

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

**Newsletter #11, August 2012**

August 15<sup>th</sup>, 2012

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**1. Introduction from the Honorary Secretary**

Colleagues, this is the final *IGU CGE Newsletter* of the current, 2008-12, Commission on Geographical Education. The CGE Symposium in Freiburg, Germany, is almost upon us, and it is followed by the IGU Congress in Cologne, Germany. For both the Symposium and the Congress it appears we have excellent participation expected, with a wide variety of papers, the fieldtrips, dinners and opportunities to explore two lovely and fascinating urban centres. I am certainly looking forward to both, and I hope to see many of you at one or the other or both. For final information about the Symposium and Congress see section 7 CHECK below. The International geography Olympiad takes place just before the Congress, as we meet in Freiburg. Section 6 gives further information. We look forward to the report at the Congress about the qualities of our young geographers and to the announcement of the national and individual winners.

Our new Commission takes over the reigns following the IGU Congress. Information about and details of the new Commission are given in section 3 below and in Appendix A. Dr Clare Brooks will take up the role of Honorary Secretary of the Commission. I have no doubt that she will be an excellent secretary and will continue to develop the role and communications for the Commission's corresponding members. Her contact email address is: [c.brooks@ioe.ac.uk](mailto:c.brooks@ioe.ac.uk). She is a very experienced teacher educator based at the Institute of Education, University of London. She has been a member of the British Sub-Committee of the IGU CGE for a number of years and managed the London Conference sponsored by the CGE in April 2011. With our new joint Chairs, Joop van der Schee and John Lidstone, the Commission is in good hands for its next term.

We have a full *Newsletter*. There are a number of curriculum developments under way around the world, and some of these are outlined in Section 11 CHECK. I have been sent information on a variety of conferences during the coming months and years. These are listed, with details and

contacts where known, in Section 8 CHECK. There continue to be a variety of interesting and informative publications on geographical education and geography being published, as Section 14 indicates. Other sections update us on research activities, book proposals and journals. There is an excellent Good news Story from Joseph Kerski in Section 15 CHECK. It is good to have these, especially when it is about how our writing or courses has helped to convince someone of the value of geography education.

This is my final *Newsletter*, at the end of my terms as Honorary Secretary to the Commission. I was honoured to be invited to join the Commission Steering Group in 2008 and both surprised and flattered to be asked to take up the role of Honorary Secretary. I hope that I have managed to provide effective communications both for the Steering Group and our corresponding members. Our honoured and still very active previous chair, Hartwig Haubrich (1988-1996) has been kind enough to write to me and to invite me to publish his letter, which I do below. Lex has also been most kind in his editorial in the latest issue of IRGEE (2012, Vol. 21, Issue 3). I organize a conference annually on primary geography which a few of you have attended. This has been going since 1995 and those participating this year took me entirely by surprise to recognize my role in doing this. Geography educators are a remarkably thoughtful, kind and generous set of people – that's you! Since I retire formally at the end of August, it has been quite a year to reflect on so far! This makes it all the more a pleasure to be at both the Freiburg CGE Symposium and the Cologne IGU Congress. I shall remain involved in geography education, since I continue to chair the British Sub-Committee of the IGU CGE, and I will retain a small part-time role at my university.

So, I want to say a very big 'Thank you' to you all for your support over the past four years. This *Newsletter* and what we have to share with each other about geographical education and its absolutely fundamental value for the future for our young people, from early childhood to university, simply do not exist without you. You provide the 'food and drink' which I have been happy to serve. I have not been able to do this – nor will Clare Brooks be able to in the future – without you. You are wonderful and vital people. Please keep encouraging others to sign up as corresponding members, so that we can keep spreading the word about the importance of geographical education to governments, the public, our colleagues and our youngsters, and keep working to make the world a better place.

My point that you create this *Newsletter* is a serious one. It is absolutely essential that you keep providing information to Clare Brooks for future issues, however she wishes to develop and circulate it. I am sure things will move on as our digital technologies evolve further. I recall – indeed, still have! – Hartwig's *Newsletters* which arrived by post in the late 1980s and the first half of the 1990s, while mine have reached you by email attachment. You can reach Clare at: [c.brooks@ioe.ac.uk](mailto:c.brooks@ioe.ac.uk). Do keep her informed. I, for one, look forward to the next *Newsletter*!

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

As I wrote above, I received the following email from Professor Dr Hartwig Haubrich. While Hartwig has been very kind about our efforts over the past four years, I think his note says a great deal about him, his deep feelings for geographical education and for the Commission over the years and into the future. So, this is to say a very public "Thank You" to Hartwig for all you have done for us, for your continuous and continuing support and encouragement, for your enthusiasm, your openness to debate and your determination to promote geographical education for all children everywhere.

Dear Simon,

As you know I am retired since many years. Therefore I cannot contribute to your *Newsletter* something what is important for our members. But I am reading your Newsletters very carefully every time and I am very thankful to be informed about what is going on in our Commission.

The reason why I am writing to you is that I would like to thank you for your commitment and excellent work. I am sure that you have sent all *Newsletters* to the *Home of Geography* in Rome, so that the following Commissions can be informed about the activities of the last years.\*

During my time there was no Internet and no *Home of Geography* but our Newsletters from 1988 to 1996 can be found in printed form in a book in the *Home of Geography* in Rome.

I thank you again and I am looking forward to seeing you in Freiburg.

Best wishes,  
Hartwig

\* I have, Simon.

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

A good number of people will be rehearsing their travel arrangement as I write, and I am conscious here on the forested shores of Lake Huron that our Freiburg Symposium and Cologne Congress are fast approaching. Most of the hard work has been done by our colleagues in Germany, and the websites are full of helpful information. See the sites for Freiburg at <http://home.ph-freiburg.de/geo/igu/programme.html> and Cologne at <https://igc2012.org/frontend/index.php>.

Essentially, we get underway with the Symposium on Wednesday 22<sup>nd</sup> August in Freiburg and work through until Saturday, 24<sup>th</sup> August. There will be no break for those participating in the Cologne programme, as the entire Geographical Education programme in the IGU Congress runs on Sunday 25<sup>th</sup> August (from 8:00am!). We operate in four parallel sessions, and we can expect a number of delegates from the Congress at large. We will also see German geography teacher participants in the Congress; there is a programme in German for geography teachers that immediately follows our Congress sessions starting on Monday. A number of colleagues are also involved in the iGEO in Cologne, and we will meet the Olympiad Gold medalists at the opening session of the Congress.

Perhaps the most important meeting of the Congress is the business meeting of the Commission at Cologne. You will see in the schedule that this is timed for 16:00 on Sunday 25 August in Room COM03. I will open the substantive part of the meeting with an acknowledgement of the work of the 2008-2012 Commission and a welcome the new 2012-2016 Commission on Geographical Education. Joop van der Schee and John Lidstone, as incoming joint-Chairs, will close the meeting.

The agenda for the meeting will be as follows:

1. Welcome and establishing the record of the meeting.
2. Registration of those present and the reporting of apologies.
3. Financial report (Michael Solem).
4. Chair's valedictory comments.
5. Welcome to the new Chairs of the Commission (Joop van der Schee and John Lidstone).
6. Introduction of the new Steering Committee and statement of Commission priorities for 2012-2016.
7. Key elements of the 2012-2016 programme.
8. Other business.

The final activity of the day will be social in function. The Commission and the University Association for Geographical Education in Germany would like to invite you to an icebreaker on the Sunday evening of August 25<sup>th</sup> in Cologne. The function will start at 8:00pm in Gaffel am Dom. The essential details are on <http://www.gaffelamdom.de/Brewhouse.cms>. The location is central and easily accessible. [Information about this and a map of the location are included in this Newsletter in Section 8.1.2 below, pp.10-11. Ed.]

Safe travel, and best wishes for a successful and interesting set of meetings in Germany.  
Lex Chalmers

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. 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 August 1, 2012 there are USD \$4,487.58 total funds available in the Commission's account.

Michael Solem  
Honorary Treasurer  
[msolem@aag.org](mailto:msolem@aag.org)

### 4. The new IGU CGE Commission 2012-2016

At the end of the IGU Congress in Cologne in August, the current CGE concludes its business and hands on the new Commission on Geographical Education. The details of the 2012-16 Commission have been given in previous *Newsletters* and are included in **Appendix A** of this *Newsletter*. Professor Joop van der Schee from Vrij Universitat Amsterdam, The Netherlands, and Professor John Lidstone of Queensland University of Technology, Brisbane, Queensland, Australia, are to be the joint-Chairs of the new Commission. 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 programme for the new Commission is set out in **Appendix A**.

The full proposal was submitted to the IGU Executive in Santiago, Chile, in November 2011. 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. This process is completed at the IGU Congress in Cologne. We look forward to receiving approval in Cologne at the IGU Congress.

Simon Catling

### 5. 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

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

Thanks to our German colleagues the preparations for the 2012 Olympiad are complete. This Olympiad is being 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 is 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. 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 very much hope to see you in Cologne,  
*Joop van der Schee (Co-chair of International Geographical Union Olympiad Task Force)*

## **7. Honour for Argentinian geography educator**

### **IGU-CGE Recognition for Professora Josefina Ostuni**

Submitted by Joseph P. Stoltman

Dr. Josefina Ostuni was recognized by IGU-CGE President Lex Chalmers during the 2011 IGU Congress in Sanitago, Chile. Following the Conference the presentation was repeated in the Faculty of the University de Cuyo in Mendoza, Argentina where Josephina's professional career was recognized in which her sisters, Vincentina and Portia, and her long time colleagues and friends were able to participate. Both occasions were fitting for a high ranking scholar of geography education, and everyone associated with the Commission since 1994 has benefitted from Josefina's participation. The following is an excerpt from the award ceremony in Mendoza.

Professora Josefina Ostuni was recognized on November 23, 2011 for her sustained commitment to geography education in a ceremony in the Faculty of the National University de Cuyo, Mendoza, Argentina. The ceremony was held following the 2011 International Geographical Congress in Santiago, Chile. The Commission sponsored a luncheon attended by approximately 40 of Dr. Ostuni's colleagues and friends. Joseph P. Stoltman, representing CGE-IGU, read the following statement in honor of Dr. Ostuni and her service to geography education in Argentina and internationally for more than four decades.

"It is my pleasure on behalf of the Commission on Geographic Education of the International Geographical Union to award Professora Josefina Ostuni IGU/CGE Honors Recognition for her dedication and service to the Commission on Geographical Education of the International Geographical Union.

Dr. Ostuni became a full member of the Commission in 1996 and remained on the Commission as the representative from South America until 2004.

During her service to the Commission she attended the:

- 1994 IGU conference in Berlin and Prague
- 1996 IGU Congress in Den Hague, Netherlands
- 1998 IGU conference in Oporto and Lisbon, Portugal
- 2000 IGU Congress in Seoul, South Korea
- 2001 IGUCGE Conference in Helsinki, Finland

With her colleague Margarita Schmidt she translated the *Lucerne Declaration on Geographical Education for Sustainable Development* into Spanish. The translation was published by the Argentine National Academy of Sciences and has been widely distributed throughout South and Central America.

As a university students Josefina was influenced by Professor Dr. Mariano Zamorano, a member of the IGU-CGE in late 1960s, who encouraged her to become a professora of pedagogy and geography education. Josefina fulfilled that role and became known throughout Argentina for her enthusiastic support and scientific basis for teacher preparation. Her students continue to admire her skill, commitment, and personable approach to learning decades after they have been enrolled in her classes.

Josefina's professional career has been highlighted by her work in the theory of geography and education. She has been widely recognized as a pedagogical researcher. Beginning as a high school professora of geography, she has made a lasting imprint on Argentine geographic education through her research activities and her writing and professional development activities with teachers from her professorial appointment at the National University de Cuyo.

I would like to present you with this honor and gift in recognition of your unending support for geographical education – in Mendoza, in Argentina, in South America, and globally through your work with the Commission on Geographical Education of the International Geographical Union.

Congratulations."

Gifts and two plaques recognizing Dr. Ostuni were presented to:

Professora Josefina Ostuni  
Departamento de Geography  
Universidad Nacional de Cuyo  
Mendoza, Argentina

The citation was followed by a toast to Professora Josefina Ostuni by all in attendance. Please note the toast engaged the participants' luncheons pallet with the marvelous wines of Mendoza.





Josepfina Ostuni (centre) having received her award, with Lex Chalmers, Chair of the IGU CGE on her left and Joseph Stoltman behind.



Josefina, her sisters Portia and Vincentina, with Gillian Stoltman, a student of Josefina's student and the student's daughter.

## 8. 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.

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

The IGU Congress and the IGU CGE Symposium are almost here.

The major international Pre-Congress meeting of the Commission on Geographical Education (IGU – CGE) takes place in Freiburg, Germany, on August 22<sup>nd</sup>-25<sup>th</sup>, 2012

The Main Congress of the International Geographical Union (IGU-IGC) is in Cologne, Germany, during August 26<sup>th</sup>-30<sup>th</sup>, 2012.

Both offer 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 more information see sections 7.1.1 and 7.1.2 below and visit the conference websites.

### **8.1.1 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*.

A stimulating program, including key note speeches, scientific sessions and field trips combined with social events, has been fully planned.

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 for the main IGU Congress which starts on August 26<sup>th</sup>.

Papers will be presented at the Symposium on the following aspects of geographical education:

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

The Freiburg Symposium will present informative and interesting reviews of 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.

**Programme Information:** The symposium schedule is online. Please 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*".



**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.

**The Organizing Committee is:**

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

We look forward to welcoming you in Freiburg.

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

**8.1.2 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 focuses 'scientific attention on the core themes of humanity'.

The programme is on the website: <http://www.igc2012.org>

**The CGE strand in the Congress.**

As at previous IGU Congresses and Regional Conferences, there are Commission on Geographical Education sessions during the Congress. A fascinating range of papers will be given in Commission sessions. They include

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 sessions for geographical education are listed under C08.11 *Geographical Education*:

[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)

There are also sessions 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)

#### **Other relevant sessions**

There are also 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>.

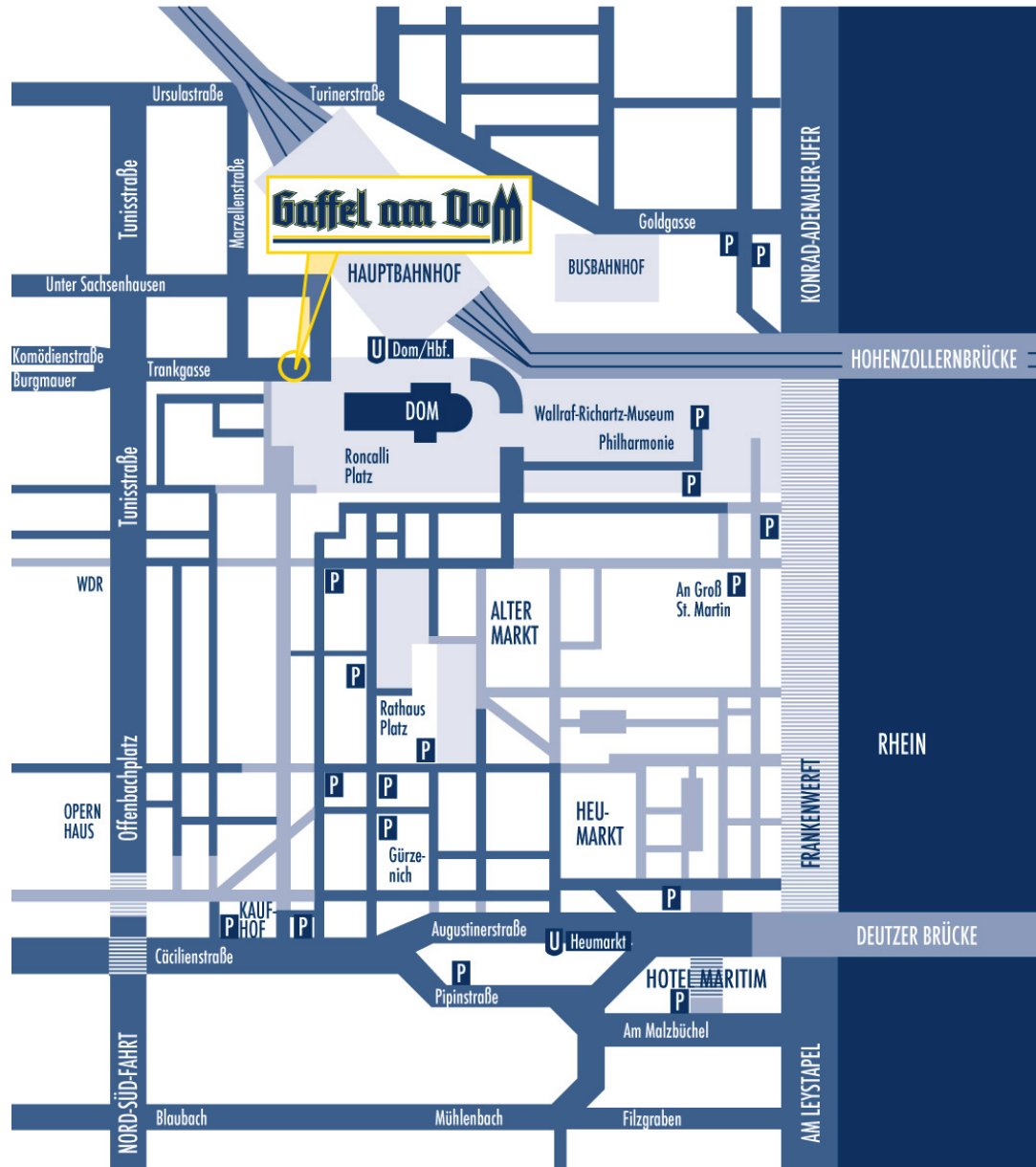
#### **Invitation to an Ice Breaker Evening on August 25th**

Dear Colleagues,

On behalf of the University Association for Geographical Education in Germany and the IGU CGE we would like to invite you to an icebreaker on the evening of August 25th in Cologne. We will be waiting for you starting from 8:00 pm in Gaffel am Dom. Further information on the location can be found on the following website: <http://www.gaffelamdom.de/Brewhouse.cms>.



Location map:



We looking forward to seeing you all in Cologne.

Ingrid Hemmer & Lex Chalmers

### 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

In the week before the IGC there will be some 200 participants in Cologne for the International Schools Olympiad: iGeo. Its closing event coincides with the opening event of the IGC 2012. Sylvia Löhrmann (Minister of Schools and Further Education in North Rhine-Westphalia) is the patron of the International Schools Olympiad. 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.

On behalf of IGU-CGE and the German HGD for sessions on geographical education,  
Prof. Dr. Ingrid Hemmer  
Professur für Didaktik der Geographie  
Katholische Universität Eichstätt-Ingolstadt  
Ostenstr. 18  
D-85071 Eichstätt  
email: [ingrid.hemmer@ku-eichstaett.de](mailto:ingrid.hemmer@ku-eichstaett.de)

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

The announcement has been made for the IGU Regional Conference will be held in Kyoto, Japan, in 2013. Further information will appear in forthcoming Newsletters.

**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-kyoto2013.org](http://www.igu-kyoto2013.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 website for further information.

## **8.3 IGU Regional Conference, Krakow, Poland, August, 2014**

The announcement has been made for the IGU Regional Conference will be held in Krakow, Poland, in 2014. Further information will appear in forthcoming Newsletters.

**Date:** August 18<sup>th</sup> – 22<sup>nd</sup>, 2014.

**Theme:** *Changes, Challenges, Responsibilities.*

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

**Website:** [www.igu2014.org](http://www.igu2014.org)

## **8.4 IGU Regional Conference, Moscow, Russia, August, 2015**

The announcement has been made for the IGU Regional Conference will be held in Moscow, Russia in 2015. Further information will appear in forthcoming Newsletters.

**Date:** August 18<sup>th</sup> – 22<sup>nd</sup>, 2015.

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

**Website:** [www.igu2015.org](http://www.igu2015.org)

## **9. 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.

### **9.1 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

### **9.2 Department of Human and Economic Geography in behalf of Faculty of Geography, University of Bucharest Annual Conference**

**Dates:** November 10<sup>th</sup> -11<sup>th</sup>, 2012.

**Venue:** The "Casa Universitarilor", Bucharest, Sector 1, 46 Dionisie Lupu, Romania.

**Theme:** Understanding Land, People and Environment: Research and Teaching perspectives in Geography.

**Web site:** <http://www.geoconference2012.geo.unibuc.ro/index.html>.

We have the pleasure to announce that the Department of Human and Economic Geography in behalf of Faculty of Geography, University of Bucharest is organizing its annual conference.

The organizing institution envisage the event as an attempt to provide an open forum for geographers and specialists from its related fields, to present and discuss the most recent aspects in several sub-fields of geography research and teaching for both higher and school education.

The event is expected to provide a fertile environment for debating relevant geography theoretical, philosophical and methodological issues, in addition to considering policy dimensions, forecasting, project implementing and educational reform challenges both in the Romanian and other European countries.

For further details please visit the conference

We hope you will find our event of scientific interest and challenging. We look forward to seeing you all in Bucharest!

The organizing committee

### **9.3 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)

**The Papers and Sessions will relate to:**

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:**

**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**

V/Research Associate, University of London | Institute of Education | 20 Bedford Way | London WC1H 0AL | UK

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

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

## **9.4 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>

The 2013 AAG Annual Meeting will be held in Los Angeles, CA from April 9-13. A call for papers has been issued and is available on the AAG Annual Meeting page: <http://www.aag.org/annualmeeting>.

Members of the Commission may be interested in the following session being organized by Michael Solem:

### **Standards and Benchmarks for Geography Education: An International Comparison**

#### **Call for Papers**

Papers are invited for a session examining contemporary developments in geography education in different national contexts. Many countries are experiencing major reforms in school geography and the issuance of new national frameworks for geography teaching and learning, such as the second edition of *Geography for Life* in the United States, a revamped National Curriculum for Geography in the United Kingdom, and similar reforms in parts of the European Union, Asia, and Australia.

The session will focus on recent changes in national curriculum frameworks, national content standards, and other related policy changes affecting geography teaching and learning in elementary and secondary schools. We seek papers that provide either a national perspective or an international comparative perspective on these trends and developments, including the extent various national frameworks display significant similarities or divergences in conceptual and philosophical underpinnings of what it means to be “geographically literate and proficient” and to “think geographically” about people, places and environments.

Session discussants will consider the implications of the findings presented in the papers for future domestic and international work in geography teacher preparation, workforce development, and preparing students for college and careers.

Interested presenters should submit an abstract of 250 words maximum ([see formatting guidelines](#)) to the session organizer, Dr. Michael Solem ([msolem@aag.org](mailto:msolem@aag.org)), by September 30<sup>th</sup>, 2012. Notification of acceptance into the session will be announced by October 5<sup>th</sup>, 2012.

Please note that upon acceptance into the session, presenters will need to register and upload their abstract on the AAG Annual Meeting webpage by October 24<sup>th</sup>, 2012 at the latest.

For more information about the 2013 AAG Annual Meeting, go to [www.aag.org/annualmeeting](http://www.aag.org/annualmeeting).

## **9.5 EUROGEO Conference 2013: “Geography: linking tradition and future”**

The 2013 European Association of Geographers conference will be held in Bruges, Belgium from 9-11 May 2013 at Sint Lodewijks College.

- Conference sessions
- Keynote speakers
- Field trip
- Witness the unique Holy Blood Procession (UNESCO) (limited seat reservations)

Details will shortly be available on the EUROGEO Web site: <http://www.eurogeography.eu>



Central Bruges: location of EUROGEO 2013



2013 EUROGEO conference venue, Bruges, Belgium

## **9.6 IX National Geographical Congress - IX Jornadas Geográficas Cuyanas – October, 2013, Mendoza, Argentina.**

**Date:** October 24<sup>th</sup> to 26<sup>th</sup>, 2013

**Venue:** Facultad de Filosofía y Letras, Universidad Nacional de Cuyo, Mendoza, Argentina

**Theme:** *Complexity, permanent attribute of Geographical Science*

**Website:** <http://ffyl.uncu.edu.ar>

**Organizer:** Department and Institute of Geography (Fac.Fil.y Letras-UNCuyo)

### **Sub-Themes:**

Environment in its different aspects  
Rural activity between tradition and modernity  
The city, a complex object  
Geography teaching, new challenges

Visite nuestra pagina en Internet: <http://ffyl.uncu.edu.ar>

Facultad de Filosofía y Letras,  
Universidad Nacional de Cuyo,  
MENDOZA,  
ARGENTINA

## 10. Conference and Workshop Reports

None have been received.

## 11. Research Developments Internationally

### 11.1 The People's Sustainability Treaty on Higher Education

The [\*People's Sustainability Treaty on Higher Education\*](#) is an initiative led by [COPERNICUS Alliance](#), a European Network of Higher Education for Sustainable Development, which presents the collective vision of higher education networks, groups and institutions that are seeking to build more sustainable futures. It was developed over a 6 month process involving 30 international and national higher education associations and agencies as well as students groups from across the globe. The Treaty process, which was facilitated by COPERNICUS Alliance, already counts with over 65 signatories.

The *People's Sustainability Treaty on Higher Education* is one of fourteen Treaties which were proposed as a series of independent collective agreements, with the intention of influencing Rio+20 outcomes. All the treaties were developed and presented in a [series of events](#) organised at Rio Centro and the People's Summit in Rio de Janeiro between the 13<sup>th</sup> and the 21<sup>st</sup> June 2012.

The Treaty has received a positive response from the international community which has recognised the value of this initiative in building a momentum during, and after, Rio+20. The Treaty not only acknowledges the work which has been done to date to embed sustainability within higher education, but invites higher education stakeholders to commit to its principles and take innovative actions to transform the sector.

The final version of the Treaty and an updated list of signatories are now available online [here](#). We are inviting others engaged in, and with, higher education to support this process by becoming signatories to the Treaty. If you are interested in supporting this initiative, please could you download and complete the form available in the Treaty's webpage and send it to the COPERNICUS Alliance Secretariat ([office@copernicus-alliance.org](mailto:office@copernicus-alliance.org)) before the **31<sup>st</sup> August, 2012**.

COPERNICUS Alliance is planning to bring the Treaty's signatories together virtually this autumn to discuss and develop plans to progress the Treaty and showcase efforts of signatories beyond 2012. We look forward to working together in influencing higher education and supporting change towards sustainability.

COPERNICUS Alliance

Website: <http://www.copernicus-alliance.org>

Email: [office@copernicus-alliance.org](mailto:office@copernicus-alliance.org)

### 11.2 New AAG "Geo-Capabilities" Project to Research and Improve Transatlantic Collaborations in Geography Teacher Preparation

The National Science Foundation has awarded the AAG a grant to conduct collaborative transatlantic research initially by geography educators in the United States, the United Kingdom, and Finland. Researchers involved in this effort are Michael Solem (AAG), Susan Heffron (AAG), Niem Huynh (AAG), David Lambert (Institute of Education), and Sirpa Tani (University of Helsinki). Richard Boehm, Director of the Grosvenor Center for Geographic Education at Texas State University, will supervise the project evaluation.



The “Geo-Capabilities” project will determine how geography contributes to the overall capabilities of K-12 students. There are two major components to this project that address capabilities (i.e., the principles of understanding topics like autonomy, human rights, citizenship, sustainable development, economy and culture).

The first is an international comparative analysis of national geography standards, teacher preparation curricula and practices within the U.S., U.K., and Finland to determine how standards address the capabilities of students. The resulting synthesis report will illustrate for other nations how capability concepts can bridge divergent conceptions and practices in geography education and set the stage for international collaborations in teacher preparation.

The second project component will design and implement a workshop convening geography professors and recent graduates from pre-service teacher education programs in the U.S. and EU. Informed by the outcomes of content analysis research performed in the first year, participants will identify and ultimately bridge differing national conceptions of geography as an academic discipline, what it means to “think geographically,” and the role of post-secondary teacher preparation in enhancing geographic education. Following the workshop, the participants will develop online educational resources that will connect pre-service geography teachers for international collaborative projects using the Center for Global Geography Education (CGGE) at the AAG. These educational resources will draw on an approach to curriculum development known as the “capability approach” to unify various national conceptions of geography in a way that enables aspiring geography teachers to engage the perspectives of their peers internationally as they develop expertise in the subject.

Geography plays an important role in everyday decision-making. Thinking geographically underpins the practice of asking questions that identify changing relationships between places, and communicate patterns observed at various scales. These questions become more complex when viewed through an international lens. This project, founded on international partnership, will enhance geographic education through teacher preparation workshops and freely accessible professional development resources. The new CGGE case studies and collaborative projects will connect pre-service teachers online to study and discuss important geographic questions in their respective nations and provide them with important opportunities for cross-cultural understanding and geographic learning in relation to capability principles. Eventually, the students of project participants will experience similar opportunities to attain international perspectives on geographic content emphasized in national standards. Together, these cross-cultural research and educational activities will facilitate the development of internationally connected teacher preparation programs rooted in sophisticated international geography perspectives.

For further information about the “Geo-Capabilities” project, contact the project director, Michael Solem at [msolem@aag.org](mailto:msolem@aag.org).

### **11.3 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.

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

### **12.1 Curriculum developments in England**

The National Curriculum in England is being revised by the Conservative-Liberal Democrat coalition government. The overall policy direction aims to create a new *knowledge based* curriculum, with:

- a stronger focus on academic knowledge for all;
- an emphasis on the new English Baccalaureate for 16 year olds (EBac), which includes geography or history;

- a radical reform of GCSE qualifications (the examinations taken by 16 year olds) to restore academic 'credibility'.

Thus, in England, there is a new enthusiasm for the academic disciplines, and a respect for knowledge and discourse. There is far less interest from government in generic learning skills.

The Geographical Association has worked very hard to respond positively to this agenda. We do not want to 'go back to the future', but we do want to embrace the new emphasis on subject knowledge in schools.

You can follow this on: [www.geography.org.uk/getinvolved/geographycurriculumconsultation](http://www.geography.org.uk/getinvolved/geographycurriculumconsultation), and from September 2012 on: [www.geography.org.uk/getinvolved/NCproposals](http://www.geography.org.uk/getinvolved/NCproposals).

In short, there will be a national curriculum for geography in primary schools - to be taught from September 2014. But because of the radical marketisation of schools (and the introduction of 'free schools' on the Swedish model) there might not be a national curriculum for geography in secondary schools. The examination system, and the EBac in particular, may be the controlling factor on the curriculum in secondary schools.

We will see. But the Geographical Association will try to play an influential role.

Professor David Lambert  
Professor of Geography Education  
Hon Vice President of the Geographical Association  
Institute of Education,  
Department of CPA,  
20, Bedford Way,  
London, WC1 H 0AL

## 12.2 Curriculum developments in the USA

**The National Geographic Network of Alliances for Geographic Education** is an organization composed of mainly pre-Kindergarten-12 educators and university faculty dedicated to improving and promoting geo-education. Alliances serve as hubs for outstanding educator resources, world-class professional development, and policy advocated for geo-literacy. To find out more about the Network go to: <http://www.NatGeoEdu.org/alliances>.

To find out more about the *Geo-Education* and *Geo-literacy* initiatives go to:

[http://education.nationalgeographic.com/education/geoliteracy/?ar\\_a=1&force\\_AR=True](http://education.nationalgeographic.com/education/geoliteracy/?ar_a=1&force_AR=True).

Click on the *What is Geo-literacy?* and *Why is Geo-literacy Important?* videos to decide to make a difference.

This is a time of change in national education policy. The last four years of President Obama's leadership have seen significant changes in the policies of the previous presidential administration but the emphasis on high stakes assessments, teacher accountability, school choice through charter schools, and post-secondary and career readiness continue. One significant innovation has been the development of *Common Core State Standards in Mathematics and English Language Arts and Literacy*. This movement to a shared, common set of standards, driven by foundations and Washington-based organizations and supported by the national Department of Education, is changing the landscape of US education. While each of the fifty states is still responsible for education, for the first time all but four states have adopted the same standards, making the US have a virtual national curriculum. Standards in *History/Social Studies* and *Science and Technical Subjects* are integrated in the elementary *English Language Arts and Literacy* standards and appear as stand-alone standards for grades 6-12 focused on skills such as *evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence*. The standards are available online at: <http://www.corestandards.org/>.

The state Alliances within the *Network* have partnered with *National Geographic Education* to create an alignment document between the **Geography for Life** revised standards and the *English Language Arts Common Core* document. The work will include areas for integration and exemplar lessons. The publication should be available by November of 2012 at about the same time that the second edition of **Geography for Life** appears.

For geography educators the world around interested in following US education, I suggest a free weekly newsletter *Public Education Network* [pen@publiceducation.org](mailto:pen@publiceducation.org), which is also available online at [http://www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp).

Finally, the **Road Map Project** ([http://education.nationalgeographic.com/education/program/road-map-project/?ar\\_a=1](http://education.nationalgeographic.com/education/program/road-map-project/?ar_a=1)) to set an agenda to improve geography education assessment, educational research, and professional development and instructional materials, is wrapping up. Three separate reports and an executive summary will be produced. Recommendations about geography education research will be explained in a session at the IGU Congress in the CGE Koln sessions.

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### 12.3 European Collaborators Wanted for Online International Learning Project

Phil Klein, Professor of Geography at the University of Northern Colorado (UNCO), is looking to establish a brief teaching collaboration with one or more European geographers during the autumn of 2012. For the past several years, students in Dr. Klein's "Geography of Europe" course at UNCO have used selected case studies and collaborative projects from the AAG Center for Global Geography Education (CGGE) modules with students of colleagues in Belfast and Barcelona (Margaret Keane and Antoni Luna). Unfortunately neither Dr Keane nor Dr Luna is teaching this autumn, but Phil would like for his students to continue to have the opportunity to discuss geographic issues with their peers in Europe.

The CGGE project (<http://globalgeography.aag.org>) is built around case studies about issues like national identity, migration and water resources (these are the modules having European case studies that would be germane to Phil's course content). Using Moodle discussion forums, student teams at both universities engage in collaborative discussion of the local experiences of peoples in different places with these issues.

Phil's class runs from late August through early December, but the ideal window for a brief collaboration would be between mid-October and mid-November. There is some flexibility based on the schedules of potential teaching partners. The CGGE project is designed so that partnering instructors can choose to make the collaboration short or long, covering one or more of the project's case studies.

If you would be interested in discussing a possible collaboration with Phil, please email him directly at [phil.klein@unco.edu](mailto:phil.klein@unco.edu). Thank you.

### 12.4 [digital-earth.eu](http://digital-earth.eu) Project request for papers

Members of the [digital-earth.eu](http://digital-earth.eu) project special interest group on learning and teaching with geoinformation have announced a call for papers on "Practice examples on learning with geo-media in schools".

Full details are at: [http://eductice.ens-lyon.fr/EducTice/ressources/journees-scientifiques/CFP\\_SIG2012](http://eductice.ens-lyon.fr/EducTice/ressources/journees-scientifiques/CFP_SIG2012)

The contributions should refer to at least one of the following categories:

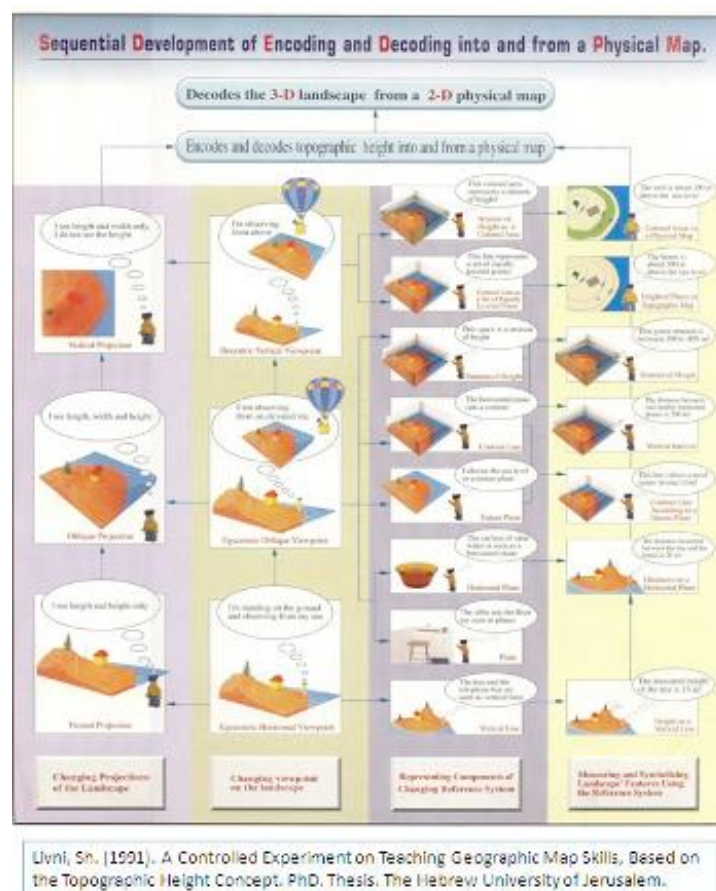
1. technology – learning about technical necessities of recording geodata and publishing it with geo-media
2. spatial thinking/science education – learning to use spatial analysis and construct hypotheses
3. reflexive use – reflexive consumption of geo-media and of working with geo-media
4. communication – communicating spatial visions with geo-media for participation and negotiation

**Deadline:** 25th of September 2012: Contributions (8 pages max)

**Contact:** [thomas.jekel@sbg.ac.at](mailto:thomas.jekel@sbg.ac.at) and copy to [eric.sanchez@ens-lyon.fr](mailto:eric.sanchez@ens-lyon.fr)

## 12.4 Paths in Physical Maps

Dr Shimshon Livni has been developing a Teachers' Manual and Student Units to teach and support school students' understanding of physical geography maps. He has now made this material available on the following website: [www.en.mymaps4you.com](http://www.en.mymaps4you.com). Do check out the site, which provides the Teachers' Manual and the Student Unit for *Paths in Physical Maps*.



The message of the Unit and the Manual *Paths in the Physical Maps* is connected with the main problem of the teaching situation in the of Elementary School classroom – how the students comprehend the learned subject matter. It is very important that a teacher will be a nice and assertive person and understand the cultural and personal background and difficulties of his

students. But most of all, the teaching situation needs teachers as professional experts who know what are the required starting cognitive abilities needed to learn the concrete subject matter, in this discussed case, map skills. See the attached Model. The teaching process should be as follows: First, the teacher will identify the student's position of the starting cognitive abilities according the above mentioned Developing Model.

Next, following the really position the teacher "build" a learning situation when the student could fulfill the missing ability.

For example, a 4-6 age student asked to draw a map of his surroundings as it seen from above.

The starting cognitive ability is a vertical (decentric) viewpoint and the student lacks this ability. Go to Unit's Section 1 to find the learning situation intended to solve this learning problem.

## **12.5 Change of Chief Executive of the Geographical Association**

Professor David Lambert is stepping down from his role as Chief Executive of the Geographical Association on August 31<sup>st</sup> to concentrate his time in his other post, as Professor of Geographical Education at the Institute of Education, University of London. David has been in post for ten years and has not only maintained the impressive record of the Association over that time, supported of course by innumerable volunteer geographers and geography educators, but has enabled the Association to have developed an invaluable relationship with government in England to enable it to support and promote school geography, for instance through the Action Plan for Geography (with the RGS-IBG) between 2006 and 2011.

Alan Kinder becomes the new Chief Executive of the Geographical Association from September 1<sup>st</sup>, 2012, moving from a local authority advisory role. We wish him every success with his new responsibilities and look forward to many years of the Geographical Association supporting the international work of the IGU Commission on Geographical Education. Further information can be found on the GA's website: <http://www.geography.org.uk>.

Simon Catling

## **13. Call for Book Chapters**

A Call for Book Chapters on the theme "*Geography and Global Understanding: Connecting the Sciences*".

The book will be published by Cambridge Scholars Publications and edited by Ron Abler, Kostis Koutsopoulos and Karl Donert in 2013.

**The deadline for submission of full chapters is October 1st 2012.**

### **Book Contents**

- a. Global Understanding, introductory paper(s)
- b. Section I: Global Issues
  - \* *papers introducing the major global problems and their spatial implications*
- c. Section II: Geoinformation and Global Issues
  - \* *papers addressing the use of Geoinformation techniques in handling global issues*
- d. Section III: Dealing with Global Issues
  - \* *papers demonstrating spatial approaches in resolving global problems*
- e. Connecting the Sciences - concluding paper(s)

Chapters are welcome from all areas of Geography and connected disciplines, and group submissions can be arranged. For further information email: [koutsop@survey.ntua.gr](mailto:koutsop@survey.ntua.gr)

Author Guidelines can be found at: <http://tinyurl.com/cos7lvj>

Full chapters should be submitted to [koutsop@survey.ntua.gr](mailto:koutsop@survey.ntua.gr) for peer review by **October 1st 2012**



## 14. Geography Education Journals

### 14.1 *RIGEO*

You can find the journal *Research in Geographical Education On-line* [RIGEO] at:  
[www.rigeo.org](http://www.rigeo.org).

The latest issue of RIGEO has just been published. You can find it at:  
<http://www.rigeo.org/contemporary-trends-in-teaching-and-learning-geography>

We have some changes for RIGEO for the future.

(1) We now have "International editors" for most continents. We still look for international editors for **Europe** and **Middle/South America**. If you plan to apply or if you know anybody who can apply for those positions please spread this e-mail out to them.

(2) RIGEO is to increase the numbers of issues from two per year to three issues per year. Thus, we will publish a Summer Issue and Winter Issue within 2012. It is the new Summer Issue that has just appeared.

We also invite you to be "reviewer" for RIGEO by sending your resume to [eartvinli@gmail.com](mailto:eartvinli@gmail.com).

Eyüp Artvinli (Editor of RIGEO)

### 14.2 *Belgeo*, the Belgian journal of geography

#### Appel à articles pour Belgeo

Belgeo, qui nous vous le rappelons, passe à partir de 2012 en format électronique gratuit, ce qui donnera beaucoup plus de souplesse en matière de publications de photos et de cartes en couleurs, et en même temps augmentera sensiblement la diffusion, souhaite publier en 2013 un numéro sur le thème des

#### Excursions et du travail de terrain en géographie

Les articles que nous vous proposons de soumettre au comité de rédaction pourraient porter sur les thèmes suivants :

- La présentation d'excursions de niveau universitaire, en Belgique ou autour de la Belgique, en les cadrant par rapport à leurs objectifs
- Des articles sur la pédagogie des excursions géographiques, aux différents niveaux de l'enseignement, depuis le supérieur jusqu'au primaire
- Des réflexions sur les finalités et la méthodologie du travail de terrain en géographie.

En fonction du nombre et des thèmes des propositions reçues, le comité éditorial décidera si ces textes doivent donner lieu à un ou deux numéros de Belgeo. Dans le cas où deux numéros seraient publiés, le premier reprendrait des excursions proprement dites, le second porterait sur les aspects théoriques et pédagogiques.

Les marques d'intention devraient parvenir au secrétariat de rédaction de Belgeo ([cvdmotte@ulb.ac.be](mailto:cvdmotte@ulb.ac.be)) avant la fin septembre 2012, sous la forme d'un titre et d'un court texte indiquant l'orientation de l'article. Les textes devraient être déposés pour le 15 janvier 2013.

#### Call for proposals for *Belgeo*

Belgeo, which becomes from 2012 a free on-line journal, a format which will allow the use of colour pictures and maps and should substantially increase the audience, wishes to publish in 2013 a topical issue devoted to

### **Field trips and fieldwork in geography**

Papers could address the following topics :

- University-level field trips in Belgium or in surroundings regions, together with their objectives
- Papers on the pedagogy of geographical field trips, from university to primary school level
- Studies on the objectives and methodology of fieldwork in geography.

According to the number and the topics of the papers submitted, the editorial board will decide if one or two issues will be published. In the latter case, the first issue should be devoted to the publication of field trips, the second to the theoretical and pedagogical aspects.

Proposals will be sent to Belgeo's publishing secretary ([cvdmotte@ulb.ac.be](mailto:cvdmotte@ulb.ac.be)) by the end of September 2012, in the form of a title and a short text outlining the subject and the aims of the paper. Papers should be submitted before mid-January 2013.

## **15. 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.

### **15.1 New and recent English language book publications**

#### **(a) Relevant to geography education**

Beames, S., Higgins, P. & Nicol, R. (2012) *Learning Outside the Classroom: Theory and Guidelines for Practice*. London: Routledge.

Broda, H. (2011) *Moving the Classroom Outdoors: Schoolyard-Enhanced Learning in Action*. Stenhouse Publishers.

Chan, E., Kwan, T & Lidstone, J (2012) *Changing Conceptions of Teaching and Learning in Hong Kong : from Geography to Liberal Studies*. Hong Kong: INSTEP, Faculty of Education, The University of Hong Kong. [English language version: ISBN 978-962-8093-97-7]

Foley, P. & Leverett, S. (eds.) (2012) *Children and Young People's Spaces*. Maidenhead: Open University Press.

Gadsden, D, Warren, H, Taylor, A & Kirski, J (2012) *Tribal GIS: Supporting Native American Decision Making*. Boulder: Esri Press.

Hayward, B. (2012) *Children, Citizenship and Environment*. London: Routledge.

Hopwood, N. (2012) *Geography in Secondary Schools: Researching Pupils' Classroom Experiences*. London: Continuum.

Norcia, M. (2011) *X Marks the Spot: Women writers map the Empire for British children 1790-1895*. Athens, Ohio: Ohio University Press.

Reynolds, R. (2012, 2<sup>nd</sup> ed.) *Teaching History, Geography and SOSE in the Primary School*. Melbourne, Australia: Oxford University Press.

Rowe, S. & Humphries, S. (2012) *The Coombes Approach: Learning through an experiential and outdoor curriculum*. London: Continuum.

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**(b) A bit of fun**

Jennings, K. (2011) *Maphead*. New York: Scribner.

**(c) Relevant to geography**

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Atkinson, S., Fuller, S. & Painter, J. (eds.) (2012) *Wellbeing and Place*. Farnham: Ashgate.

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Kellerman, A. (2012) *Daily Spatial Mobilities*. Farnham: Ashgate.

Kerski, J & Clark, J (2012) *The GIS Guide to Public Domain Data*. Boulder: Esri Press.

Kitchen, R. & Dodge, M. (2012) *Code/Space: Software and everyday life*. Cambridge, Mass.: MIT Press.

Laing, J & Frost, W. (2012) *Books and Travel: Inspiration: Quests and Transformations*. Bristol: Channel View Publications.

Moore, S (2012) *Media, Place and Mobility*. Basingstoke: Palgrave Macmillan.

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Wilken, R. & Goggin, G. (eds.) (2012) *Mobile Technologies and Place*. London: Routledge.

Zalasiewicz, J. & Williams, M. (2012) *The Goldilocks Planet: The four billion year story of Earth's climate*. Oxford: Oxford University Press.

**Notes from Joseph Kerski about his two new books**

A new book *Tribal GIS*, authored by David Gadsden, Heather Warren, Anne Taylor, and Joseph Kerski, contains stories of how the spatial perspective and GIS has been used to make a positive difference in primary and secondary education, informal education, higher education, transportation, health, natural resource management, cultural preservation, and in a variety of other fields. Published by Esri Press.

<http://www.amazon.com/Tribal-GIS-Supporting-American-Decision/dp/1589483200>

Privacy, crowdsourcing, cloud vs desktop, copyright, fee vs. free, how to obtain spatial data, data quality, and other key issues are explored in a new book entitled *The GIS Guide to Public Domain Data*, authored by Joseph Kerski and Jill Clark. The book is accompanied by a blog <http://spatialreserves.wordpress.com> and 10 exercises with quizzes and assessments:

<http://www.amazon.com/GIS-Guide-Public-Domain-Data/dp/1589482441/>

### **A note from Tammy Kwan about her new book**

Our new book, *Changing Conceptions of Teaching and Learning in Hong Kong: from Geography to Liberal Studies* by Eva Chan, Tammy Kwan and John Lidstone (2012, INSTEP, Faculty of Education, The University of Hong Kong), examines Hong Kong Geography teachers' conceptions about the nature of teaching and learning in order to anticipate how far they may be ready, willing and able to change in order to make proactive contribution to current Education Reform. Understanding such conceptions illuminates potential approaches to teaching the NSS Liberal Studies curriculum. This book is conceptualized in the context of Hong Kong's ongoing holistic Education Reform. Given the paucity of studies on how the current generation of teachers think about their role in the curriculum and how we can anticipate the potential success of the requirement to become "reflective", this book provides a case study of humanities teachers from the current area of Geography and extrapolates to the NSS Liberal Studies curriculum.

A framework is developed to identify different conceptions of the current geography subject area. On the basis of data revealed by practicing teachers including written discourse, interviews and the critical responses to a fictional school scenario, five conceptions of teaching and learning are identified which may be grouped to show polarized approaches to the teaching task. While some teachers adopt a *shaping orientation* which appears to be reactive to the Education Reform, others have a proactive *nurturing* or *social orientation* which mitigates in favour of Education Reform. The findings of this study from geography (a classical subject discipline with distinctive teaching content) are extrapolated to the controversial new senior secondary subject, Liberal Studies, which has become a new core subject of an "area of study".

**Acknowledgement:** INSTEP KE Publication Grant

**ISBN:** 978-962-8093-97-7 (2012, English Version, 157 pp.)

### **A note from Nick Hopwood about his new book**

I'm delighted to be able to announce the publication of my book *Geography in Secondary Schools: Researching Pupils' Classroom Experiences*. As far as I know this is the first monograph in geography education to focus on pupils' experiences in such depth. It is now available on Amazon in the US and Europe. It received endorsements from Joseph Stoltman, Graham Butt, Richard Boehm and Eleanor Rawling. The blurb states:

*Gaining a better sense of how pupils conceive school geography is crucial if we are to understand the ways in which their ideas and values mediate learning processes.*

*Geography in Secondary Schools explores how pupils experience geography lessons, what they think geography as a school subject is about, and what it means to them. School geography aims to help young people think about the world and their place in it in a distinctive - geographical - way. However, very little is known about the kinds of thinking and values they associate with the subject.*

*Researchers are increasingly taking young people's ideas seriously as important and worthy of investigation in their own right. In this book, Nick Hopwood takes such an approach to explore the relationships between pupils and geography as a school subject. He follows six pupils through their geography lessons for a period of three months, discussing their learning experiences in depth with them. Their participation in class, written work, and comments made in interviews form the basis for a detailed investigation of their ideas.*

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

None received.

### 15.3 Recent journal articles and book chapters

Reinfried, S., Aeschbacher, U. & Rottermann, B. (2012): Improving students' conceptual understanding of the greenhouse effect using theory-based learning materials that promote deep learning. *International Research in Geographical and Environmental Education*, 21(2), 155-178. <http://www.tandfonline.com/doi/abs/10.1080/10382046.2012.672685>

Reinfried, S., Tempelmann, S. & Aeschbacher, U. (2012): Addressing secondary school students' everyday ideas about freshwater springs in order to develop an instructional tool to promote conceptual reconstruction. *Hydrology and Earth System Science*, 16, 1365-1377. <http://www.hydrol-earth-syst-sci.net/16/1365/2012/>

Reinfried, S. & Kienzler, P. (2012). Warum gibt es Überschwemmungen? Die Ursachen von Hochwasser und Überschwemmungen verstehen. *Geographie und Schule*. Teil 1: Heft 195, S. 41-45. Teil 2: Heft 196, S. 43-49. [http://www.aulis.de/newspaper\\_view/geographie-und-schule.html](http://www.aulis.de/newspaper_view/geographie-und-schule.html)  
Reinfried, S. & Hertig, Ph. (2011): 6.6.46 Geographical education. UNESCO, *Encyclopedia of Life Support Systems* (EOLSS). On-line Publication: [www.eolss.net](http://www.eolss.net)

### 15.4 Web and video publications

Joseph Kerski has authored several new lessons, including examining regional vs national business patterns, siting a hospital, determining the optimal location for a bike-ski shop near a rail-to-trail, and others, on <http://edcommunity.esri.com/arclessons>.

Joseph Kerski has authored a 7 part video series "Teaching Geography with ArcGIS Online" based in part on his presentation at the 2012 Geographical Association conference. The first video can be found here: <http://youtu.be/C3W2FfKdqe>, and the others are available on: <http://www.youtube.com/geographyuberalles>. The video series explores spatial thinking through tackling of such issues as global plate tectonics, UK deprivation zones and local demographics, adding your own field data, using maps as multimedia, and examining global population data.

### 15.5 Forthcoming publications

#### 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

## 16. Other matters

### 16.1 Good News Stories

Sometimes we receive some good news about students' engagement with geography, however simply this might take place. Joseph Kerski sent me the following story in early May this year. It is great when a colleague's writing has an impact.



'Mr. Kerski,

Hello my name is Kaitlyn. I was researching for a paper and read your article "*Why Geography Education Matters*." I found your article very interesting and good. I am not personally interested in geography but find myself caught up more in physics. Your article made me realize that in a way physics is a more specific type of geography because it focuses on the how. I enjoyed reading the simple statements you made about how broad the subject is. Geography is so much more than I thought it was and I am starting to realize that the more the world changes, the more geographers we need to help the world grasp what is going, how, and why. I am glad I stumbled upon your article! Thank you for sharing your knowledge and passion!

Sincerely,  
Kaitlyn'

Joseph wrote:

'Hooray! Well, if we can convince "super soccer chick" that geography matters, even if she is "not personally interested", then perhaps we are making headway!'

Editor's NOTE: "super soccer chic" is how Kaitlyn describes herself!

**Joseph J. Kerski, Ph.D. | Education Manager**

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If you come across or have any Good News Stories, please do send them in to Clare Brooks for the next issue!

## **APPENDIX A**

### **Continuation of the Commission on Geographical Education 2012-2016**

The IGU Executive has been invited to recommend continuation of the Commission on Geographical Education to the 2012 General Assembly of the Congress in Cologne, Germany.

Lex Chalmers, Chair IGU CGE 2008-12

#### **The mission of the 2012 - 2016 Commission on Geographical Education**

##### **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 van der Schee John Lidstone	Netherlands 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

July 2011

## Details of the proposed membership of the 2012–2016 Commission.

### Commission Co-Chairs

Joop van der Schee, Netherlands. (Co-chair) Centre for Educational Training, Assessment and Research Free University Amsterdam, De Boelelaan 1105, 1081 HV Amsterdam.

[j.a.vander.schee@vu.nl](mailto:j.a.vander.schee@vu.nl)

John Lidstone, Australia. (Co-Chair) Faculty of Education, Queensland University of Technology, Victoria Park Road, Kelvin Grove, Brisbane, Queensland 4059. [j.lidstone@qut.edu.au](mailto:j.lidstone@qut.edu.au)

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 undertake the roles of Joint Chair of the Commission.

### Commission Honorary Secretary

Claire Books, UK. (Secretary) Institute of Education, 20 Bedford Way, London WC1H 0AL. Tel: +44 (0)20 7612 6000. [C.Brooks@ioe.ac.uk](mailto:C.Brooks@ioe.ac.uk)

### Commission Honorary Treasurer

Michael Solem, USA. (Treasurer) Association of American Geographers, 1710 Sixteenth Street NW Washington, DC 20009-3198. Tel: 202-234-1450, ext. 143. [msolem@aag.org](mailto:msolem@aag.org)

### Commission members

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