

**International Geographical Union  
Commission on Geographical Education  
2012-2016**



**Newsletter #2, March 2013**

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**Welcome to Newsletter #2!**

Dear Colleagues,

Welcome to the second IGU-CGE Newsletter of the current, 2012-16, Commission on Geographical Education!

This is shorter, more compact newsletter with the intention of keeping the geography education news flowing until the end of the year! Much progress has been made since our last newsletter in December. The Commission continues to work on the projects outlined under the Programme of Work in our last newsletter. We will detail the considerable progress made in these projects and how colleagues can get involved in our next newsletter later in the year. In particular, our project to develop a range of Regional Contacts around the work to support the work of the Commission has received a great response. Visit our website and see your local Steering Committee member, who has volunteered to act as a Regional Contact, and let us know if you would like to volunteer to also be a Regional Contact. Your input is very welcome!

Finally, much work has been going on to prepare for the Kyoto conference this August. We are very grateful to our colleagues in Japan for their support and hard work. We are looking forward to an exciting and engaging conference –and we hope to see you there!

*Clare Brooks, John Lidstone and Joop van der Schee*

**COMMISSION ON GEOGRAPHICAL EDUCATION and IRGEE**

**International Research in Geography and Environmental Education**

We would like to draw your attention to the most recent editorial in IRGEE written by John Lidstone and Joe Stoltman which reflects on the relationship between the IGU-CGE and IRGEE. For those unable to access the journal, we have attached the Editorial to the end of this Newsletter.

## IGU-CGE Treasurer's report

As Commission Treasurer, Michael Solem manages a checking account held at Wells Fargo Bank in Washington, D.C. As of March 1, 2013 there is a total of USD 3,789.18 available in the Commission's account.

## CONFERENCE NEWS

### International Geography Olympiad (iGeo)

Thirty-five teams have applied to participate in the 2013 iGeo, Kyoto, Japan, 30 July - 5 August. A special welcome to countries new to the iGeo 'family' – Kazakhstan, Mongolia, the Philippines and USA. More information on the Kyoto iGeo from Prof Yoshiyasu Ida, [geolympiad@ajg.or.jp](mailto:geolympiad@ajg.or.jp); iGeos in general from Kath Berg, [admin@rgsq.org.au](mailto:admin@rgsq.org.au); [www.geoolympiad.org](http://www.geoolympiad.org).

### 2013 IGU Kyoto Regional Conference – Commission Sessions

We are looking forward to the Kyoto Regional Conference (<http://www.igu-kyoto2013.org/>). There has been a good response from this Commission for Geography Education, and details are being finalized for our dedicated sessions. We hope to have our Commission Sessions in 8 slots of 4 papers on Wednesday August 7 and Thursday August 8 and perhaps Friday August 9. Some members of the Commission will be staying at the Mitsui Garden hotel in Kyoto, and are planning to stay until the Tuesday. We are hoping that a special CGE fieldtrip will be organized (either formally or informally) for the weekend and that time will be made available for a meeting of the Commission along with further discussions of the various projects we hope to complete and who would like to contribute. If anyone would like an additional attendance certificate to stay until the Tuesday, then please let Clare know ([c.brooks@ioe.ac.uk](mailto:c.brooks@ioe.ac.uk)).

### Dates for your diary for future conferences include:

**Krakow (Poland) August 18/22, 2014**

**Moscow 2015**

**Beijing 2016**

We would like to thank the support of our colleagues in Portugal and Singapore, as we look into the possibility of having some combined CGE symposium planned to coincide with the IGU conferences. At the moment we are considering a Portuguese symposium in August 2014, and a Singaporean symposium in 2016. Details will be published on the IGU-CGE website as they become available.

## Other conference announcements

The report from **workshop on geographical education, LGEG Technical University of Liberec**, the Czech R., January 22, 2013 (5<sup>th</sup> session) is now available. Participants discussed Czech geographical curriculum, content, classroom management and preparation of students for teacher profession.

More information in English:

[http://www.kge.tul.cz/attachments/category/129/Report\\_wsphp13a\\_Liberec\\_final.pdf](http://www.kge.tul.cz/attachments/category/129/Report_wsphp13a_Liberec_final.pdf)

### Situation and Perspectives of Learning and Teaching in Geography in Latin America

This is one of the important strands that will attract quite a large number of geographers working in geographical education to the 14<sup>th</sup> Meeting of Latin American Geographers (EGAL). The scientific event will take place in Lima, Peru, 8 – 12 of April, 2013. Several countries will represent geographical education but the larger number is expected from Brazil again.

During EGAL-2011 in Costa Rica, 305 geographers with various specialties in Geographical Education attended this international conference. Brazil 247, Colombia 20, Mexico 13, Argentina 9, Chile 5, Costa Rica 5, Venezuela 3, Cuba 1, Uruguay 1, and Puerto Rico 1.

### **2013 AAG Annual Meeting: Los Angeles, California**

The 2013 AAG Annual Meeting will be held in Los Angeles, CA from April 9-13. Registration, travel information, and the online program is available at <http://www.aag.org/annualmeeting>.

Among the featured sessions will be a series of paper and panel sessions on “Milestones in Geography Education”, which will examine some of the key curriculum and research developments in geography education in the U.S. and internationally. Other geography education sessions include “International Geography Education Standards and Frameworks” with presenters hailing from Japan, Singapore, Germany, Czech Republic, Australia, New Zealand, and the US to be held on the afternoon of Thursday, April 11, and a major focus on careers and professional development in geography throughout the meeting.

### **Colombian Second National Convention on Geographical Education**

The 2<sup>nd</sup> National Convention in Colombia was held at Pedagogical and Technological University of Colombia in Tunja, 27-29 September, 2012. Several important topics on secondary and university education in geography were presented during this National Convention. There were four distinguished international presentations: Raquel Gurevich, Universidad de Buenos Aires, Argentina on Contemporary Geography and its teaching: Concepts and problems; Jose Santiago-Rivera, Universidad de Los Andes, Venezuela on Geographical Education and community development; Laura de Sousa Cavalcanti, Universidade Federal de Goias, Brazil on Geography and the contemporary Brazilian school geography: theory teaching practice and Marcelo Garrido, Universidad Academia de Humanismo Cristiano, Chile on Space fragmentation of the public school: Some keys to understand borders inside the school environment.

The Third National Convention will take place in Bogota, August 2014. For more information visit the Association of Colombian Geographers (AGOG) website, e-Boletín-Agoge: [http://www.acoge.net/e-Boletin\\_22.html](http://www.acoge.net/e-Boletin_22.html)

## **Further announcements on Geographical Education**

**Tell your story with maps!** A new series of 5 videos on browsing existing and creating your own Story Maps is in the following playlist:

[http://www.youtube.com/watch?v=hi\\_xeoTt3s0&list=PLiC1i3ejK5vsS8gJ8BLkhAjqAYXAVLFID](http://www.youtube.com/watch?v=hi_xeoTt3s0&list=PLiC1i3ejK5vsS8gJ8BLkhAjqAYXAVLFID)

Joseph Kerski has created 10 hands-on exercises in solving local-to-global problems to accompany the Esri Press book *The GIS Guide to Public Domain Data* book, along with the data and the answer keys, have been created and are at this location: <http://spatialreserves.wordpress.com/> - go to “exercises and data for the book”. You can get them through Scribd or through Google Docs. Joseph would be happy to answer any questions about them. Please contact him at [jkerski@esri.com](mailto:jkerski@esri.com).

The **UN-HABITAT Urban Youth Fund** will for the fifth year in a row provide grants to projects led by young people aged 15-32 years who are piloting innovative approaches to employment, good urban governance, shelter and secure tenure. Small development initiatives are eligible for grants up to \$25,000. These grant aims at promoting youth empowerment as the solution for better urban governance. The application will open from **February 15th 2013 to April 15th 2013**. More information and details are available at [www.unhabitat.org/youthfund](http://www.unhabitat.org/youthfund). Further details are also available on the IGU-CGE website.

### **European Values Education (EVE)**

The educational website [www.atlasofeuropeanvalues.eu](http://www.atlasofeuropeanvalues.eu) offers maps of all questions of the European Values Study (1981, 1990, 1999 and 2008), different map tools and teaching materials developed by the Comenius project European Values Education, which can be used to make engaging lessons that explore what we understand by Europe. Contact: Uwe Krause ([u.krause@fontys.nl](mailto:u.krause@fontys.nl))

### **AAG's GeoCapabilities project releases first report.**

GeoCapabilities is a research project currently led by the Association of American Geographers (AAG) with funding from the U.S. National Science Foundation. The project's aim is to research the potential of improving curriculum making in geography through trans-Atlantic and trans-European collaborations in teacher professional development. This work is being pursued in partnership with the Grosvenor Center for Geographic Education at Texas State University, the Institute of Education in London, the University of Helsinki, and the European Association of Geographers (EUROGEO).

The full report will be available at [www.aag.org/geocapabilities](http://www.aag.org/geocapabilities) on April 1, 2013.

Presentations on GeoCapabilities are scheduled at the following upcoming conferences:

- EUROGEO (Bruges, Belgium: May 2013)
- Nordic Geographers Conference (Reykjavik, Iceland: June 2013)
- European Conference on Education (Brighton, UK: July 2013)
- International Geographical Union Regional Congress (Kyoto, Japan: August 2013)
- EUGEO Congress (Rome, Italy: September 2013)

For more information about GeoCapabilities, please contact the project director, Dr. Michael Solem ([msolem@aag.org](mailto:msolem@aag.org)).

## **Publications**

### **National Geographic Releases RoadMap Reports for Geography Education**

The National Geographic Society recently published three major reports for its "Road Map" project, designed to set a foundation for large-scale improvements in geographic literacy in the U.S. The reports were written by three committees who studied effective practices in geography education research, assessment, and instructional materials/teacher professional development.

A communications and dissemination initiative will follow to promote the reports and their recommendations. In the meantime, the reports are now available for download at:

[http://education.nationalgeographic.com/education/program/road-map-project/?ar\\_a=1](http://education.nationalgeographic.com/education/program/road-map-project/?ar_a=1)

New article: **Spatial Environmental Education: Teaching and Learning about the Environment with a spatial framework**, by Joseph Kerski:

<http://www.earthzine.org/2012/09/24/spatial-environmental-education-teaching-and-learning-about-the-environment-with-a-spatial-framework/>

### **Publication of an overview of recent research in geographical education in the Netherlands.**

Schee, J. van der & Béneker, T. (Ed.) (2012) Aardrijkskundeonderwijs onderzocht. Amsterdam: Landelijk Expertisecentrum voor Mens- en Maatschappijvakken. Discusses in Dutch several themes, like fieldwork and geographical learning and future views in textbooks. The focus is to improve the geography education in the Netherlands. The publication is online available:

[http://www.expertisecentrum-mm.v.nl/cms\\_data/lemm\\_akow\\_onderzocht\\_2012\\_web.pdf](http://www.expertisecentrum-mm.v.nl/cms_data/lemm_akow_onderzocht_2012_web.pdf)

The Japanese web journal **E-journal Geo**, refereed journal by Association of Japanese Geographers the largest academic geography association in Japan, has just published a **special issue of Geography Education**, E-journal GEO Vol. 7(2012) No. 1. [https://www.jstage.jst.go.jp/browse/eigeo/7/1/\\_contents](https://www.jstage.jst.go.jp/browse/eigeo/7/1/_contents)

All articles are written by Japanese, but some have English abstracts.

**Young People: Cross-cultural views and futures** is designed to highlight student voices from multiple perspectives and diverse socio-cultural contexts. Margaret Robertson and Sirpa Tani bring together case studies from researchers, teachers and students on every continent. Students in Australia, Singapore, Taiwan, Chile, Colombia, the United States, Kenya, the United Kingdom, the Netherlands and Finland reveal overlapping interests related to the future of our planet including the environment, health and wellbeing, their families, education and jobs. [https://shop.acer.edu.au/acer-shop/group/YOUNG\\_PEOPLE/X](https://shop.acer.edu.au/acer-shop/group/YOUNG_PEOPLE/X)

## Curriculum news

### New US Geography Standards Released

The second edition of *Geography for Life: National Geography Standards* is now available for purchase through the National Council for Geographic Education online store (<http://www.ncge.org/geography-for-life>). *Geography for Life* outlines the geographic perspectives, content knowledge (illustrated by 18 Standards) and skills required for students to become geographically informed persons. An interactive online reference is available through the National Geographic Society Education website ([http://education.nationalgeographic.com/education/national-geography-standards/?ar\\_a=1](http://education.nationalgeographic.com/education/national-geography-standards/?ar_a=1)).

*Clare Brooks - Executive Secretary to the IGU.CGE*



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IGU-CGE Website: <http://www.igu-cge.org/>

The following Editorial appeared in *International Research in Geography and Environmental Education* (IRGEE)

### **The Commission (CGE) and IRGEE**

During August 2012 the Commission on Geographical Education of the International Geographical Union (CGE/IGU) met for a Symposium in Freiburg followed by scientific sessions during the Congress of the IGU in Cologne, Germany. IRGEE is the flagship publication for the CGE/IGU. The regular symposia and congresses provide an opportunity for geography and environmental educators to report research, pedagogical content, and curriculum developments internationally. They also provide an opportunity for discussions and deliberations regarding the changing nature of geography education. Symposia and congresses held in Istanbul (2010), Tel Aviv (2010), London (2011), Freiburg (2012) and Cologne (2012) have presented, through papers, reports, and posters, a quite good perspective on the changes in and state of geography education internationally.

In this editorial we want to reflect on the relationship between the Commission and IRGEE. IRGEE has a unique position within publishing in geography and environmental education. It is one of only several print journals in those topical subjects that is not directly affiliated with a dues paying organization. The only other one that the editors are aware of is *Research in Geography Education*, which is published by the Grosvenor Center for Geography Education at the Texas State University, San Marcos, TX. There are several open access journals that distribute electronic copy, but do not include print copies. Included in this category is the *International Journal of Environmental and Science Education*, and is not affiliated with a professional, dues paying organization.

As the flagship journal for the Commission, IRGEE represents an intersection between research and practice. During the Symposium of the CGE in Freiburg there was a special session devoted to IRGEE to discuss its role and relationship to CGE as a journal that does not have the aid of a sponsoring, fees collecting professional organization. CGE is neither a membership nor a dues paying affiliation for individuals, but rather an academic and scientific component of the IGU. While there is excellent promotion and high quality attention to IRGEE by the publisher, there is not an official organization with dues paying members that claims ownership of the journal. The editors explained in the session devoted to IRGEE that the Commission has a prominent role in extending subscriptions and encouraging the submissions of manuscripts. The discussion focused on three aspects of IRGEE: dissemination; balance between geography and environmental education; and cutting edge topics.

First, dues paying membership organizations usually include a subscription to the flagship journal as part of the membership fee. This is not the case with IRGEE. The journal is dependent on individuals making the decision to subscribe and pay a subscription fee without a membership affiliation. Dissemination of the journal and citations to articles are enhanced with a strong base of individual subscribers. The discussion in Freiburg did not provide any absolute steps to expand subscriptions. It was recognized that IRGEE plays a significant role in the dissemination of geography and environmental education research and practice. It is an important publication for senior faculty as well as early career faculty for both referencing and teaching. The inclusion of one's research in a high quality journal such as IRGEE is important to the development of a professional curriculum vita and resume. Regular participation as a subscriber opens opportunities for reviewing manuscripts, reviewing scholarly books and other materials, serving as guest editor for special topics, and participating on the editorial board.

Individual subscriptions to IRGEE are an important indicator of its professional importance to the field. In the Commission session devoted to the journal it was suggested that scholars active in CGE invite colleagues and other professional educators to subscribe, read, and cite IRGEE in their academic work. Personal contact in disseminating IRGEE is important. If you are at a university, college or institute, then also make sure that the library subscribes to IRGEE. Assign your students readings and referencing in the journal. Subscriptions, either in print or through electronic distribution, are the means for libraries to increase general access to IRGEE.

Second, the journal has both geography and environmental education in its title. However, more than 80 percent of the submissions are from geography. Granted that there is a major crossover between the two topics sometimes making it difficult to determine where the transition occurs. Often the title of an article or the author's biographical statement clearly indicates if the article is oriented to environmental or geographical education. Topics, such as sustainability, are difficult to categorize unless they clearly state the perspective they are proposing. The versatility to address environmental topics from both geography and environmental perspectives is positive for the journal. The discussion in Freiburg specifically addressed the imbalance in papers submitted and published. It was recommended that the editors and the geography education community invite environmental educator colleagues



to submit articles and participate in the mission of the journal. IRGEE represents a high quality international journal with potential to cross-fertilize geography and environmental education. It was agreed that a greater representation by environmental education would be a benefit. We ask our readers to suggest to our environmental education colleagues the opportunities provided by IRGEE.

Closer to the editors' responsibilities are the actual manuscripts received. In what could be the best of both the worlds, the IRGEE would receive about half of the submissions from geography education and half from environmental education. Within that division, a perfect world would find representation from each region of the world for each issue. To top that off, IRGEE would equally represent North and South, developed and developing, if submissions were in balance. However, imbalance prevails. More submissions are received from geography than environmental education, from developed than from developing regions, and more from the north rather than from the south. Alerting our colleagues about the role of the IRGEE could have positive benefits for more balance in geography-environmental education.

Third, IRGEE must attempt to publish the cutting edges of geography and environmental education research and practice. Bellwether publications often get their start in the forums within geography and environmental education at regional, national, and international conferences. The 2012 CGE/IGU conferences were dominated by papers devoted to pedagogy and teacher preparation. However, substantial numbers of papers were focused on geotechnology, assessment, sustainable development, spatial thinking, standards in geography, and the state of art for geography education (Stoltman, 2012). A review of environmental education forums indicates that cutting edge topics emerge, such as environment and health, sustainability, and applications of emerging technologies. The submission of manuscripts by geography and environmental educators who make cutting edge presentations at conferences need to be encouraged. Such a broadened base will provide the editors of IRGEE a view of the emerging trends in the fields. The discussions in Germany made a point that presenters of engaging papers should be encouraged to submit them for publication – and to remind the authors that IRGEE is a fine journal to consider.

In 2013 the editors and the editorial board will be attending to the three issues raised regarding the journal. We will expand those discussions and we will take steps to extend the reach of IRGEE further among our professional colleagues. We believe addressing them will make IRGEE even more valuable for geography and environmental educators. Your suggestions and help are welcome will be greatly appreciated.

John Lidstone, Brisbane, Australia  
Joseph Stoltman, Kalamazoo, USA

Stoltman, J. P. (2012). Perspective on geographical education in the 21st century. *J-Reading: Journal of Research and Didactics in Geography*, 1(1), 17-24. Retrieved from <http://j-reading.org/index.php/geography/article/view/3>