

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

Newsletter #9, December 2011

December 30th, 2011

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1. Introduction from the Honorary Secretary

Welcome to issue #9 of the 2008-12 Commission's *Newsletter*. In this issue of the IGU CGE *Newsletter*, we have updated information on the IGU Congress and IGU CGE Symposium, our key conferences for 2012 [see section 7.1.1 and 7.1.2]. These are major gatherings for geography educators and we are all looking forward to renewing friendships and acquaintances in Freiburg and Cologne, Germany, towards the end of August 2012, as well as meeting new geography educators from around the World. Both look to be shaping up to be very stimulating and informative conferences. Do check the websites for registration information.

Included in this issue is a report by our Chair, Lex Chalmers, on the Santiago Conference held in November 2011 [see section 9]. We also include a range of other conference information, as well as information about several courses that will be available [see sections 7, 8 and 11]. We have the next International Geography Olympiad just before the Cologne Congress in August 2012 [see section 6].

In recent issues we have highlighted the concerns that were raised in Italy and Ireland about the future of school geography as their national governments sought to make curriculum changes. It is pleasant to report more positive, if yet unconcluded, developments in Australia and England, UK, where geography is becoming a named subject in the Australian national curriculum and there is some optimism that geography will remain a named subject in the English national curriculum [see sections 11.1 and 11.2]. It will be valuable to have updates in future issues about curriculum developments in other nations around the World as they affect children's geographical education and learning.

Lex Chalmers reports on a number of important matters in section 2, and refers to the continuation of the Commission on Geographical Education [CGE]. In *Newsletter #7* a request was made for a

proposal for a new Commission to be put forward. This occurred by the deadline of July 2011. Only one proposal was forthcoming. It is outlined in section 3, and the full proposal details are given in Appendix A to this *Newsletter*.

I would like to give my thanks to all those who have provided information for this Newsletter and with whom I have communicated during 2011. It is invaluable to hear about what is happening or planned around the World. May I wish you a happy, enjoyable and productive 2012. I look forward to seeing as many of you as can attend the CGE and IGU conferences in Freiburg and Cologne in August.

Professor Simon Catling,
Oxford Brookes University, UK.
sjcatling@brookes.ac.uk

2. From the IGU CGE Chair: Professor Lex Chalmers

Greetings from a Southern Hemisphere summer.

There are several things to report in the end of the year Newsletter, and I am grateful to Simon Catling for his continuing commitment to getting these important information-sharing postings out to all members on the Commission's list of Corresponding Members.

2.1 IGU Matters

On February 1, 2012 we report to the IGU Executive on the Commission's activities for the 2008-2012 period. The following matters are covered in such reports:

- (i) Membership of Steering Group and Corresponding Members by country (we have done this by domain name previously, but our database holds institutional and country information for most people).
- (ii) Meetings in summary form (Tunis, Tsukuba, Hamilton, Istanbul, Tel Aviv, London, and Santiago).
- (iii) Networking with other agencies and IGU Commissions.
- (iv) Archival postings. Most commonly these are proceedings of our meetings, the record of *International Research on Geographical and Environmental Education*, and specified sections of our website.
- (v) Continuation of the Commission (see below).

You will recall from Item 4 of the Newsletter 7 (April, 2011) that the Commission set up a process for establishing a 2012-2016 Commission, and that Simon Catling was the co-ordinator of this process. John Lidstone and Joop van der Schee developed a proposal [included in Section 3 and as Appendix A In this Newsletter] that had the overwhelming support of the Commission's Steering Group and the proposal was forwarded to the Executive of the IGU at Santiago. The document remains a proposal until accepted by the IGU in Cologne. Please feel free to direct questions and comments about the proposal to Simon (sjcatling@brookes.ac.uk).

There is also a report on the Commission's activities at Santiago elsewhere in this Newsletter [see section 9], and the LoC account is at <http://www.igu-online.org/site/?p=1186>

2.2 Commission Matters

There are a few matters that have been under discussion.

- (i) **Corresponding members list.** You receive the *Newsletter* electronically through your entry on the Commission's address database. In February 2012 we will be updating this, and you will have the opportunity to unsubscribe if you wish. More important, however, is our interest in new members, and in establishing regional respondents. As a

consequence of the meeting in Santiago, we will try an immediate follow-up with national regional respondents from Spanish speaking countries.

- (ii) **Proceedings 1.** We have digital proceedings from conferences in Hamilton, Istanbul and Santiago. While we do not think these edited proceedings have an extended market, they have value beyond that due to the contributors. We will explore with publishing houses whether we can make edited collections of papers available on a website with a small fee sharable with the publisher on download. The alternative is to put the proceedings up on our own website.
- (iii) **Proceedings 2.** The editors of conference proceeding put a lot of work into the production of proceedings, and we should acknowledge this effort. The Commission is very grateful to Ali Demirci for his work with the Istanbul proceedings and to Colin McLeay for his work with the Hamilton papers (some of which appeared in IRGEE, some of which are found in the NZ Geographer).
- (iv) **IRGEE.** The journal continues to be our publication flagship. John Lidstone and Joe Stoltman, as long term editors, have encouraged us to submit, to read and to cite papers appearing in this journal. The Commission's thanks to these colleagues for their outstanding commitment.
- (v) **2012 Meetings.** There are three activities of particular interest to the Commission in 2012.
 - The Commission Symposium (*Experience-based Geography Learning*) at the Department of Geography, University of Education, Freiburg (22nd-25th August 2012) for which registration of abstracts closed on 15th December, 2011 and early bird registrations ends on 31st January, 2012. Gregor C. Falk chairs the organising Committee, and the website is www.ph-freiburg.de/igu
 - The International Geography Olympiad in Cologne from 21st August to 27th August, 2012. Dorothea Wiktorin is Chair of iGeo 2012 Organising Committee (d.wiktorin@uni-koeln.de). 24 countries participated in the last Olympiad, and the capacity in Cologne may be more than 40.
 - The 32nd IGU Congress in Cologne, 26th-30th August, 2012. The call for papers is at www.igu2012.org/frontend/index.php?sub=12&ses_id=a7b28c6807bd6f68adf8ff398e6d1318
From the call for papers page, navigate to the Commission for Geographical Education to view the 10 themes proposed. The call for abstracts has been extended to 8th January, 2012.

The Commission continues to act for its members. We value your support, and we welcome your feedback. May we take the chance to wish you a relaxing time with family and friends in the festive season, and we would be delighted to see you at Commission activities in 2012.

Lex Chalmers
Chair, IGU Commission on Geographical Education
University of Waikato
Hamilton, New Zealand
lex@waikato.ac.nz
December 20th, 2011

3. Proposal for a New IGU CGE Commission 2012-2016

The May 2011 Newsletter of the Commission carried a *Call for nominations for a new International Geographical Union Commission on Geographical Education to take up responsibility from September 2012*. In response to this call, Professor Joop van der Schee from the Vrij Universitat Amsterdam, The Netherlands, and Prof John Lidstone from the Queensland University of Technology, Brisbane, Queensland, Australia, sought the support of the current Steering Group and Honorary Members for their proposal to create a new commission for the period 2012 – 2016 with themselves as Joint Chairs. No further nominations were received.

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

The full proposal as submitted to the IGU General Council is included here as Appendix A. The proposal includes a number of draft objectives and activities for the new Commission and suggestions for future members of the Steering Group from 2012 – 2016. However, with nearly eight months of the current Commission still to run, precise objectives, activities and Steering Group Membership will remain open to discussion by all members of the Commission at the forthcoming Commission meetings at the Freiburg Symposium and the Cologne Congress in Germany in August 2012.

4. Commission website: 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 or j.a.vander.schee@vu.nl (webmasters).

www.igu-cge.org has the International Charter on Geographical Education now available online in 22 languages.

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), and we hope to receive examples of good practice in geographical education to help geography teachers in other countries. Thanks in advance!

Joop van der Schee

5. IGU-CGE Treasurer's report

As Commission Treasurer, Dr Michael Solem manages a banking account held at Wells Fargo Bank (formerly Wachovia Bank) in Washington, D.C. As of December 21st, 2011, there are USD \$3,987.58 total funds available in the Commission's bank account.

6. International Geography Olympiad 2012

On behalf of the Geographical Society of Germany (Deutsche Gesellschaft für Geographie – DGFG) and the Institute for Geography of the University of Cologne, it is our pleasure to invite your country to send a team to the 9th International Geography Olympiad (iGeo). This will be held in

Cologne, Germany, from 21 August to 27 August 2012, under the auspices of the International Geographical Union Olympiad Task Force. The venue will be the Institute for Geography in the heart of the city of Cologne beside the Rhine River.

As always the iGeo competition contains three elements: a written response test, a multimedia test and a fieldwork test. The official language of the iGeo is English. Questions will be presented in English and students must answer in English. Extra facilities will be provided for non-native English speakers. For further information on the tests, see www.geoolympiad.org

A country's team will be made up of four secondary school students between 16 and 19 years of age (inclusive) on 30 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. Please also refer to the iGeo website for the statutes under which the iGeo operates (<http://www.geoolympiad.org/> and click the column 'What is GeoOlympiad?').

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. Details of the iGeo programme are still being finalized, and will be forwarded later. However, for your planning purposes, the first function is Registration and an International Board Meeting at 16.00 Tuesday 21 August. The last function coincides with the Opening Ceremony of the International Geographical Congress which begins at 16.00 Sunday 26 August. As well as the tests, the programme includes geographical poster presentations and an intercultural function with a new concept. Details of these will be sent to participating countries. Also two excursions will be arranged, to the Ruhr and Rhine Regions. An optional post-iGeo tour at your own cost may possibly be arranged if enough countries are interested.

See www.geoolympiad.org for the application form. Return the application form by **21 January 2012** at the latest. Countries which took part in the 2008 or 2010 Olympiads will be automatically accepted for the 2012 iGeo if they apply by 21 January 2012. Other countries will be allocated available places in order of the date of receipt of their application. If you haven't received an emailed acknowledgement of the receipt of your application within seven days of emailing or faxing it (longer if posting it), please email to check that it has been received. If you believe that this email is better directed to another person, please forward it to them.

We look forward to welcoming you to the iGeo in Cologne in 2012. This is an excellent opportunity to showcase the geographical skills and understandings of your country's geography students, as well a reward for student excellence.

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

*Best wishes for 2012 and happy to see you in Cologne,
Joop van der Schee (Co-chair of International Geographical Union Olympiad Task Force)*

7. CGE Sponsored Geography Education Conferences

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

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

The key dates for 2012 are at the IGU Congress and the IGU CGE Symposium that take place

between August 22nd and 30th, 2012. Information on these is provided below in this section. If you have yet to Register for one or both there is still time to do so, especially to gain the 'early bird' prices.

The major international Pre-Congress meeting of the Commission on Geographical Education (IGU – CGE) is in Freiburg, Germany (August 22nd-25th, 2012) and the Main Congress of the International Geographical Union (IGU-IGC) is in Cologne, Germany (August 26th-30th, 2012) **are now just eight months away.**

We encourage you to participate in both meetings. Each offers focused geographical education sessions, compelling keynote presentations, and opportunities to interact with colleagues from around the world.

LATEST NEWS about the COLOGNE IGU CONGRESS submission of ABSTRACTS:

The call for Papers has been extended until the 8th January, 2012.

To facilitate participation in both the Commission on Geographical Education (CGE) and the IGU meetings, there is a field experience planned from Freiburg to Cologne (including a boat trip on the Rhine) which is included in the Pre-Congress Symposium fee. The plan is to attend the Pre-Congress meeting in Freiburg, August 22nd-25th, then travel with the Commission to Cologne to attend the main congress, August 26th-30th.

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

1. The Pre-Congress Symposium in Freiburg:

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

The call for papers for the IGU-CGE Symposium in Freiburg/Germany (August 22nd-25th, 2012) has now ended. The organizing committee has prepared a great program that includes exciting social events and field trips. We are looking forward to welcoming many of you.

2. 32nd International Congress of the IGU in Cologne:

The call has been made for papers for the 32nd International Congress of the IGU in Cologne (August 26-30, 2012). See:

http://www.igc2012.org/frontend/index.php?sub=12&ses_id=a7b28c6807bd6f68adf8ff398e6d1318

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

http://www.igc2012.org/frontend/index.php?folder_id=84&ses_id=a7b28c6807bd6f68adf8ff398e6d1318

The ten sessions are listed in Appendix A at the end of this Newsletter and can also be seen at:

http://www.igc2012.org/frontend/index.php?folder_id=84&ses_id=b73706e69bc7b86e0f6b16db2d875f24

The Deadline for Papers for the Main Congress in Cologne is the 8th January, 2012.

7.1.1 Pre-Congress: IGU-CGE Symposium to be held from August 22nd to 25th, 2012, in Freiburg, Germany

Invitation to the IGU-CGE Pre-Conference in Freiburg (Germany) August 22nd - 24th, 2012

On behalf of the German HGD (German Academic Association for Geography and its Didactics) the Commission on Geographical Education (CGE) of the International Geographical Union (IGU) invites you to our joint symposium **"Experience-based Geography Learning"**. The Symposium will be held from August 22nd to 25th, 2012, in Freiburg, Germany. Further details will be available on our website homepage at: <http://home.ph-freiburg.de/geo/igu/index.html>.

The IGU CGE Symposium is to be held immediately before the IGU's 32nd Congress in Freiburg, Germany. A stimulating program that includes key note speeches, scientific sessions and field trips combined with social events, awaits you.

The Pre-Congress Symposium ends with your transfer on August 25th by bus and boat travel, on the Rhine, from Freiburg to Cologne where the main IGU Congress starts on August 26th. (<http://www.igc2012.org/>).

Dates: August 22nd-25th, 2012.

Venue: University of Education, Freiburg, Germany.

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

Theme: *Experience-based Learning in Geography*.

Call for papers: This has now closed.

The call for papers for the **2012 Symposium of the International Geographical Union Commission on Geographical Education (IGU – CGE)** from 22nd August – 25th August in Freiburg, Germany, ended on December 15th, 2011. The number of papers submitted was overwhelming. We have started the review process already and have developed the following preliminary classification (subdivided into educational research, curriculum, professional development, best practice) to which most of the papers can be allocated:

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

Those colleagues who have submitted a paper will be informed in the second half of January 2012 whether it could finally be accepted.

From the issues addressed in the submitted papers we conclude that the Freiburg Symposium will give an interesting view on recent research and teaching in geographical education. Additionally, the planned social program includes a number of exciting highlights that will make your stay in Freiburg even more rewarding. Because the capacities of the buses for the field trips, and the restaurants we are going to eat in are limited, we encourage everybody to register soon. Registrations for the social events will be handled on a "first come, first serve" basis. Early Bird Registration is open until January 31st, 2012 and costs €200. Registration after January 31st, 2012 and costs €220. For further information go to: <http://home.ph-freiburg.de/geo/igu/>.

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

Organizing Committee

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

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

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

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

Preliminary Program

Wednesday, August 22nd, 2012

Registration open 3 pm
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.

Prof. Dr. Sibylle Reinfried
Geographie und Geographiedidaktik
Pädagogische Hochschule Zentralschweiz (PHZ) Luzern
Institut für Lehren und Lernen
<http://www.sibylle-reinfried.ch>

We are looking forward to welcoming you in Freiburg.
Gregor Falk, Hartwig Haubrich, Yvonne Schleicher & Sibylle Reinfried.

7.1.2 32nd International Geographical Congress 2012 to be held from August 26th to August 30th 2012 in Cologne, Germany

STOP PRESS: The call for papers has been extended until 8 January 2012.

Due to frequent requests, the deadline for submitting papers for the IGC 2012 has been extended until 8th January 2012.

To submit an abstract for a session at the IGC 2012 it is necessary to create a free personal account in our online system. To create an account please click on “create a new account” at the left-hand site of the website.

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

Date: August 26th-30th, 2012.

Venue: University of Cologne, Cologne, Germany.

Theme: ‘Down to Earth’

The 32nd International Geographical Congress will ‘focus scientific attention on the core themes of humanity’. Further information on the conference, its organization and sub-themes will become available on the website.

Website: www.igc2012.org.

Key dates:

Registration is now open.

Reduced Congress Registration Fees: up to April 10th, 2012.

Registration for the Congress and the fieldtrips: up to May 15th, 2012.

Last opportunity for Congress Registration: July 31st, 2012.

CGE strand in the Congress.

The IGC 2012 offers a business meeting and ten CGE Commission sessions from August 26th to August 28th, 2012, on the following topics:

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

See: *Appendix B* at the end of this Newsletter for the full outline of the Topic sessions.

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

Call for papers: This remains open until 8th January, 2012. The review and selection of papers and posters will be completed by April 1st 2012. Further information is available under:

http://www.igc2012.org/frontend/index.php?folder_id=84&ses_id=b73706e69bc7b86e0f6b16db2d875f24

Contact:

IGC 2012 Organizing Committee

E-Mail: info@igc2012.org

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

Prof. Dr. Ingrid Hemmer

ingrid.hemmer@ku-eichstaett.de

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

Please also note the following Calls for papers at the IGU 2012 conference in Cologne:

1. Theme: Global Change and Globalisation.

Session title: Digital Earth: an opportunity for spatial citizenship

2. Theme: Global Change and Globalisation.

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

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

Further information is given below by the Local Organizing Committee: info@igc2012.org

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

We are particularly pleased to have acquired a prominent patron for the International Schools Olympiad (iGeo). We are glad to welcome 200 participants to Cologne for iGeo, which takes place in the week before the IGC; its closing event coincides with the opening event of the IGC 2012. Finally we would like to remind you of the deadline for the Call for Papers and the Call for Posters: Contributions may be submitted up to and including 8th January, 2012.

With best wishes from Cologne
The Local Organizing Committee IGC 2012

Online registration

Registration for the Congress is open. Early registration has several advantages. Early registration is possible up to the 10th April, 2012 at the special rate of €295 (postgraduates €145 EUR/ undergraduates €100). Some events have a limited number of places and should be booked early (e.g. field trips over several days). To register for the congress please use our homepage (www.igc2012.org). To register you need a valid credit card.

Royal opening

Princess Maha Chakri Sirindhorn of Thailand will address the congress participants at the official opening of the IGC 2012 on the 26th August. The princess teaches history at the Chulachomklao Royal Military Academy and is very involved in supporting science. We are very pleased that Princess Sirindhorn will honour the IGC 2012 in this way.

iGeo

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

YRF Programme

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

Science Slam and student poster competition

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

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

7.3 IGU Regional Conference, Kyoto, Japan, August 2013

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

Date: August 4th-9th, 2013.

Venue: Kyoto International Conference Centre, Kyoto, Japan.

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

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

Website: www.igu-online.org.

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

Please check the IGU website for further information.

8. Other Geography Symposia and Conferences of Interest

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

8.1 Geographical Association Annual Conference and Exhibition, Manchester, UK, April 2012

You are very welcome to the Geographical Association's Annual Conference in Manchester in 2012.

Date: 12th–14th April, 2012

Venue: University of Manchester, Manchester, UK

Theme: 'Geographies of Difference'

Website: www.geography.org.uk/conference

GA members get discounted registration rates. Did you know that international membership of the GA is very cheap. Look for '**concessionary rates**' on www.geography.org.uk/login_join.asp

Dr Fran Martin is the presiding President for the Conference as President of the Geographical Association during 2011-12. She takes up office on September 1st, 2011. She writes:

In 2012 the GA's Annual Conference will return to the University of Manchester. The theme for this year's event will be 'Geographies of difference'. Let me explain why I have chosen this theme, and what I hope the conference will enable us to explore.

When I was an impressionable 19 year-old, I travelled to South Africa with my grandparents, spending a week in Cape Town and two weeks in Pretoria. This visit (in 1975) was some time before the apartheid regime was overthrown, and was my first real encounter with injustice. I was shocked by it.

This experience certainly informed my activity as an advisory teacher for primary humanities in the late 1980s. I helped to run courses on values and attitudes. I thought it important to challenge common myths and misconceptions held about minority ethnic groups. I have to say I was shocked by some of the attitudes towards difference that I encountered.

These remain hugely important issues. Danny Dorling, Professor of Human Geography at the University of Sheffield, says that if he had to sum up the current state of the world in one word, 'injustice' would probably do it. Geography is extremely well placed to make a significant contribution to education partly because it helps develop our understanding of difference, diversity – and injustice.

I hope that the 2012 Annual Conference will provide the space to explore the geographies of difference in three key ways:

- By providing a range of examples of how geography education can develop more positive attitudes towards difference in our young people.
- By reflecting on the extent to which geography as a discipline, or community of practice, reflects the diversity of the UK.
- By providing some concrete, positive and inspiring ideas that can be taken back to our places of work and put into practice.

As the most recent Ofsted report for geography in England (2011) makes clear in its title (using the words of the late former GA president Rex Walford), geography has the potential to make 'a world of difference'. I look forward to seeing you all there and working together towards this goal.

Dr Fran Martin, President, The Geographical Association.

Further information will be available via the Geographical Association's website:

www.geography.org.uk.

8.2 Association of American Geographers Annual Meeting, New York City, 2012

The AAG welcomes presentations from scholars, professionals, and students interested in the advancement of geography. Nearly 8,000 geographers are expected to attend the 2012 Annual Meeting in New York City.

Date: 24th–28th February, 2012

Venue: New York, USA

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

The AAG Annual Meeting is an open forum where all submissions are accepted for presentation. Several distinguished speakers will be on the program, including Jeffrey Sachs, Robert Groves, Salil Shetty, Nicholas Kristof, and Frances Fox Piven.

The AAG encourages attendees to participate in thematically-organized paper and panel sessions at the 2012 Annual Meeting. Among these will be organized sessions on the following themes:

- GIScience, Cyberinfrastructure, and Social Media
- Contributions of Physical Geography to Sustainable Development
- Social Justice, Media, and Human Rights
- International Finance and Economics
- Geography and the Humanities
- The United Nations
- Careers in Geography

Register by January 9th, 2012, to receive a discount on your registration fee. All members and non-members, including students and spouses, who register by the deadline are eligible for a reduced rate. Go to www.aag.org/annualmeeting/register to register. For up to the minute news about the conference, visit the AAG Annual Meeting page at <http://www.aag.org/cs/annualmeeting>.

8.3 EUROGEO Conference, Dublin, June 1st-2nd, 2012

EUROGEO announces the first Call for Abstracts for its 2012 Conference to be held in Dublin on June 1-2, with an field trip on June 3.

Date: June 1st-2nd, 2012

Venue: Dublin, Republic of Ireland

Theme: Geography and Global Understanding: Connecting the Sciences

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

Call for abstracts

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

By its nature Geography continues to connect the physical, human and technological sciences with GIS enhancing research, economic development and production.

Papers are welcome from all areas of Geography and connected disciplines, and group sessions can be arranged

Further details can be found at: <http://www.eurogeography.eu/conference/dublin-2012/dublin2012.html>

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

We look forward to welcoming you there.

Karl Donert

Director: European Centre of Excellence: digital-earth.eu

President, EURO GEO

eurogeomail@yahoo.co.uk

Keep in touch with EURO GEO at www.eurogeography.eu

Also on LinkedIn www.linkedin.com

EURO GEO is on Facebook, http://www.facebook.com/home.php?sk=group_194359357259031

8.4 Eurogeo Course, Dublin, June, 2012

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

Date: 29th May – 4th June, 2012

Venue: Dublin, Republic of Ireland

Theme: Spatial Thinking

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

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

Karl Donert

President, EURO GEO

eurogeomail@yahoo.co.uk

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

8.5 Space, Place and Social Justice Seminar

Date: July 13th, 2012

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

Theme: Space, Place and Social Justice

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

9. Conference Reports

9.1 IGU Meetings and the Regional Conference, Santiago, Chile, November 2011

One of the significant IGU decisions taken at Tunis in 2008 was to move to meet three times in regional conferences between IGU Congresses rather than just once. The IGU met in regional conference in Tel Aviv in August 2010 and then again in Chile in November, 2011. The next Congress is in Cologne in 2012, followed by regional meetings in 2013 Kyoto in Japan, 2014 Krakow in Poland, 2015 Moscow in Russia with the 2016 Congress in Beijing in China. Meeting frequently in regional conferences is a mixed blessing for Commissions of the IGU; outreach to new communities is supported, but the priorities and decisions of the IGU may not suit Commissions. In the last few years we have organised successful stand-alone meetings in Lucerne, Tsukuba, Istanbul and Hamilton. At the same time the Commission has continued to support the Regional meetings of the IGU, with these occurring in Tel Aviv and Chile. The 2012 – 2016 Commission on Geographical Education will be taking important decisions about the meetings it is able to support. The 2011 IGU Regional Conference in Santiago is well documented at the IGU website <http://www.igu-online.org/site/?p=1186> with a draft conference report and many photographs, some of Commission members. The balance of this report deals with matters specific to the Commission's activities in Santiago.

The IGU Regional Conference was organised for 14-18 November, with field trips, poster sessions, workshops, technical exhibitions and social events. The venue was the **Escuela Militar del Libertador Bernardo O'Higgins**, a facility with good meeting and conference rooms and offering both English to Spanish and Spanish to English translation for the presenters of papers. The Local Organising Committee asked the Commission to organise the papers proposed for the Geographical Education Commission into themes that would be offered in technical sessions, and to request any additional Seminars or Workshops that were required. Osvaldo Muniz-Solari and Lex Chalmers undertook this on behalf of the Commission. Apart from a meeting of the Commission, three workshops were scheduled, and six technical sessions catered for the 19 papers offered on Tuesday through Thursday, with a full programme on Wednesday. The late advice about programme details was overcome by good conference organisation, and many sessions were attended by up to 30 people. The workshops/seminars focused on activities of the Commission, the status of geography teaching in Latin America and the options for digital communities of practice. In the final year of the 2008 – 2012 Commission there is some interest in updating our mailing list and re-establishing regional or national correspondents; this idea had the support of those attending the Latin American workshop.

For a number of people the highlight of the Commission activities was the attendance and presentation by Josefina Ostuni from Mendoza. Josefina has had a long and distinguished career in geographical education and her distinctive approach to teaching about the city was both enticing and contemporary. We recognised the quality of Josefina's service to the Commission with the award of a certificate and the presentation of a jade carving of a *manaia*. The *manaia* has the tail of a fish to symbolise our origins, the body of a human to represent our contemporary lived experiences and the head of a bird to link to the transcendence of human intellect; the connection to the world of ideas.

The Proceedings of the Conference are published on a CD; abstracts and full papers are available. One of the questions canvassed at the Commission meeting was how we arrange the dissemination of our conference papers. We think it is important to do this, especially for those in early stages of career development. The Commission will discuss and explore options for wider dissemination of our conference papers.

Lex Chalmers
19th December, 2011

10. Research Developments Internationally

10.1 Doctoral research international comparison of the development of competences through geography textbooks: Request for help

Dear Colleague,

I am doing post-doc research entitled "*The development of competences through Geography textbooks – an international comparison*" at the University of Porto and with support of the Georg-Eckert Institute for International Textbook Research. To "map" the implementation of the Geography curriculums in order to develop competences around the world, I need your help to know better the situation in your country.

To help me you just need to answer the next small survey what will take from you only two minutes at:

https://docs.google.com/spreadsheet/viewform?hl=pt_PT&formkey=dGVBX0dzUDR6Y0x4X1lnb1pxOE6MQ#gid=0

Thank you very much in advance!
Cristiana Martinha
University of Porto

11. Curriculum and Teaching Developments

Given recent concerns about the future for geography in the school systems of Italy and Ireland, it is good to report some more positive developments for school geography.

11.1 Geography curriculum development in Australia

In October 2011, the Australian Curriculum, Assessment and Reporting Authority (ACARA) published the Draft Australian National Curriculum proposals for **Geography**. These provide the rationale for and outline to proposed content of the geography curriculum from *Foundation to Year 12* in the Australian school system. The consultation process is open until February 29th, 2012.

The proposals can be seen at: <http://consultation.australiancurriculum.edu.ac>. This is an important development for geography and the proposals are certainly worth reading.

11.2 Curriculum developments in England, UK

In England, in mid-December 2011, the National Curriculum Review Expert Panel released its proposals to the Secretary of State for Education for the revisions to the National Curriculum, in its Report: *The Framework for the National Curriculum*. The Report covers the full range of the curriculum and is an interesting read. It sets out the essential structure for the curriculum for schools from Years 1 to 11 (Key Stages 1 to 4). It identifies which subjects should be included, but it does not outline what the subjects should include in their programmes.

Geography receives a positive recommendation in the Report. It is proposed that it should be one of the Foundation subjects of the revised National Curriculum (along with history and physical education, with the Core subjects remaining as English, mathematics and science) for children to take throughout Key Stages 1 to 4.

At this stage these are simply a set of proposals to the Secretary of State for Education. It remains to be seen in the early part of 2012 whether he accepts them or modifies them in some way.

11.3 Erasmus Mundus Master in Sustainable Territorial Development

This new development involves the following universities: Università degli Studi di Padova (Italy), K.U.Leuven (Belgium), Université Paris 1 Panthéon Sorbonne (France), and Universidade Catholica Dom Bosco (Campo Grande, Brazil).

The first edition of the *Erasmus Mundus Master in Sustainable Territorial Development* started in September 2011. Students from all over the world are accepted within the standards but forwards in terms of previous knowledge and skills. Several geographers have been accepted. It would be nice to welcome, again, candidates with a geography background for the following edition.

The *Erasmus Mundus Master in Sustainable Territorial Development* is a two-year course in an interdisciplinary program taught in English or/and French by the three Universities. Students are trained to be professionals and experts to assist all organizations acting on an area (businesses, local communities, state departments, civil society) to implement sustainability through the local dimension in a global perspective and to contribute to the involvement and cooperation of all local actors, *intra and extra muros*.

Course units will focus on the tools for development (territorial analysis, participatory approach, multiculturalism) in Padova, 1st semester; on territorial planning and management (urban and rural, sustainable tourism, project drawing) in Leuven, 2nd semester; on economic dimensions (sustainability finance and economics, national and international economic cooperation) in Paris, 3rd semester. The 4th semester, carried out in one of the 3 European Universities or in UC Dom Bosco, Brazil, will be devoted to the Internship and the Thesis.

The promotion 2012-2014 is open to students of all countries with a first level degree (Bachelor's level degree or an equivalent diploma) dated maximum July 31, 2012, for European students and March 30, 2012, for non European students. A number of substantial Erasmus Mundus scholarships are granted.

Registration deadline:

With scholarship application: **January 9th 2012**

Without scholarship application: **30th of March 2012**

Website information and registration: www.em-stede.eu

11.4 Remote sensing meets Education for Sustainable Development in a single interactive learning environment

In the Department of Geography at the University of Education Heidelberg, Germany, the web-based learning platform "GLOKAL Change" has been designed to help German-speaking adolescents evaluate non-sustainable changes in the fields of economy, environment and society.

By analyzing satellite imagery from different geographic areas in Germany as well as worldwide, adolescents get to know how human activities may have an impact on the three dimensions of sustainability. The learning platform is available free of charge at www.glokalchange.de. Besides the online learning modules, the platform offers materials for conducting field work that can be downloaded. Glokal Change also contains a mapserver with satellite imagery covering the entire territory of Germany in 1985, 2000 and 2007, which can be downloaded as well as printed for further use, e.g. during field work.

For more information, please contact:

Prof. Dr. Alexander Siegmund: siegmund@ph-heidelberg.de

Markus Jahn: jahn@ph-heidelberg.de

Michelle Haspel: haspel@ph-heidelberg.de

11.5 Teaching with GIS free web-based course

Dr Joseph Kerski has created the following course that is now online – free web-based GIS course for educators!

Title: Teaching with GIS: Introduction to Using GIS in the Classroom

List price: Free

Length: 3 hours

Description: Today's students embrace technology outside the classroom, and, when used effectively, technology is an excellent tool to engage students inside the classroom as well. This course presents strategies for integrating GIS to support instruction, discussion, and extended learning on any topic. You will learn how to create and use GIS maps as a framework for understanding the geographic context of current and historical events and phenomena and exploring issues of interest to your local community. Many practical ideas for GIS activities that enhance student learning and critical thinking skills are shared.

Catalog link:

<http://training.esri.com/gateway/index.cfm?fa=catalog.webCourseDetail&courseid=2198>

Or, shortcut:

<http://esriurl.com/vcteachingwithgis>

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

Esri, 1 International Court, Broomfield, CO 80021-3200, USA

Tel 303-449-7779, ext. 8237 | Fax 303-449-8830

jkerski@esri.com | esri.com

11.6 Spanish versions of Center for Global Geography Education modules

The AAG's Center for Global Geography Education project offers six online modules on the following topics: *National Identity*, *Migration*, *Population and Natural Resources*, *Global Climate Change*, *Water Resources*, and *Global Economy*. Each module was written collaboratively by geographers from different countries and consists of regional case studies and international collaborative projects for undergraduate instruction. Complete Spanish versions of the modules are now available at <http://globalgeography.aag.org>.

Dr Michael Solem

AAG

12. Recent Issue of *The Curriculum Journal*

In September 2011 the *Curriculum Journal* published an issue devoted to Geographical Education, edited by Professor David Lambert and Dr John Morgan. The issue is Volume 22, No. 3, September 2011 (pp.279-445).

While it has a particular focus on geography education debates in England, its contents may be of wider international interest, given the concerns about geography in school education around the World. The articles are:

Editors' Introduction, David Lambert & John Morgan

Making geography visible as an object of study in the secondary school, Roger Firth

Contesting powerful knowledge: the primary geography curriculum as an articulation between academic and children's (ethno-) geographies, Simon Catling & Fran Martin

Curriculum knowledge and justice: content, competency and concept, Christine Winter

Holistic Understanding in Geography Education (HUGE) – an alternative approach to curriculum development and learning at Key Stage 3, Simon Renshaw & Phil Wood

Articulating student voice and facilitating curriculum agency, Mary Biddulph

Inequality of opportunity and take-up of GCSE geography, Paul Weeden

Globalisation, geography education and the curriculum: what are the challenges for curriculum makers in geography?, Graham Butt

Book Reviews:

Teaching geography 11-18: a conceptual approach, David Lambert & John Morgan, reviewed by Roger Firth

Geography, education and the future, edited by Graham Butt, reviewed by Norman Graves

In the previous edition of the *Curriculum Journal* (Volume 22, No. 2, June 2011), which focused on the revision of the English National Curriculum, the following article was published:

David Lambert, *Reviewing the case for geography, and the 'knowledge turn' in the English National Curriculum* (pp243-264).

In addition, another relevant article to the curriculum change debate in England, which has wider application, is:

Scoffham, S. (2011) Core Knowledge in the Revised Curriculum, *Geography*, 96 (3), 124-130.

13. 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.

13.1 New and recent English language Book publications

Favier, T. (2011) *Geographic Information Systems in inquiry-based secondary geography education. Theory and Practice*. Amsterdam: Onderwijscentrum VU (PhD study).

Harris, R., Harrison, S. & McFahn, R. (2012) *Cross-Curricular Teaching and Learning in the Secondary School: Humanities – History, Geography, Religious Studies and Citizenship*, London: David Fulton

Hörschelmann, K. & van Blerk, L. (2012) *Children, Youth and the City*, London: Routledge

Milson, A., Demirici, A. & Kerski, J. (2011) *International Perspectives on Teaching and Learning with GIS in Secondary Schools*, New York: Springer
 Soares, M. & Petarnella, L. (eds.) (2011) *Schooling for Sustainable Development in South America: Policies, Actions and Educational Experiences*, New York: Springer [See the Note below]

Dooly M. (Ed.) *Their Hopes, Fears and Reality: Working with Children and Youth for the Future*, Peter Lang

Levstick, L. & Tyson, C. (eds.) 2008) *Handbook of Research in Social Studies Education*, Routledge

Paren, L. (2005) *Teaching Primary Environmental and Social Studies*, MacMillan Education

Prince, C. (2008) *Environmental and Sustainability Education in Early Childhood: Creating a Community of Learners*, VDM Verlag Dr Müller

Soja, E. (2010) *Seeking Spatial Justice*, University of Minnesota Press

Note:

Soares, M. L. de A. and Petarnella, L. (eds.) (2011) *Schooling for Sustainable Development in South America: Policies, Actions and Educational Experiences* (Springer) is the second book to be published in the series edited by John Chi-Kin Lee, Michael Williams and Philip Stimpson titled *Schooling for Sustainable Development*. Further titles focused on North America and Australasia are in press, scheduled for publication early in 2012. Other books in the series, including South Asia and the Asia-Pacific are in preparation. Details of the contents of the published books can be read on the Springer website: <http://www.springer.com/series/8635?detailsPage=titles>.

13.2 Non-English language Book publications

De Wolf, M, van Otterdijk, R, Pennartz, P, Hukxkens, P & Toebe, T (2011) *Lesgeven over duurzame ontwikkeling (Teaching sustainability – only available in Dutch)*, Antwerpen-Apeldoorn: Garant-Uitgevers. ISBN: 978-90-441-2766-9.

Note about the book: Sustainable development is a theme that can be applied to every course at school. It's a way of thinking, focussing on a specific development, to prevent an unbalanced usage of human and natural resources in society. Awareness about such a development can be seen as an important task for teachers. How does one address to education for sustainable development? This book offers a so-called didactical approach, with a strong accent on the content analyses of different kinds of sustainability-related subjects. Through a didactical analysis model, one learns to determinate subjects, based on the principles of sustainable development and system thinking. It enlarges the capacity of teachers to make the right content-based choices, while preparing their lessons. Finally, the question is – of course: how to teach sustainable development in the classroom? It's an introduction to a few methods how education for sustainable development can be designed. This book is written especially for students at teacher training institutes (for primary and secondary education), teachers and educational designers who work with subjects related to sustainable development.

13.3 Recent articles

Favier, T. & Schee, J. van der (2012) Exploring the characteristics of an optimal design for inquiry-based geography education with Geographic Information Systems. *Computers & Education*, 58, 666-677.

13.4 Forthcoming publications

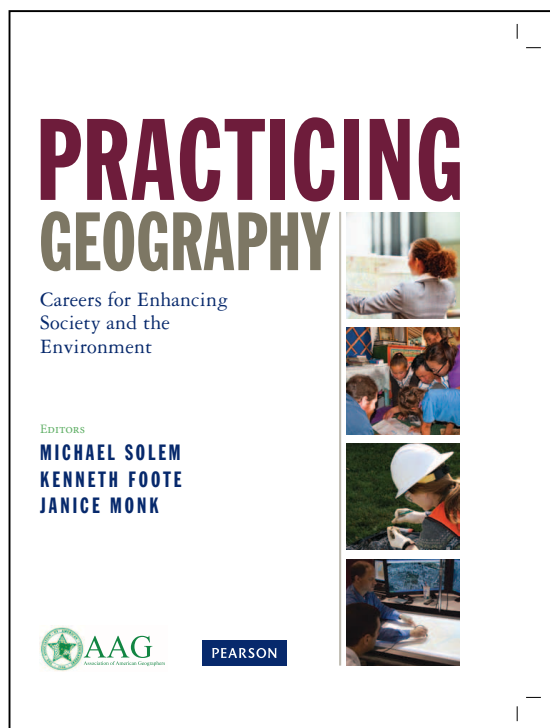
Robertson, M (ed) (2012) *Schooling for Sustainable Development: A focus on Australia, New Zealand and the Oceanic Region*, New York: Springer. [Due for publication in February 2012.]

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

New AAG Book and Website on Careers in Geography



In January, Pearson Education will publish a new AAG book, *Practicing Geography: Careers for Enhancing Society and Environment* by Michael Solem, Kenneth Foote & Janice Monk. *Practicing Geography* is about making the most of career opportunities in business, government, and nonprofit sectors. Ideal for undergraduate and graduate students and their faculty advisors, the book introduces readers to dozens of professionals applying geographic knowledge, skills and perspectives in communities, businesses, government agencies and nonprofit organizations both domestically and internationally. The profiles highlight the diversity of geography and geographers and show in practical terms the decisions real people make about their work and careers. The book also addresses how to explore, prepare and advance in a career and how to deal with related challenges geographers encounter in work and life.

As a supplement to this book, additional profiles and career resources are available on the revamped AAG Jobs and Careers website which can be visited at

www.aag.org/careers. The website offers a searchable database tracking categories, types, and numbers of geography-related occupations, related salary trends and hiring outlooks, and a variety of free resources for career planning and advising.

Please keep sending details of new publications to me. It helps for us all to know what is being published across the World in geographical education and related areas of study. Information on publications in all languages are welcome.

14. Journals

14.1 Review of International Geographical Education Online [RIGEO]

The second issue of RIGEO is now available: Vol 1, No 2, DECEMBER, 2011. See it at: <http://www.rigeo.org>.

15. Other News

15.1 MUSICC Project

The EU ERASMUS funded project MUSICC, on taking climate change information to the adult visually and audio impaired people, has been completed. The MUSICC project in Britain involved the Royal Geographical Society with the IBG, The Royal Meteorological Society, the

Meteorological Office, the British Geological Survey, as well as the Royal National College for the Blind. The work of the Royal National College for the Blind as coordinators has been well received and the project is receiving invitations to demonstrate it and develop it for use outside of the European countries. The contact at the Royal National College for the Blind, Hereford, HR1 1EB, is Lennox Adams, who is in charge of the overseas projects and regularly visits European capitals to demonstrate the MUSICC approach. Please contact: lennox.adams@rnc.ac.uk.
David Cooper

Appendix A

Proposed New IGU CGE Commission 2012-2016 Membership and Prospectus

The following proposal was received in July 2011 in response to the Call for a new IGU Commission on Geographical Education for 2012-16.

To	Professor Simon Catling, Honorary Secretary, Commission on Geographical Education of the International Geographical Union
From	Prof. Dr Joop van der Schee (Vrije Universiteit, Amsterdam) and Prof Dr John Lidstone, (Queensland University of Technology, Brisbane)
Re:	Nomination as joint Chairs of the Commission for a single term from 2012-2016
Date	July 2011

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

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

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

In particular, Professor Van der Schee has served on the Commission, convened an international Symposium in the Netherlands (1996) and founded and guided the development of the International Geography Olympiad and continues to ensure its consistent success. Professor Lidstone also served on the Commission as Secretary to previous Chairs Professors Haubrich and Gerber, convened two international Symposia in Australia (1984 with Professor Gerber & 2006) and co-founded and continues to co-edit the highly respected international journal: *International Research in Geographical and Environmental Education* (published by Routledge/Taylor & Francis).

Both Van der Schee and Lidstone have the support of their respective institutions to enable them to undertaking the roles of Joint Chair of the Commission.

Rationale for our 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.

Draft 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.

Draft Programme of Work for the new Commission

As noted in Newsletter #7, the current Steering Committee has considered from its work 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 possible 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 connect 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.

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, Professor Simon **Catling** (UK) has announced his retirement. Professor Sibylle **Reinfried** (Switzerland), Professor Yoshiyasu **Ida** (Japan), Professor **Wang** Min (PR China) and Professor 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 Professor 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: Claire **Brooks** (UK), Ali **Demirci** (Turkey), Eje **Kim** (South Korea) and Professor Daniela **Schmeinek** (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 Honorary Treasurer and Claire **Brooks** to act as Honorary Secretary. Although Claire Brooks is new to the Steering Group, we believe that her close working relationship with the current Honorary Secretary, Simon Catling, her experience as organiser of the 2011 London Symposium and the willingness of Professor Sarah Bednarz to offer her support and experience, would enable her to take over the role in September 2012 seamlessly.

The new Commission would therefore be:

ROLE	NAME	COUNTRY
Joint Chairs	Joop vd Schee	Netherlands
	John Lidstone	Australia
Secretary	Claire Brooks	UK
Treasurer	Michael Solem	USA
Full member	Fernando Alexandre	Portugal
Full member	Ali Demirci	Turkey
Full member	Eje Kim	S. Korea
Full member	Oswald Muniz	Chile
Full member	Daniela Schmeinek	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

Professor Joop van der Schee

John Lidstone

Professor John Lidstone

APPENDIX B

Geography Education Topic Sessions at the IGU Congress, Cologne, August , 2012.

C08.11 Geographical Education

Stop Press: New deadline for submissions: January 8th, 2012.

Session: State of the Art in Geography Education

Chair(s): Simon Catling & Alexandra Budke

Abstract:

Geography education carries the footprint of its specific national context. *The International Charter on Geographical Education* outlines the common core of our subject, but the subject is evolving. There is much change in geography education taking place at national levels around the World at the present time. Alongside the results of the international study of geography education started in 2010, and aiming to map the State of the Art in Geographical Education around the World, papers presenting national initiatives, developments, challenges and achievements are invited. Topics might include: changes to national geography education guidance and curricula; what is the range of geography and what is regarded as most important in a national geography curriculum; ways in which geographical themes, such as the nature-society relationship or the implementation of approaches in new cultural geography, are being incorporated into national geography; the different focuses and contexts of geography curricula for different age groups (pre-school, elementary and secondary) at school and for non-examination and examination classes; and innovative approaches for teaching geography that are discussed in the different national contexts.

Session: Students' Interests of Geographical Topics, Regions, and Methods

Chair(s): Gabriele Obermaier & Sirpa Tani

Abstract:

We want to start an international research group about student's interests(topics and regions) in geography and geoscience. Our hypothesis is that there are similarities in student's interests about topics (e.g. natural hazards) but not about regions. If you have already done some research about student's interests or are interested in the topic please join us with a poster.

Session: Preconceptions in Geography and Geography Education

Chair(s): Fernando Alexandro & Sibylle Reinfried

Abstract:

In recent years research about preconceptions and conceptual change regarding geographical concepts and the school subject of geography have gained momentum in geographical education. This trend is of great importance to geographical education because learners' preconceptions about geographical concepts and processes as well as teachers preconceptions about geography as a school subject are keys and obstacles to

geographical learning and teaching. Conceptual change research concerns for example the identification of learners' personal ideas of scientific issues, teachers' ideas regarding the curriculum of geography and epistemological processes while studying geographical issues, strategies of how to change personal ideas, and methodologies that help to make processes of change understandable. In this session high quality research papers that address the issues mentioned above are welcome.

Session: Examples of Best Practice in Geography Education and Teacher Preparation

Chair(s): Michael Solem & Christiane Meyer

Abstract:

This session will offer international perspectives and examples of effective practice in teacher preparation in geography. Papers in this session should address examples of preparing teachers to become effective educators with geospatial technologies, field instruction, inquiry and problem based learning, among other potential topics. We especially welcome papers based on research in geography teacher preparation.

Session: Innovative Learning - New & Traditional Media

Chair(s): Daniela Schmeinck & Joop van der Schee

Abstract:

Geography is a discipline in which especially visualisation is the starting point of thinking because geography focuses on what the world looks like as a first step in a learning process to understand the world as it is. Various means of representation thereby help us to look at and understand the world around us. According to this several different media play also an important role in geography education. Traditional teaching materials like e.g. textbooks, atlases, stones and models of river systems, are progressively supplemented by new media such as digital maps and movies, GPS and GIS. This session is beyond showing traditional and new media. It focuses on how traditional and new media can help students at all ages to understand the world. Very welcome are research reports that connect the development of geographical knowledge of primary and secondary school students and the use of traditional and/or new media.

Session: Standards, Concepts and Experience

Chair(s): Joseph Stoltman & Armin Rempfler

Abstract:

National Standards for school Geography are being introduced in some countries; they are currently guiding the teaching activities in others; while in others there are calls for their abrogation and resistance to their implementation. Standards offer guidance in the selection of content that are intended to strengthen the curriculum and improve assessment practices. However, the discussion regarding whether teaching according to given standards is a good practice. This session offers a platform to discuss features, implementation, experiences, and critiques of standards for school Geography internationally.

Session: Education for Sustainable Development & Global Learning

Chair(s): Yvonne Schleicher & Osvaldo Muñiz

Abstract:

“The International Geographical Union Commission on Geographical Education sees the UN Decade of Education for Sustainable Development (ESD) 2005-2014 as an opportunity to confirm its commitment to education for sustainable development.” <http://www.igu-cge.org/Charters-pdf/LucerneDeclaration.pdf> The proclamation of a “Declaration on Geographical Education for Sustainable Development” by the IGU CGE in 2007 was followed up by different approaches to integrate the ideas of the declaration in Geography Education. This session is aimed to contribute to the discussion about ESD following the categories of the Lucerne Declaration: A. The Contribution of Geography to Education for Sustainable Development B. The Criteria for Developing Geographical Curricula for Education for Sustainable Development C. The Importance of Information and Communication Technologies (ICT) in Education for Sustainable Development in Geography. Abstract proposals concerning research about all categories of the Lucerne Declaration and examples of best practice are welcome.

Session: Spatial Thinking

Chair(s): Sarah W. Bednarz & Detlef Kanwischer

Abstract:

Spatial thinking, traditionally a subject of interest among cognitive scientists, psychologists, and behavioral geographers, has grown in significance for geography educators with the explosive growth of geospatial technologies and consequent drive to prepare a spatially skilled workforce and citizenry. Defined variously as an amalgam of the knowledge, skills, and habits of mind to use concepts of space, tools of representation, and processes of reasoning to structure problems, find answers, and express solutions to these problems (NRC, 2006), spatial thinking is widely acknowledged as a powerful interdisciplinary tool, useful in mathematics, science, and social science disciplines. It has also been identified as a core component of geographic thinking. We invite papers addressing all aspects of spatial thinking, including, but not limited to, submissions addressing the spatiality of various state and national curricula; theoretical considerations on the interpretation of various elements of spatial thinking, such as concepts of space, in the learning process; ways assessments can and do measure spatial skills and thinking processes; the degree to which textbooks, and other instructional materials support and feature spatial thinking; strategies to teach spatial thinking; the relationship between spatial thinking and geospatial technologies; learning progressions to develop spatial literacy; and individual learner characteristics in relation to spatial thinking

Session: Risk Education

Chair(s): John Lidstone & Gregor Falk

Abstract:

Nature risks and catastrophes strike our changing world with a growing frequency. In a globalizing world, available information circulated from and to remote spaces has contribute to a growing awareness. This session welcomes papers dealing with the risks and geography education through topics like causes, effects, processes, strategies, methods, and consequences. Both results or original research and best practice are welcome.

Session: Urbanization in Geographical Education

Chair(s): Lex Chalmers & Péter Bagoly-Simó

Abstract:

Contested tradition divisions of urban and rural, challenges of a changing urban, rural, suburban, or suburban lifestyle, effects of urbanization on people's life at different scales, embodied urbanism, or global interconnectivity through urban structures and flows are some of the topics concerning urban geographers. This session welcomes abstracts dealing with the urban topic from school, university, and practice.