



**International Geographical Union
Commission on Geographical Education
2016-2020**

Newsletter #6 - August 2018

Welcome to Newsletter #6

Dear friends and colleagues,

This newsletter brings much excitement for geography educators from all around the world. In particular, we want to highlight the August 2018 IGU-CGE conference in Quebec on "Appreciating similarity: sharing understanding" which was hosted by the Canadian Association of Geographers' Geographic Education Study Group. We would like to reiterate our special thanks and congratulations to the organizing team for a job well-done! The event was also the Commission's pre-conference to the main 2018 IGU Regional Congress in Quebec City (August 6th-10th 2018)

The conference brought together 63 researchers from 20 countries (Belgium, Canada, Chile, China, Czech Republic, Germany, Italy, Japan, Macau, Mexico, Mongolia, Portugal, Romania, Slovenia, Spain, South Africa, South Korea, Switzerland, UK and US) and included two workshops, fifteen paper sessions, one panel, and a walking tour of the old town of Quebec City. Participants' presentations brought attention to various topics across curriculum and assessment, teacher education, climate change, textbooks, fieldwork, map skills, geospatial technologies and global understanding. The panel session on "Geography Education for Global Understanding" was a particularly interactive one, where the book editors, chapter authors and audience members were invited to participate in discussions to review the book and share ways forward, after hearing panellists speak on issues of global understanding in their respective educational settings. Participants also shared that they had an opportunity to meet old friends and make new ones to understand different national perspectives on geography education. This meeting was also special in that the participants were invited to see the iGeo poster presentations in the afternoon on Friday August 3rd. There was also a general confluence of ideas on similar issues faced by geography educators across different contexts and some even expressed that the meeting provided renewed inspiration to continue the hard work in geography education despite the many challenges. The organizing hosts and the organizers expressed their gratitude to all delegates for their participation and generous collaborations.

The 2019 CGE conference will be held in London from April 15 to 17 2019. Please see the details from [IGU CGE Conference News](#).

Clare Brooks, Chew-Hung Chang and Jongwon Lee



iGeo Poster presentation



Panel Discussion: "Geography Education for Global Understanding"



Conference walking tour at Parliament building, Quebec City



Dr. Clare Brooks, the Commission Chair, delivered a luminary talk titled "The Power

of Geography Education" at the IGU main congress.

Commission on Geographical Education News

IGU-CGE Treasure's report

As Commission Treasurer, Michael Solem manages a checking account held at the United States Senate Federal Credit Union in Washington, DC. On July 15, 2018, the account balance was USD 4,889.51. The most recent transaction was a USD 16.88 for the HostStar domain renewal for the Commission's website.

Springer Book Series – Perspectives on Geographical Education

As we announced in December 2016 newsletter, the Commission has an agreement to publish a Book Series entitled: Perspectives on Geographical Education with the publisher Springer. Since then, we have published four books: ***International Perspectives on Geographical Education*** (Editors: Brooks, C. and van der Schee, J. A.), ***The Power of Geographical Thinking*** (Editors: Brooks, C., Butt, G., and Fargher, M.), ***Learning Progressions in Geography Education*** (Editors: Osvaldo, M. S., Solem, M., Boehm, R.), and ***Geography Education for Global Understanding*** (Editors: Demirci, A. Miguel González, R., Bednarz, S. W.). The Series seek to publish authoritative, innovative and academically rigorous accounts of geography education research from around the world. Led by the priorities and criteria set out in the Commission's Declaration on Geography Education Research, the series will play an important role in making geography education research accessible to the global community. Books within the series are likely to be drawn from meetings, conferences and symposiums supported by the Commission, but book editors will also be commissioned for special editions that correspond to the Commission's on-going programme of work. In this way, research published in the series will be up-to-date, responsive to the needs of the geography education community, internationally relevant and to a high academic standard. The Series will also seek to support the development of early career researchers in publishing high quality, high impact research accounts. If you are interested in submitting a proposal for consideration, please contact Clare (c.brooks@ucl.ac.uk) in the first instance.

Geography Education for Global Understanding

The year 2016 was declared International Year of Global Understanding. Global problems can only be solved with global approaches, affordances, and resources. Instead, we live in a world retreating from global approaches and moving to adopt nationalistic, local-scale policies. Many

different international, regional, and national initiatives have tried to tackle global problems by raising awareness that global understanding is a key issue. Geography, better than any other discipline, can explore the spatial relationships of social and physical phenomena at diverse scales and suggest solutions to significant and persistent problems. Therefore, geography education in primary and secondary schools has a tremendous potential to provide the next generation with the understanding, attitudes, and behaviours required to work for solutions to global problems. This book, one of the International Perspectives on Geographical Education book series, aimed at teachers, researchers, and policy makers, focuses on the ways primary and secondary (K-12) geography education can promote and develop global understanding. Three essential questions frame the discussion: 1. How can geographic knowledge and skills prepare us to understand and take positive action about global issues?; 2. How can the practices of geography empower members of societies and equip them with necessary global understanding?; and 3. What are the similarities and dissimilarities between the different countries and regions of the world in terms of the implementation of global understanding through curriculum and best practices in geography education? The book is a blend of theoretically-oriented chapters and examinations of efforts in specific countries and regions to implement global understanding curriculum and instruction through geography.

Research in Geography Education

We would also like to remind members on any new research in geography education to be added to our web-based template. This is to collect and collate information on Geography Education MA, MEd, EDD and PhD theses around the world. Creating this collection will greatly enhance our knowledge about geographical and environmental education. The on-line spreadsheet can then be made available for researchers through the IGU-CGE website. We hope that all geography educators with the help of the regional representatives would be able to contribute information on the existing Geography Education theses. (Geography Education Collection: https://docs.google.com/forms/d/1nrbVzveqZWDWWdouJfnKAK-ctHDdKwOdt7xxt34mee8/viewform?usp=send_form)

IGU CGE Conference News

CONFERENCE CALL FOR PAPERS

'RECONTEXTUALISING GEOGRAPHY

APRIL 15-17 2019 CGE/University College London Institute of Education

This conference will examine one of the central issues in ensuring high

quality geography education, how geography's 'big ideas' are recontextualised in schools. Geography Educators and geographers are invited to present papers on one or more of the following themes:

- Place
- Space
- Interdependence
- Scale
- Environment
- Sustainability

You are invited to **submit a paper abstract by 31 October 2018** to ioe.ma.geography@ucl.ac.uk. Confirmation of abstract acceptance will be made by 31 December 2018. The abstracts for each paper should address the following: Background to the topic; Relevance to the conference theme; Research questions/focus of the enquiry; Research methods and/or literature review; Analytical and/or theoretical framework; Research findings and/or contribution to knowledge

IMPORTANT NOTE

Each abstract is blind reviewed by two members of the committee organising the conference (the CGE committee). Abstracts will be assessed by the following criteria: Relevance of the topic to the conference theme; Clarity of research question(s) and/or focus of enquiry; Appropriateness of research method(s) and/or literature; Robustness of analytical and/or theoretical framework; Significance for educational practice, policy or theory. Grades are given on a six point scale and papers are accepted or rejected on the basis of the total average score. 27-30 definitely accept; 23-26 recommend accept; 19-22 possibly accept; 15-18 possibly reject; 10-14 recommend reject; 0-9 definitely reject

The template of the abstract will be a single text box (up to a maximum of 400 words) in which to satisfy the criteria. Papers that do not satisfy the criteria will be rejected. Please note that the submission should not exceed the word limit. Accepted authors will also be given the opportunity to submit full papers to a conference publication via further peer review.

We look forward to your contributions. If you have any questions regarding abstract submission or conference attendance please contact **ioe.ma.geography@ucl.ac.uk**.

Other Conferences

Powerful Geography conference; San Jose, Costa Rica November 1st-4th 2018

The National Center for Research in Geography Education (NCRGE) is organizing an international conference on the theme of "powerful geography". The conference will take place in San Jose, Costa Rica, from

November 1-4, 2018. The Powerful Geography conference will welcome an international delegation of researchers, practitioners, and policymakers for papers and discussions aimed at advancing our understanding of powerful geographic knowledge and the significance of geography education for individuals and society. Proposal submissions are due August 15, 2018. Visit the [conference website](#) for more information about the program, field trips, registration, and how to submit a proposal.

100 years Bulgarian Geographical Society conference "Smart geography"

in cooperation with EUROGEO, **2nd-4th November 2018, Sofia Bulgaria**

<http://100-years.geography.bg>

The celebration of the 100th anniversary of the Bulgarian Geographical Society is undoubtedly an occasion for retrospection and analysis of the development of geography in Bulgaria. It is, however, also a reason for an attempt to look into the future and outline the prospects for geographic science, education and practice. This conference is a way to pay a tribute and extend our gratitude in the first place to the founder of the Society, Academician Anastas Ishirkov, and to all geographers who worked for it in the past century. We also want to widen the space for presenting new research in the different geographic disciplines and to discuss the changes that we need to undertake to address the challenges of the 21st century.

Primary Geography Conference; Charney Manor Oxfordshire February 22nd-24th 2019

Programme to include contributions from primary school teachers, primary education students, tutors working in primary teacher education, researchers in geography education. Offers of papers from the IGU-CGE community are most welcome. Day/residential attendance. Further details from Dr Melanie Norman: mel@melanienorman.com

EUROGEO 2019 conference: "Teaching Geography in challenging times", 14th-16th March 2019, Paris

<http://www.eurogeography.eu/conference-2019/>

EUROGEO 2019, Teaching Geography in challenging times will provide opportunities to discuss the role and potential of Geography to solve today and future issues as well as to respond to needs of society and the world. We invite you to propose papers, posters and sessions on any theme or topic associated with the way geography and geography information addresses issues including the importance of Geography for all. Within this context some of the cross-cutting challenges EUROGEO 2019 will seek to examine include:

- What research responses can geography bring to dealing with complex challenges?
- How do new technologies and the increasing open access to data help us to address issues we face today and those of the future?
- What role does or should geography play in society?
- How should education respond to the ever-increasing importance of geographic information?
- What is geography's contribution to making citizens?
- How does geographical education need respond to needs of society and the world around us?

GA(Geographical Association, UK) annual conference and exhibition 2019; University of Manchester April 9th-11th 2019

The Geographical Association international annual conference and exhibition will take place from Tuesday 9th to Thursday 11th April 2019 at the University of Manchester, UK. If you would like to present a session, please send your proposal to hbrookes@geography.org.uk no later than 31st July 2018. Further details can be found at <https://www.geography.org.uk/Conference-2019>

GA(Geographical Association, UK) study tour to India 2019

The Geographical Association International Special Interest Group has organised a unique opportunity to explore the huge diversity of India. There will be multiple relevant learning opportunities for both human and physical geographers on this study tour which will take you to both to the north and south of the country. The tour is from 25th July to 11th August 2019. Further details can be found at <https://www.geography.org.uk/GA-study-tours>

Further Announcement on Geographical Education

NCRGE Funds Research Networks on Geography and Civics, Geo-Computation, and International Curriculum Research

The National Center for Research in Geography Education (NCRGE) has approved awards for a third cohort of grantees under its Transformative Research grant program. One research group, under the direction of Rebecca Theobald (University of Colorado Colorado Springs), will focus on geography and civics education in the context of decennial procedures of apportionment and redistricting at the federal level, which will next take place following the 2020 United States Census. A second group, to be led by Chew-Hung Chang (Nanyang Technological University, Singapore), seeks to develop a framework supporting future international comparative analyses of geography curricula in schools. Coline Dony (American Association of Geographers) will lead a group to assess the current capacity for and barriers to an inclusive geo-computational curriculum in U.S. higher education.

Update on the Trends in International Geography Assessment Study

Members of the study group who are charged with developing the Trends in International Geography Assessment Study will present a workshop and progress report at the CGE 2018 International Conference and 2018 IGU/NCGE/CAG conference in Quebec, August 3-10. A draft assessment framework is now available on the [TIGAS website](#).

Edward Elgar Publishing has announced its new book series the 'International Geographical Union Series on Contemporary Geographies' which is published in conjunction with the IGU and edited by Professors

Iain Hay and Michael Meadows. The series is open to authored monographs or edited collections offering original, thought-provoking and international perspectives on contemporary geography. One of its core purposes is to support the development of knowledge that will assist and accelerate transformations to a sustainable world. Edward Elgar Publishing is a leading independent international academic publisher in the social sciences and we offer a high-quality service to our authors and readers. Further details of our Geography programme can be found on our website at <https://www.e-elgar.com/subject/geography>. If you are interested submitting a proposal for the new book series, please contact Stephanie Hartley <stephanie.hartley@e-elgar.co.uk>

New Book for Geography Education in Japan

Usui, Teruko (Ed)(2018): ***Geography education beginning from "Compulsory Geography": aiming to create a sustainable society.*** Tokyo, Japan: Kokon-shoin. (Publication in Japanese, 200p.) ISBN978-4-7722-5317-8

In Japan, the new National Curriculum for high school was released in March, 2018. According to the new curriculum, the subject of geography which has been an elective subject for a long time, will become a compulsory one from 2022. In response to these changes, Japanese geography association has published this book in July 2018. This book, written by seventeen geography educators, geography teachers and academic geographers, explains the matters in order to make the "compulsory Geography" successful including: Reasons why compulsory geography was established; the characteristics of this subject; the way of geography lessons in the future; relationships with teacher education at universities; in-service teacher education and teaching resources.

We are delighted to report that **Tine Béneker has been appointed as professor of geography and education at Utrecht University**, The Netherlands. Tine Béneker is professor of Geography & Education at the Faculty of Geosciences of Utrecht University. Her main research interest is in the field of Geography Education Research and the relationship between disciplinary knowledge and school subjects. She has published on the future and global dimension in geography education, young people's global awareness, representation issues and textbooks and (student) teacher education and professionalisation. She is director of education at the department of Human Geography and Spatial Planning, a member of the Board of the Department and a member of the Board of Studies of the Graduate School of Teaching. She is also a board member of the Royal Dutch Geographical Society.

What does it mean to be a professionals? Professor Linda Clarke (Ulster University) suggests the Place Model for professionals. See more [details](#)

GI Learner: a learning line on geospatial thinking in secondary education

GI Learner was a three years Erasmus+ KA2 strategic partnership project, aiming at integrating geospatial literacy, geospatial thinking and GIScience into schools. Although spatial (geo)thinking is seen as one of the most important sectors in the economy it is seldom really taught in secondary schools.

The goal of GI-Learner is to integrate spatial literacy, spatial thinking and GIScience into secondary schools. In order to do this, the project followed these steps:

- 1) Summarize the most important literature on learning lines and spatial thinking to have a solid scientific base
 - 2) Scan the curricula of the partner countries to identify opportunities to introduce spatial thinking and GIScience
 - 3) Distillate out of the previous steps a distinct and essential set of geospatial thinking competencies
 - 4) Developed an evaluative tool to analyse the impact of the learning lines on geospatial thinking
 - 5) Created learning lines translating the competencies into learning objectives, teaching and learning materials for the whole curriculum (K7 to K12)
- The outcomes of the project are free to use (and to adapt if needed) and can be found on the website <http://www.gilearner.eu>.

Some Recent Publications of possible interest to Geography Educators

As ever our thanks go to Professor Simon Catling for assembling such an impressive list!

Geographical and environmental education

Catling, S & Willy, T (2018) *Understanding and Teaching Primary Geography*. London: Sage.

Chang, C-H, Sheng Wu, B, Seow, T & Irvine, K (Eds) (2018) *Learning Geography Beyond the Traditional Classroom: Examples for Peninsular Southeast Asia*. Singapore: Springer.

Demirci, a, de Miguel Gonzalez, R & Bednarz, S (Eds.) (2018) *Geography Education for Global Understanding*. Cham: Springer.

Jickling, B & Sterling, S (Eds) (2017) *Post-Sustainability and Environmental Education*. Palgrave Macmillan.

Nunez, J, de Sens, C, Ulugtekin, N, Rodriguez, P (Eds.) (2017) *Children Map the World: Commemorating the International Map Year, Volume 4*. Redlands, CA: ESRI Press.

Robertson, M & Tsang, P K (Eds) (2016) *Everyday Knowledge, Education and Sustainable Futures: Transdisciplinary Approaches in the Asia-Pacific Region*. Singapore: Springer.

Learning outdoors

Porter, H (2018) *Educating Outside: Curriculum-linked outdoor learning ideas for primary teachers*. London; Bloomsbury.

Oakes, S. (2018) *Fieldwork at A level: your guide to the independent investigation*. Sheffield, UK: GA. Written in partnership with the Field Studies Council, this reference resource is structured around the enquiry cycle and includes a range of qualitative and quantitative skills. It will help students to develop an understanding of fieldwork, IT and GIS skills

and how to use them effectively.

Children's geographies

Bishop, K & Corkery, L (Eds) (2017) *Designing Cities with Children and Young People: Beyond playgrounds and skate parks*. New York: Routledge.

Malone, K (2018) *Children in the Anthropocene: Rethinking sustainability and child friendliness in cities*. London: Palgrave Macmillan.

UNICEF (2017) *The State of the World's Children 2017: Children in a Digital World*. New York, NY: UNICEF.

Geography, environment and social science

Ellis, W (2018) *Anthropocene: A Very Short Introduction*. Oxford: Oxford University Press.

Harper, S (2018) *Demography: A Very Short Introduction*. Oxford: Oxford University Press

Koch, T (2017) *Ethics in Everyday Places: Mapping Moral Stress, Distress and Injury*. Cambridge, MASS: MIT Press.

Lowrie, W (2018) *Geophysics: A Very Short Introduction*. Oxford: Oxford University Press

Stewart, I (2018) *Plate Tectonics*. London; Ladybird Books.

Sullivan, R (2017) *The Geography of the Everyday: Toward and Understanding of the Given*. Athens, GA: University of Georgia Press.

Thatcher, J, Eckert, J & Shears, A (Eds) (2018) *Thinking Big Data in Geography: New regimes, new research*. Lincoln, Ne: University of Nebraska Press.

Vincent, W (2018) *Lakes: A Very Short Introduction*. Oxford: Oxford University Press

Cartography

Black, J (2018) *Mapping Shakespeare: An exploration of Shakespeare's world through maps*. London: Conway, Bloomsbury

Darkes, G & Spence, M (2017) *Cartography: An Introduction*. [2nd edition]. London: British Cartographic Society.

Related to geography

Gooley, T (2018) *Wild Signs and Star Paths: The Keys to Our Lost Sixth Sense*. London: Hodder & Stoughton.

Meusburger, P, Freytag, T & Suarsana, L (Eds) (2016) *Ethnic and Cultural Dimensions of Knowledge*. Dordrecht: Springer.

Schemmel, M (2016) *Spatial Thinking and External Representation: Towards a historical epistemology of space*. Berlin: Max Plank Institute for the History of Science.

Teaching resources

Top Spec Geography series (Geographical Association) - new titles

Coasts (Debbie Milton, Gerd Masselink) Coasts are areas of global importance – economically, socially and environmentally. This book considers: coastal systems, coastal processes and landforms, people-environment relationships, coasts as dynamic environments, sea-level change, coastal management strategies.

Glaciated Landscapes (Richard Waller, Peter Knight) enables you to develop a greater understanding of glacial processes and landforms, look at the use of a systems framework, not only for glaciers but also in a wider context of world systems and also explains the interactions between humans and glacial landscapes.

Emerging Superpowers: China and India (2nd edition) (Gill Miller) includes information on the rapid growth and emergence of both countries as economic superpowers, some of the implications of this for people and the environment and the emergence of each country as political heavyweights, contesting the sole superpower status of the USA.

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