer of 2012. For up to the minute news about the conference, visit the AAG Annual Meeting page at <http://www.aag.org/cs/annualmeeting>.

## 9. Conference and Workshop Reports

### 9.1 AAG Workshop Creates Educational Resources for US-India Collaborations

The AAG recently led a workshop with **The Indian Institute for Geographical Studies (TIIGS)** to catalyze educational collaborations between schools and universities in the USA and India.



Held from March 12-16, 2012 in Bangalore, India, the workshop drew a delegation of 28 geography teachers and professors from the US and India to develop new educational resources for the AAG's Center for Global Geography Education (CGGE). CGGE provides open access to six online modules offering regional case studies and collaborative projects for high school and university geography classes.

The case studies developed by the Bangalore workshop participants draw on geographical research by American and Indian geographers to offer comparative analyses of issues related to the global economy, national identity, migration, population and natural resources, global climate change, and water resources. Each case study will be paired with a collaborative project that deploys social networking and interactive technologies for connecting geography classes in the USA and India for discussions, spatial data analysis, and problem-based learning activities. The materials will be published in September 2012 on the CGGE website (<http://globalgeography.aag.org>).

The workshop process emphasized principles of inclusion, cooperation, and mutual consideration of perspectives and practices. Dr Chandra Shekhar Balachandran, TIIGS Director, initiated the proceedings with a presentation on the geography education system in India. This was followed by remarks from Michael Solem, AAG Educational Affairs Director, and Rick Gindele, an AP Human Geography teacher at Cherry Creek High School in Denver, focusing on key characteristics of geography education in the US context.

Working in small groups, the participants formulated the details of their case studies and collaborative projects, using guidelines for writing inquiry-based activities and interactive hypermedia prepared by workshop facilitators Dr Phil Klein (University of Northern Colorado), Dr Osvaldo Muñiz (Texas State University), and Waverly Ray (PhD Candidate, Texas State University). Their efforts were further supported by a field study of the IT industry in Bangalore and a cultural GeoArts program featuring performances of traditional Indian song and dance by students on the campus of the Army Public School.

In addition to the new CGGE resources, a number of other publications are planned. One will be a special symposium for the *Journal of Geography in Higher Education* that will feature research papers related to the workshop's theme of internationalization, focusing especially on challenges and opportunities of developing and sustaining educational collaborations with Indian schools and universities. Print editions of selected case studies and a related guide for AP Human Geography teachers will appear in a future issue of *The Geography Teacher*, published by the National Council for Geographic Education. The materials will also be published in the Hindi and Kannada languages to extend the dissemination of the resources throughout India.

Funding for the CGGE-India workshop was provided by a grant from the National Science Foundation (Award OISE-1065935), with additional funding support from the AAG, the *Journal of Geography in Higher Education*, and Taylor & Francis.

Questions about the Bangalore workshop and CGGE project may be directed to Dr. Michael Solem ([msolem@aag.org](mailto:msolem@aag.org)).

## **10. Research Developments Internationally**

### **10.1 Development of a competence model on geographical system competence**

International cooperation project between Prof. Dr. J. Hartig (German Institute for International Educational Research, Frankfurt/Germany), Prof. Dr. A. Rempfler (University of Teacher Education of Central Switzerland/Lucerne) and Prof. Dr. R. Uphues (University of Erlangen-Nuremberg/Germany).

**Duration of the project:** 2011-2014

**Financing:** German Research Foundation and Swiss National Science Foundation

Contact, for further information: Prof. Dr. Armin Rempfler  
Froburgstrasse 3  
CH-6002 Luzern  
[armin.rempfler@phz.ch](mailto:armin.rempfler@phz.ch)

### **10.2 A new project called SPACIT will undertake research into education for spatial citizenship.**

SPACIT develops, tests and evaluates learning environments using geoinformation and / or teaching GIS in secondary and postsecondary education. The project will then create materials for a teacher training course.

The concept of spatial citizenship originates from the individual and collective appropriation of social space. It supports learners in secondary education to acquire competences that will enable them to more actively participate in society, while GI professionals are educated to provide services that drive the geoinformation society.

#### **Selected Publications**

- Gryl, I. & Jekel T. (2012), Re-centering GI in secondary education: Towards a spatial citizenship approach. *Cartographica*, 47(1), 18-28

- Jekel, T, Koller, A & Strobl, J. (2011), Research – education cooperations for GI in secondary education. In: Milson, A, Demirci, A. & Kesrki, J. (Eds.), *GIS in secondary education*. New York: Springer.
- Jekel, T., Koller, A., Donert, K. & Vogler, R. (Eds) (2011), *Learning with GeoInformation 2011. Implementing Digital Earth in Education*. Berlin & Offenbach: Wichmann Verlag
- Gryl I Jekel T and Donert K (2010), *GI & Spatial Citizenship*. In Jekel T, Donert K, Koller A and Vogler R, Learning with

Karl Donert  
President, EUROGEO

### **10.3 Two research projects involving school-age geography students at Charles University, Prague.**

#### **Institution:**

Centre of Geographical and Environmental Research and Development,  
Department of Social Geography and Regional Development,  
Faculty of Science,  
Charles University,  
Prague,  
The Czech Republic.

#### **10.3.1 Project: A study of pupils of various ages and their level of geographical skills (with a special attention to operations with maps)**

**Researcher(s):** Martin Hanus and Miroslav Marada.

#### **Description:**

The project concentrates on the level of acquiring geographical skills (concretely the operations with maps as a specific source of geographical information) by pupils of various ages. The project has several parts: 1) at the beginning the project concentrates on the research of Czech and foreign curricular documents – the aim of this part is to identify basic skills related to operations with maps; 2) on the basis of these findings the test, which will evaluate the level of acquirement of operations with maps by pupils of various ages, is formed; 3) after the “terrain” investigation of pupils’ maps skills level, a standard level of adoption of surveyed skills will be defined, and this level is compared with commonly used textbooks and atlases. The aim of this comparison is to find if pupils are able to understand maps (and other graphics) in textbooks and gain relevant information from them.

The formulation of standard level of acquiring operations with maps will be beneficial to authors of new textbooks and other materials for education.

#### **10.3.2 Project: A study of pupils’ skills in biology, geography and chemistry: research on intended, realized and acquired curriculum in curricular reform implementation phase**

**Researcher(s):** Dana Řezníčková, Miroslav MARADA, Tomáš Matějček, Martin HANUS, et al.

#### **Description:**

The wider context of this project covers education in biology, geography and chemistry in comprehensive schools at the beginning of curricular reform, when a focus on the conditions of generic and specific skills acquisition is desirable. The main aim is to propose, on basis of multi-level analysis of skills in terms of intended, realized and acquired curriculum, a structured and linked system of pupils’ skills, which should be acquired in geography, biology and chemistry in primary and secondary schools. Special attention will be paid to the continuous development of cross-curricular, inter-disciplinary skills. A methodological focus is to assess the pros and cons of chosen research methods by comparing the same procedures used in research of different specific

skills. Partial analyses will monitor the literature content analysis and compare opinions of academics and teachers about the skills demanded from pupils of different ages, and on the verification of rate and conditions of specific skills acquisition with respect to the age of pupils. The results will be published in renowned journals and monographs.

#### **10.4 Postgraduate Dissertations of international interest**

Both masters and doctoral dissertations can be of wider interest than to the university or in the nation in which they have been submitted. Necessarily brief, an abstract or succinct account of such studies can be of transnational interest. If you know of a student whose work might be shared in this way, please encourage them to send an outline to the Newsletter editor.

##### **10.4.1 Modernities and Geography Education: A Comparative Study of Romania, Sweden and England, *Diana Larsson*, MA Geography Education Dissertation, 2011, London University Institute of Education**

Geography is a world subject, and the world's geography presents itself as it is for everyone in this world. Nevertheless, we interpret what we see and how we experience the surrounding world in different ways. Our interpretation is informed by our prior knowledge, our own sets of values and the cultural environment in which we grew up. In other words, we all share the same geography but have a myriad of geographical imaginations. In the same way, each nation-state has its own school curriculum which is informed by its society and culture. For my MA in Geography Education dissertation I found the inspiration in my experience of being part of different countries' geographical imagination as expressed through their school geography curricula, which triggered a personal exploration into the reasons why these evolutionary narratives of geography have been so different, despite trying to make sense of the same global world.

The key question this study attempts to answer is the role played by geography education in the construction of different modernities in the three European countries which are now part of my geographical imagination – namely Romania, Sweden and the UK. This question is particularly relevant in a convergent world dominated by ever stronger trends of Europeanisation and globalisation which insist upon infiltrating and challenging national identities. The choice for the case study countries was informed by my personal link to these countries: growing up and being a pupil learning geography in communist and transitional Romania, graduating as a geography teacher in Sweden and subsequently teaching geography in England. Choosing these particular three countries endows this study with rather unique features since it is part of a personal geographical experience and also because of the three countries' different cultural and historical paths.

The investigation of these three case studies has enabled the analysis of the role of geography education in shaping the modernities of these particular countries, in the light of a rapidly converging world, where national identities would seem to be neglected. The study shows that geography education plays a vibrant role in shaping a country's modernities while allowing particularities. Informed by different geographical imaginations, the three modernity paths have and will develop without having a strong common denominator, despite the strong forces of Europeanisation and globalisation. The world remains the study subject of geography, but as discussed in this study, there are different ways to look at the world, ways paved by the bricks of each individual modernity expressed by the different national geography curricula.

*If you wish to find out more about Diana's study please contact her at: [di.larsson@hotmail.com](mailto:di.larsson@hotmail.com).*

## **11. Curriculum, Teaching and Professional Developments**

### **11.1 Project “Nós Propomos! – Cidadania e Inovação na Educação Geográfica” [English translation: We Propose! – Citizenship and Innovation in Geographical Education] Coordinator: Sérgio Claudino (University of Lisbon)**

“Nós Propomos!” is a Portuguese national project in Geographical Education coordinated by the Centre of Geographical Studies (University of Lisbon/Institute of Geography and Spatial Planning). It is being implemented in the current academic year of 2011/2012 and it is destined to Geography pupils of 11<sup>th</sup> grade (17 years old), with technical support of ESRI Portugal.

The project integrates 9 high schools in Portugal, 14 teachers and 450 pupils. The main goal is to promote local Citizenship through Geographical Education. The pupils are invited to develop a case study (that is compulsory in the subject of Geography in 11<sup>th</sup> grade) where they are asked to propose solutions for the spatial planning problems of their city/region in a governance perspective. They should, as the first step, know the local spatial plans (through agreements with municipalities) and then they will propose solutions for local spatial planning problems. In practice, emphasis is given to the problems that they experience as more relevant, and the contact with municipalities is diverse depending on the school. These solutions can be presented using GIS features. For this, a “geomonitor” of ESRI Portugal gives a few teacher training sessions and sessions for pupils about GIS in schools involved in the project.

The final works developed during this project will be presented in a national seminar in Lisbon University in June of 2012.

### **11.2 'digital-earth.eu' urges European Commission for geographic media in schools.**

Partners of [digital-earth.eu](http://digital-earth.eu), a collaboration among a wide range of organisations dealing with geoinformation in school education from across Europe, started lobbying to include geographic (geo-)media in European education through the Digital Agenda for Europe proposals ([http://ec.europa.eu/information\\_society/digital-agenda/](http://ec.europa.eu/information_society/digital-agenda/)).

Founded in 2009, currently [digital-earth.eu](http://digital-earth.eu) has 76 partners in 22 countries, including schools, teacher education and training institutions as well as national Ministries of Education and European associations.

The [digital-earth.eu](http://digital-earth.eu) project “Needs Analysis Report” confirmed that in European education, there has been little or no attention to using emerging geo-spatial technologies in European schools. There are some national and European pilot projects, but large-scale implementation is so far lacking. As a result lobbying led to meetings between representatives of the project and the office of European Commissioner Kroes in March 2012. Members of the [digital-earth.eu](http://digital-earth.eu) project were invited to present a pilot project to the Commission for consideration. A follow up is planned.

Organisations can join the digital-earth project see <http://www.digital-earth.eu>  
Follow on Twitter [@digitaleartheu](https://twitter.com/digitaleartheu)  
Or via LinkedIn and Facebook.

Karl Donert  
President EUROGEO

### **11.3 Geography education developments in the U.S.A.: *The Road Map for Education in the Geographical Sciences Project***

The Road Map Project (for geographical education) leadership team sought public input during April, 2012, to the drafts of three vitally important Reports being prepared for the *Road Map for Improving Geographic Education Project*.

The Road Map Project Leadership Team are: Michael Solem, Joe Stoltzman and Sarah Bednarz.

The purpose of the Road Map Project is to chart a course for geographic education in the next decade in the United States. The National Geographic Society and the three major professional

geography organizations in the U.S. have received a grant from the National Science Foundation to create a “Road Map” for the future of geographic education. This historic collaboration between National Geographic, the Association of American Geographers, the National Council for Geographic Education, and the American Geographical Society is creating recommendations to guide national efforts to improve geographic education over the next decade.

The work of the *Road Map for Education in the Geographical Sciences Project* is being undertaken in three committees, each looking at key areas for improving geographic education. The foci of the three committees are:

- (1) professional development and instructional materials;
- (2) education research.
- (3) assessment;

Each of these committees is producing a Report assessing the current state of geographic education in their area and making recommendations to educators, policy makers, and funders for actions they can take to improve geographic education across the social studies and sciences.

Drafts of these reports were available from March 26th to April 20th for public review and feedback. The Road Map Project website is at [natgeoed.org/roadmap](http://natgeoed.org/roadmap). Please feel free to contact the Road Map Project Director, Virginia Pitts, at [vpitts@ngs.org](mailto:vpitts@ngs.org).

It is anticipated that the final Reports will be published at or after the end of May 2012. The revised versions of the geographic Standards will also be published in the not-too-distant future. Do check the website.

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## 11.4 New AAG Book and Website for Improving Career Preparation

Whether you are just beginning as a major, taking classes toward a GIS certificate, working on an advanced degree, or considering a career change at a different point in your life, geography can lead to exceptional career opportunities. ***Practicing Geography: Careers for Enhancing Society and the Environment*** is a comprehensive new resource from the AAG and Pearson, designed to prepare geographers for careers in business, government, and non-profit organizations.

Developed by the AAG’s EDGE project with support from the National Science Foundation, the book examines workforce needs, expectations, and core competencies in professional geography, with many chapters offering expert advice and insightful analyses on topics such as networking, managing work-life relationships, and professional ethics. Dozens of professional geographers are profiled in the book to illustrate the exciting range of career opportunities in geography today and the ways geographic expertise and technologies are being applied to enhance communities, business practices, and the work of nonprofits and government agencies. See the Recent Publications list in section 11 for more details.

The AAG’s Jobs and Careers website ([www.aag.org/careers](http://www.aag.org/careers)) has recently been updated with new resources for career information and planning. The website provides additional profiles of professional geographers interviewed for *Practicing Geography* along with a broad toolkit of data, tip sheets, and other resources useful for the job search and exploring career opportunities.

*Practicing Geography* is available through Pearson in paperback and e-book formats, and can be ordered online at [www.pearsonhighered.com](http://www.pearsonhighered.com). For additional information about the book and the AAG's EDGE project, visit [www.aag.org/edge](http://www.aag.org/edge).

## 12. Recent Publications

Do you have or know of a new book on geographical education, environmental education or social studies education? If you do, please let the editor of our journal, *IRGEE*, know. She can arrange for a review and this will help to make colleagues around the world aware of the book.

Dr Gillian Kidman, reviews editor for *IRGEE*, requests authors of new publications to send a copy to her for review. Any publication, in any language, can be sent to her at:

Dr Gillian Kidman,  
Reviews Editor, *IRGEE*,  
MSTE, Faculty of Education,  
Kelvin Grove Campus,  
Queensland University of Technology,  
Kelvin Grove,  
Brisbane,  
QLD 4059  
Australia.

### 12.1 New and recent English language book publications

Beattie, G. (2010) *Why Aren't We Saving the Planet? A Psychologist's Perspective*. London: Routledge.

Buckingham, D. (2011) *The Material Child: Growing up in consumer culture*. Cambridge: Polity Press.

Gade, D. (2011) *Curiosity, Inquiry and the Geographical Imagination*. New York: Peter Lang Publishing.

Hensley, N. (2011) *Curriculum Studies Gone Wild*. New York: Peter Lang Publishing.

Ingold, T. (2011) *Being Alive: Essays on movement, knowledge and description*. London: Routledge.

Joyce, R. (2012) *Outdoor Learning: Past and Present*. Maidenhead: Open University Press.

Khan, R. (2011) *Critical Pedagogy, Ecopedagogy and Planetary Crisis*, New York: Peter Lang Publishing.

Kraftl, P., Horton, J & Tucker, F. (2012) *Critical Geographies of childhood and youth*. Bristol: The Policy Press.

McFarlane, C. (2010) *Learning the City: Knowledge and translocal assemblage*. Oxford: Wiley-Blackwell.

Milson, A., Demirci, A. & Kirski, J. (eds. (2012) *International Perspectives on Teaching and Learning with GIS in Secondary Schools*. New York: Springer, 2012.

Robertson, M (ed) (2012) *Schooling for Sustainable Development: A focus on Australia, New Zealand and the Oceanic Region*, New York: Springer.

Sarkar, S. (2012) *Environmental Philosophy: From theory to practice*. Oxford: Wiley-Blackwell.

Scruton, R. (2012) *Green Philosophy: How to think seriously about the planet*. London: Atlantic Books.

Milson, A., Demirci, A. & Kirski, J. (eds. (2012) *International Perspectives on Teaching and Learning with GIS in Secondary Schools*. New York: Springer, 2012.

This new publication brings together authors from 33 countries who profile the current status of GIS in secondary school teaching and learning in their country. Each chapter includes a summary of the country's educational context, a case study illustrating how GIS is used in secondary schooling, and an assessment of the opportunities and challenges in teaching and learning with GIS now and in the future. The book demonstrates that although the pedagogical, curricular, and technological context of each country is important, it is not deterministic of the success of GIS in education.

Reinfried, S. & Hertig, P. (2011) Geographical Education: How human-environment-society processes work, in UNESCO-EOLSS Joint Committee (eds.) *Geography, Encyclopedia of Life Support Systems (EOLSS)*, Oxford: Eolss Publishers, UK.

Developed under the Auspices of the UNESCO, this publication is now online at:

<http://www.eolss.net>.

The EOLSS is an integrated compendium of twenty encyclopedias presenting a wide range of major core subjects. Subjects covered include: Earth and Atmospheric Sciences; Water Sciences and Engineering; Energy Sciences and Engineering; Environmental and Ecological Sciences and Engineering; Food and Agricultural Sciences; Human Resources Policy, Development, and Management; Regional Sustainable Development; Social Sciences and Humanities; etc..EOLSS-online is made available free of charge to universities in the UN list of least developed countries and disadvantaged individuals, including minority colleges and universities worldwide. The EOLSS body of knowledge is made available in the form of e-books in pdf format. The contribution to the EOLSS written by Sibylle. Reinfried & Philip. Hertig is chapter 6.6.46: Geographical Education.

Solem, M, Foote, K & Monk, J (2012) *Practicing Geography: Careers for Enhancing Society and Environment*, New York: Pearson.

# PRACTICING GEOGRAPHY

Careers for Enhancing  
Society and the  
Environment

EDITORS

MICHAEL SOLEM  
KENNETH FOOTE  
JANICE MONK



PEARSON



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## **12.2 Non-English language Book publications**

None received.

## **12.3 Recent articles**

Rempfler, A. & R. Uphues (2012): System Competence in Geography Education. Development of competence models, diagnosing pupils' achievement. - In: *European Journal of Geography* 3/1, 6-22. See:

[http://www.eurogeographyjournal.eu/articles/System%20Competence\\_Rempfler\\_Uphues%202011\\_FINAL.pdf](http://www.eurogeographyjournal.eu/articles/System%20Competence_Rempfler_Uphues%202011_FINAL.pdf)

## **12.4 Forthcoming publications**

### ***Tribal GIS: Supporting Native American Decision Making***

A new book from Esri Press entitled *Tribal GIS: Supporting Native American Decision Making*, will be published in June 2012. In it, tribal leaders tell their stories about implementing and using GIS to address their unique challenges as sovereign Nations. The book covers applications in natural resources and the environment, transportation, cultural and historical preservation, economic development, health, public safety, agriculture, and perhaps most interesting to the GIS education community, two chapters on K-12 and higher education. Showing how tribal governments responsible for the stewardship of their land and resources and the health and well-being of their People use enterprise GIS to make decisions, *Tribal GIS* supports tribes new to GIS and those with GIS experience. It also will be useful for the general GIS community, showing the many scales and disciplines in which GIS can be applied.

The education chapters include stories such as students at the Alamo Navajo School collecting water well location and water quality information for the tribal government, students at Santa Fe Indian School measuring soil erosion and analyzing land use, students at Haskell Indian Nations University researching the geology of Antarctica and developing an accessibility map for their own campus, and much more. Space does not permit me to say too much here, but the stories speak for themselves. Share the stories with your students. How have the spatial perspective and GIS made a positive difference and aided with decision making? How might you be able to use these stories to generate ideas for your own GIS-based projects?

For more information:

<http://blogs.esri.com/esri/gisedcom/2012/04/01/new-book-tribal-gis-supporting-native-american-decision-making/>

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**Resources for primary teachers**

*Geography Plus: Primary Teachers' Toolkit*, Series Editors: Paula Owens and Paula Richardson

Bowden, D. & Copekand, P. (2012) *Green Futures: Investigating why rainforests matter*,  
Geographical Association

North, W. & Hamblen, A. (2012) *Australia Here We Come! Exploring a distant place*, Geographical  
Association

Parsons, S. & Foley, M. (2012) *Food for Thought: Investigating where our food comes from*,  
Geographical Association

Richardson, P. & Richardson, T. (2012) *Living in the Freezer: Investigating polar environments*,  
Geographical Association

Seal, N. & Ambrose, L. (2012) *Beside the Sea*, Geographical Association

Witt, S. & Morley, E. (2012), *Neighbourhood Watch!: Investigating the world on our doorstep*,  
Geographical Association

## APPENDIX A

### **Report on the 2008 - 2012 Commission on Geographical Education Prepared for the Meeting of the IGU Executive Committee 31 January, 2012**

## **Introduction**

This report has been prepared using the template provided by Mike Meadows, the Secretary General and Treasurer of the IGU Executive Committee.

## **1. Membership of the 2008 – 2012 Commission**

### **1 (a) Composition of the 2008 - 2012 Commission Steering Committee**

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Joop van der Schee, as Co-Chair of the Olympiad Task Force, functioned as a Commissioner, but with a designation similar to that used in the 2004-2008 Commission (Co-Chair, International Geography Olympiad Task Force).

## 1(b) Number of commission members

At the end of 2010 the Commission was mailing to 366 members, but we are currently engaged in a process of updating our mailing list to reflect interest in our activities in 2011 and 2012 (regional conferences in Chile and Europe). Email is the basis of our contact list; a number of colleagues use generic domains (google mail, hotmail etc.), and while we do not know the institutions or national affiliations of all members, we can report our 2010 corresponding membership by nationally where this is known (305 members summarised in the following table; countries with a single member are not reported). We expect the total number of corresponding members to be 400 by August, 2012.

Argentina	4	Israel	7
Australia	24	Italy	2
Austria	3	Japan	8
Belgium	4	Netherlands	9
Brazil	3	New Zealand	18
Bulgaria	2	Poland	4
Canada	4	Portugal	2
Czech Republic	9	Russia	2
Denmark	5	Singapore	11
Estonia	2	South Africa	11
Germany	18	Spain	2
Finland	17	Sweden	2
France	3	Switzerland	2
Greece	3	Taiwan	3
HongKong	5	Turkey	2
Hungary	3	United Kingdom	80
Ireland	3	United States	28

## 2. Commission meetings have been scheduled in the following places since the Tunis IGU Congress in 2008

**Tunis, Tunisia. August, 2008.** Theme: Collaboratively Building our Territories. IGU Congress. Eight commission sessions, thirty-two papers presented. Attendance 65. No proceedings available.

**Tsukuba, Japan. 6-8 August. 2009.** Theme: Introducing Spatial Thinking to Geography Education. Simultaneous bi-lingual presentations. Seven commission sessions, 30 papers presented. Attendance 140. No proceedings available.

**Hamilton, New Zealand. 19-20 January, 2010.** Theme: Positioning Geography: Strategic Issues in Geographical Education. Seven sessions, 31 papers and four workshops presented. Attendance 80. Digital proceedings available, 100 pp.

**Istanbul, Turkey. 8-10 July, 2010.** Theme: Building Bridges between Cultures through Geographical Education. Twelve sessions, 30 papers and one workshop presented. Attendance 140. Digital proceedings available. 300pp.

**Tel Aviv, Israel. July 12-16, 2010.** IGU Regional Conference. Theme: Bridging Diversity in a Globalizing World. Six Commission sessions, 30 papers presented, plus two workshops. Attendance 52. No proceedings available.

**London, United Kingdom. 18-20 April, 2011.** Theme: Curriculum Making in Geography. Seven sessions, 30 papers presented. Attendance 45. Proceedings text available in book form.

**Santiago, Chile, 14-18 November, 2011.** IGU Regional Conference. Theme: United and integrated with the World. Six themes of Commission presentations, simultaneous translation into/from Spanish available. 22 papers and one workshop were presented. Attendance 45. No proceedings available.

**Freiburg, Germany, 22-25 August, 2012.** Theme: Experience-based Geography Learning.

**Cologne, Germany, 26-30 August, 2012.** Theme: Down to Earth. Ten sessions, attendance 120, 40 papers to be presented.

### **3. Networking**

#### **3 (a) Collaboration with other IGU Commissions and Task Forces**

Our closest affiliation has been with the International Geography Olympiad. A number of Steering Committee members have active roles in national iGEO and Asia-Pacific GEO organisations, and we plan to continue this association in 2012 – 2016.

Through Margaret Robertson and colleagues at the University of Waikato, we have a watching brief on the IGU initiative to have the United Nations General Assembly declare 2014 the UN International Year of Global Understanding (UN IYGU). <http://global-understanding.info/>. The Commission was represented at the initial IGU briefing by Benno Werlen (Germany) at Santiago, Chile.

#### **3 (b) Collaboration with other international, intergovernmental, and inter- and multi-disciplinary groups from 2008 through 2012**

The Commission's **Newsletter** reports our association with a large number of professional, research and policy agencies with interests in geographical education. The Commission acknowledges the outstanding work of Simon Catling in operating an effective information clearing house for these agencies through the Newsletter.

Notable connections are those with the [International Network for Teaching and Learning and teaching Geography in Higher Education](#), the AAG [Centre for Global Geography Education](#) and the ESRI [GIS Education Community](#).

The Commission is a named sponsor of a prize in the Asahikawa Children's [Environmental Map Award](#).

### **4. Publications**

#### **4 (a) Newsletters, journals, and books published in 2008 to 2012**

The Commission sponsors [International Research in Geographical and Environmental Education](#) (IRGEE). The journal is edited by John Lidstone (Queensland University of Technology) and Joe Stoltman (Western Michigan University) and published by Taylor and Francis. The ISSN of IRGEE is 1038-2046. IRGEE is published four times a year, with the purpose of

- promoting an expanded international interest in research in geographical and environmental education;
- providing a forum for the critique of research studies and the discussion of relevant research issues in geographical and environmental education;

- encouraging the international dissemination of research in geographical and environmental education; and
- demonstrating the relevance of research studies to good professional practice in geographical and environmental education.

The **Newsletters** published by the Commission since 2001 are e-mailed to corresponding members of the Commission. The most recent Newsletter was 29 pages and more than 12,000 words. Normally the Secretary of the Commission, Simon Catling, prepares three editions a year, in April, August and September. The Newsletter is at the core of the Commission's activities, and Simon's work is much appreciated.

**Conference proceedings** are published where local organisers are able to provide the necessary resources. Two sets of proceedings were published digitally, and one appeared as a conference book during the 2008-2012 period. In addition, the best conference papers are promoted for consideration as journal articles, particularly for IRGEE.

**Commission web publications.** The Commission on Geographical Education has issued a charter and made two formal declarations (the second endorsed by the IGU in the Plenary Session of the Tunis Congress). All three documents are available on the Commission's website. *The International Charter on Geographical Education* (1992) and *International Declaration on Geographical Education for Cultural Diversity* (2002) are important statements about our discipline developed through long periods of consensus building and international discussion. They appear on this website in their entirety. The *Lucerne Declaration on Geography Education for Sustainable Development* was developed in 2007 as a response to the [UN Decade of Education for Sustainable Development](#), and presented to the IGU by Sibylle Reinfried.

**Other publications** are promoted on the Commission's website, although this process is not systematic or widely used.

#### 4 (b) Insights or conclusions from the period's publications

Digital publication is central to the Commission's practice. Some free articles are available from the IRGEE website (<http://www.tandf.co.uk/journals/RGEE>), but distribution through digital library packages is the key to increasing the profile and impact of some of the Commission's research and ideas central to geographical education. IRGEE published 27 papers in 360 plus pages in 2011; John Lidstone and Joe Stoltman have been vital to the life of the journal, and the Commission is extremely grateful to them.

The significant number of meetings organised in Europe, Asia, Oceania and Latin America by the Commission between the 2008 and 2012 Congresses (8) has given young scholars the opportunity of presenting papers in Geographical Education. Members of the Steering Group have all accepted responsibilities in these meetings, often chairing Local Organising Committees (LoCs). Many conference papers become journal articles, but publishing developmental conference proceedings remains an important option for the Commission, and one that we should continue to support from our modest financial resources. In the era of digital publication-to-meet-demand, the 2012 - 2016 Commission may consider allowing a publisher to make available digital proceedings of Commission conferences for a fee, with a royalty payable to the Commission. For digital libraries, this may be preferable to a free download from the Commission's website.

#### 4 (c) The URL of the Commission's web site

The site is at <http://www.igu-cge.org/>. Sarah Bednarz developed the first independent Commission website, and in the 2008 – 2012 period Joop van der Schee has accepted the responsibility for maintaining a high quality site. Henk Trimp serves as webmaster.

## 5. Archival Contributions

The 2004 - 2008 Commission sent copies of most published material to the IGU archives at Villa Celimontana in Rome. We understood that storage space was limited, and the 2008 -2012 Commission has adopted the strategy of advising (through IGU or Commission web links) the publication of our work. If more storage space has become available, the 2012-2016 Commission should be informed. Given the note in section 4, however, digital lodging of documents seems more effective, and the IGU may benefit from some unified strategy in this area.

## 6. Commission on Geographical Education 2012-2016

### 6 (a) Continuation

As noted to the Executive of the IGU in Santiago, Chile, the 2008-2012 Commission has considered the value of its contribution, and has worked through the process of defining new goals and membership for a 2012-2016 Commission on Geographical Education. We invite the IGU Executive to recommend continuation to the 2012 General Assembly of the Congress.

### 6 (b) The mission of the 2012 - 2016 Commission on Geographical Education

The van der Schee/Lidstone proposal is included in full as 6 (d). It specifies the following goals as constituting the mission statement for the 2012-2016 Commission

- a) the promotion of geography as an essential aspect of education at all levels in all countries,
- b) an international program of educational research,
- c) the exchange of information on geographical education and
- d) the development and promotion of good practices in geography teaching, especially for those countries that need extra support, should be developed in 2012 for presentation to the IGU Executive in support of the renewal of the Commission.

Seven strategies for the achievement of this mission are documented in the proposal.

### 6 (c) The proposed membership of the 2012 - 2016 Commission.

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#### **6 (d) Work plan envisaged for the new commission, including a description of the results to be achieved during the 2012-2016 period**

Newsletter number 9 (December 2011) describes the process that lead to the November 2011 submission of the following proposal to the IGU Executive in Chile. The proposal has been endorsed by the 2008-2012 Steering Committee, and distributed to corresponding members.

<b>To:</b>	<b>Professor Mike Meadows</b> , Secretary General and Treasurer, International Geographical Union  (via <b>Professor Simon Catling</b> , Honorary Secretary, Commission on Geographical Education of the International Geographical Union)
<b>From:</b>	<b>Professor Joop van der Schee</b> , Vrije Universiteit, Amsterdam and <b>Professor John Lidstone</b> , Queensland University of Technology, Brisbane
<b>Re:</b>	Nomination as joint Chairs of the Commission for 2012 - 2016
<b>Date:</b>	July 2011

The May 2011 Newsletter of the Commission on Geographical Education carried a *Call for nominations for a new International Geographical Union Commission on Geographical Education to take up responsibility from September 2012, including nominations for a Chair and for Steering Committee members.*

In response to this call, we now seek the support of the current Steering Group and Honorary Members for this Expression of Interest in leading the Commission for the period 2012 – 2016. We further request that the current Steering Group and Honorary Members, through the Honorary Secretary and current Chair nominate us as Joint Chairs.

In requesting for this support, we ask that the current Steering Group and Honorary Members take into account our contributions to the Commission over many years.

In particular, Professor Van der Schee has served on the Commission, convened an international Symposium in the Netherlands (1996) and founded and guided the development of the International Geography Olympiad and continues to ensure its success. Professor Lidstone also served on the Commission as Secretary to previous Chairs Haubrich and Gerber, convened two international Symposia in Australia (1984 with Prof Gerber and 2006) and co-founded and continues to co-edit the highly respected international journal: *International Research in Geographical and Environmental Education* (published by Taylor and Francis). Both Van der Schee and Lidstone have the support of their respective institutions to enable them to undertaking the roles of Joint Chair of the Commission.

## **1. Rationale for the proposal for Joint Chairs for a single term.**

While acknowledging that the IGU suggests that a Commission should consist of a Chair, a Secretary and ten members and that the Chair will usually serve two terms of four years, we are aware of the feeling within the current Steering Group

- a) that the Commission can improve the ways in which Chairs and office bearers are elected or appointed and
- b) that in recent times, Chairs and other office bearers have taken up the mantle of office with little or no preparation and generally inadequate records of former *modus operandi*.

At the same time, it has become obvious that increasing workloads and other demands on academics in virtually all jurisdictions have imposed a considerable burden on individuals who have been faced with coming to terms with the cultural history of the Commission, preparing specific objectives and a programme of work for the new Commission and achieving appropriate outcomes within the lifespan of the commission.

Perhaps as a result, the Geographical Education community is now represented at the international level by a number of experienced academics who are approaching retirement and a number of earlier career academics who produce high quality work in their own countries but who often lack experience at operating in the international sphere.

To address these concerns, we propose that we act as Joint Chairs for a single term and during this time, that the Commission adopts a process of mentoring to permit the emerging generation of senior academics in geographical education to develop knowledge, skills and understanding of the international sphere. In this way, we hope to establish a process whereby future Chairs, Office bearers and Members of the Steering Group may be identified early and assisted to take on leadership positions in successive Commissions with effective and efficient transitions.

## **2. Objectives of the New Commission**

The current Commission still has twelve months of its term remaining and a final proposal for the objectives of the next Commission will be discussed by the current Chair and Steering Committee in Freiburg and Cologne in 2012. However, we propose that, in addition to the objective of establishing new approaches to the professional development of future leaders of the Commission, objectives related to

- a) the promotion of geography as an essential aspect of education at all levels in all countries,
- b) an international program of educational research,
- c) the exchange of information on geographical education and
- d) the development and promotion of good practices in geography teaching, especially for those countries that need extra support, should be developed in 2012 for presentation to the IGU Executive in support of the renewal of the Commission.

## **3. Programme of Work for the new Commission**

As noted in Newsletter #7, the current Steering Committee has considered some initiatives for future work of the Commission and makes the following suggestions:

- a) Creating a '*Geography Education Doctoral Collection*'. This would involve collating from around the World the Authors, Titles and Abstracts of successful doctoral theses in geographical and environmental education, from all nations and in national languages, translated into English, such that an on-line list can be made available for postgraduate and other researchers, perhaps through the IGU CGE website.
- b) The preparation of an edited '*Book containing significant papers on geographical education*'. This publication might contain up to ten original papers, with copyright agreement for re-publication, from the period of the history of geographical education (perhaps 100-150 years),

each with an extended reflective commentary, jointly by one or more geography educators of standing. Criteria for selection will need to be identified, as would the panel of geography educators who would develop it, make the selection of papers, and commission the reflective essays. A publisher will need to be identified and approached.

- c) Support for the drafting of an edited '*Book on geography education practice and research*'. One such book is that which has been proposed by Michael Solem and Simon Catling on "*Rethinking Geography Education: International Perspectives on Scholarly Practices*" for a series published by Springer, which is global in scope and which also considers approaches to research (and which might be adapted to be a possible successor to the book edited by Michael Williams on researching geographical and environmental education published by Cassell [now Continuum] in 1996).
- d) The preparation of a '*Review publication on geospatial practices and lessons learned*'. This is a third monograph, which focuses particularly on what has been learnt from geospatial projects and research from the past decade or more of implementing GIS in schools and colleges.
- e) The setting up of geographical education '*Virtual geography communities of practice*'. This proposal would encourage and enable geography educators in various parts of the World to engage and work together, communicating with each other and sharing materials such as curricula, individual lessons, learning objects and assessment items, virtually. It is a proposal which should also include the support and development of the work of the Commission Steering Committee members through regular virtual meetings.
- f) Support and connection of early career researchers in geography education internationally. A further proposal associated with (a) above relates to a scholarly analysis of the implementation of the scholarly process itself in the context of international doctoral work in geographical education. Such a study would intend to enhance both quality and quantity of international research in geographical education.
- g) Support the *International Geography Olympiad* as an important way to promote geography, to stimulate understanding between young people and to help to improve the quality of school geography worldwide.

#### 4. Proposed membership of the Steering Committee 2012 – 2016

Notwithstanding the call in Newsletter #7 (May 2011) that "those who might wish to be considered for **membership of the Commission Steering Committee** [should] make themselves known to the Honorary Secretary", we make the following observations on the current membership and proposals for the membership of the future Steering Committee. A final decision on the composition of the future Steering Committee, in the light of events in the next twelve months and other nominees whose names are drawn to the attention of the Honorary Secretary, should be made in mid-2012.

The current Commission on Geographical Education of the International Geographical Union will conclude its work at the Congress of the IGU to be held in Cologne, Germany, in August 2012.

At that time, the current Chair, Lex **Chalmers** (New Zealand) will have completed two terms and will stand down, while the current Honorary Secretary, Simon **Catling** (UK) has announced his retirement. Sibylle **Reinfried** (Switzerland), Yoshiyasu **Ida** (Japan), **Wang** Min (PR China) and Joop **van der Schee** (Netherlands) will also have completed two terms as full members of the steering group and will therefore stand down from their current positions with the Commission.

Fernando **Alexandre** (Portugal), Oswaldo **Muniz** (Chile) Michael **Solem** (USA), Ivy **Tan** (Singapore), and Sirpa **Tani** (Finland) have served the Commission for the past four years and if willing, will be invited to continue for a further term.

We then propose that the following people who have shown considerable interest and initiative in the activities of the Commission be invited to join the Steering Group for the forthcoming Commission: Clare **Brooks** (UK), Ali **Demirci** (Turkey), Eje **Kim** (South Korea) and Daniela **Schmeinck** (Germany).

As Office bearers in the new Commission, in addition to ourselves, we further propose to maintain continuity with the current Steering Group by inviting Michael **Solem** to continue as Treasurer and Clare **Brooks** to act as Secretary. Although Clare Brooks is new to the Steering Group, we believe that her close working relationship with the current Secretary, Simon Catling, her experience as co-organiser of the 2011 London Symposium and the willingness of Sarah Bednarz to offer support and experience to the Secretary, would enable her to take over the role in September 2012 seamlessly.

The new Commission would therefore be:

ROLE	NAME	COUNTRY
Joint Chairs	Joop vd Schee	Netherlands
	John Lidstone	Australia
Secretary	Clare Brooks	UK
Treasurer	Michael Solem	USA
Full member	Fernando Alexandre	Portugal
Full member	Ali Demirci	Turkey
Full member	Eje Kim	S. Korea
Full member	Oswaldo Muniz	Chile
Full member	Daniela Schmeinck	Germany
Full member	Ivy Tan	Singapore
Full member	Sirpa Tani	Finland

We also hope that Sarah Bednarz, Simon Catling, Hartwig Haubrich, Lex Chalmers, Yoshiyasu Ida, Wang Min, Sibylle Reinfried and Joseph Stoltman will agree to remain with the Commission as Advisers and Mentors both to the new Steering Group and to those emerging members of the commission who may be expected to adopt more formal roles in future Steering Groups. We believe that the model developed by Sarah Bednarz, Hartwig Haubrich and Joseph Stoltman in recent Commissions has proved very valuable and has great potential for further development in the future.

Finally, we believe that such a Commission, with its balance of gender, age, experience and geographical distribution will serve the International Geographical Education community well from 2012 – 2016.

Signed:

*Joop van der Schee*

*John Lidstone*

Joop van der Schee

John Lidstone

## **6 (e). The importance of the anticipated results of the commission's work.**

The Commission of Geographical Education is arguably the oldest of the IGU's commissions. The Commission has a sustained record of excellence in organisation and contributes effectively to research in theory and practice in the discipline. The proposal for continuance is based on this expertise, but recognises that new approaches are necessary, new scholarship is starting to emerge in different national communities, and technology is now a major part of teaching and learning. We advocate a co-chairing arrangement to handle the increasing workload, and believe the incoming Commission membership has the capacity to deliver the programmes proposed.

Lex Chalmers for the 2008-2012  
Commission on Geographical Education

