

Welcome to Newsletter #5

Dear colleagues,

As the calendar turns to May, we find ourselves thick into the season when it is said that hope springs eternal ... but world events suggest otherwise.

The horrific war on Ukraine, coming at a time when countless people continue to suffer from the COVID-19 pandemic, adds another miserable entry to the record of humanity. Issuing our Commission's newsletter in this context may seem a rather quaint distraction from the gravity of these ongoing crises.

Yet, as geography educators, we all understand the contribution of our subject to global understanding, peace, and goodwill. As powerless as we may feel at the present time, remember that we can make a difference through our teaching and research and by developing future geographers who use their knowledge serve the best interests of humankind and the planet.

So come to Rennes in July, when we will discuss the past and future challenges of teaching geography. And then on to Paris to mark the moment in history of when there has never been a more urgent "Time for Geographers".

See also the call for authors for new book projects along with new publications that are sure to appeal.

Michael Solem, Chew-Hung Chang and Jongwon Lee

Commission on Geographical Education News

IGU-CGE Treasurer's Report

CGE funds are currently held in a TIAA banking account based in the United States and maintained by Michael Solem. The CGE account balance is currently in the amount of USD 6,125.85.

Call for Authors: Powerful Geography

The National Center for Research in Geography Education seeks authors to contribute chapters for a new book, *Powerful Geography: International Perspectives and Applications*. The book is being proposed for the Springer Book Series: *International Perspectives on Geographical Education*. Applications from potential authors are requested by May 15, 2022. Download the call for authors and author template below for full details. <http://www.ncrge.org/call-for-authors-powerful-geography/>.

Call for Chapters for the edited volume "Research Methods in Geography Education" (International Perspectives on Geographical Education)

The aim of this handbook is to both revisit and expand Geography Education's research methods repertoire. Sarah W. Bednarz and Péter Bagoly-Simó kindly invite you to submit your proposal using this form: <https://forms.gle/Ly1Xws3ZG2Ehe6x5>. We particularly encourage teams of experienced and early career colleagues to submit their proposals focusing on a specific research method by 31.05.2022.

IGU-CGE Conference News

2022 CGE Conference in Rennes, France



The organization team of the IGU-CGE conference is pleased to welcome you in Rennes, France on July 12-13, 2022. 80 participants are already registered. You can discover on the website the useful information to organize your stay.

Three keynotes are planned:

- Jean-François Thémines, Normandie Université, ESO (France) "The idea of "relationship to the world" as a tool for didactic analysis of geography teaching issues"
- Nicola Walshe, UCL (London) "Turbulence in the Anthropocene? Intersections and frontiers for geography education in unprecedented times"
- Rafael De Miguel González, President of EUROGEO, "100 years of geography and international education"

The guests will be welcomed at the city hall of Rennes for a cocktail on July 12 in the evening. The evening will continue with a gala dinner. Do not hesitate to contact us if needed: ugicge@sciencesconf.org

The conference website. <https://ugicge.sciencesconf.org/>

Supporting Early Career Researchers in Geography Education Workshop

CGE Conference Rennes, France July 13

When researching geography education, researchers face a variety of challenges. Some are general, and some are subject (geography) specific. Other challenges are associated with interdisciplinary research when researchers specialising in the primary discipline must engage constructively in theories, evidence, and advances of others. This is especially challenging for early career researchers (ECR). They have to invest more time and resources to master the relevant theories and methodologies while engaging with the broader research literature. However, there are not only challenges related to theories and methods, but also with networking in the community, publishing the research, funding etc.

The Commission on Geography Education is aware of these obstacles to becoming a successful and respected researcher. Therefore, the Steering Committee sees the support of the ECR as one of its priorities. A series of workshops will be organised on the occasion of CGE annual conferences with the 2022 Conference in Rennes as a starting event.

CGE Rennes workshops:

1) Early career researchers: Networking and challenges in researching geography education; chairs: Martin Hanus, Chew-Hung Chang

2) Getting published the research in geography education; chair: Martin Hanus; lecturers: Gillian Kidman, Chew-Hung Chang, Di Wilmot

For more details, please, visit the conference website: <https://ugicge.sciencesconf.org/resource/page/id/9>

Participants can register via the registration system of the conference. For the participants (in-person or online) of the conference, the workshop is included in the conference fee (although the participation in the workshop should be indicated in the registration system). However, it is possible to register solely for the ECR workshop (online participation) for a special fee.

Other Conference News

41st EARSel Symposium 2022 "Earth Observation for Environmental Monitoring", Paphos, Cyprus

EARSel is a scientific network of European remote sensing institutes, coming from both academia and the commercial/industrial sector. The aim of this year symposium is to indicate the current trends in remote sensing. The special Session "Education & Training" will focus on lifelong education in and with Earth Observation. Call for Abstracts is open till 19. April 2022. Website: <https://cyprus2022.earsel.org/index.php>

Further Announcement on Geographical Education

Digital Data Literacy to the fore

Members of EUROGEO have coordinated the European-funded D3 Project (Developing Digital Data Literacy). The 2-year project has concluded producing:

- a review of school curricula and open data tools (download the review from <https://d3.youthmetre.eu/output1/>)
- a training course that focuses on competences related to digital technologies and data literacy in initial and continuing teacher education and training (visit the open access course at <https://d3.youthmetre.eu/modules/>)
- teaching resources (a toolkit) providing blueprints for teachers to use digital data and information tools to help build critical engagement and active citizenship in their classes (explore the lesson blueprints <https://d3.youthmetre.eu/lesson-blueprints/>)
- a database of open data sources and tools (<https://d3.youthmetre.eu/open-data-tools/>)
- a gallery of case studies created by teachers working with the project team (visit <https://d3.youthmetre.eu/gallery-of-case-studies/>)

The lessons learned from D3 are being applied in a follow-up project called Teaching the Future (<https://teachingthefuture.eu/>), promoting a highly innovative, data driven approach to climate change education.

The Early Years Foundation Stage (EYFS) sets the standards for all early years' providers in England (DfE 2021).

This was updated in 2021 and opportunities for developing 'geography' can still be found not only in "Understanding the World", one of the framework's seven 'Areas of Learning,' but continues to be present in some of the other areas as well. Opportunities to develop geographical experiences include-

- Using specific resources such as maps and books (fiction and non-fiction) to describe the immediate environment.
- Specific reference to learning about different countries (with reference to books (and where appropriate, maps).
- Exploring the 'natural' environment and how it may change (e.g. through weather and seasons).
- Know and understand similarities and differences between natural and contrasting environments.

More details can be found at; bit.ly/37C8vhe

Regional climate change adaptation for geography classes – A Serious Game (Klim:S21) and a mobile App (Klim:ReAction)

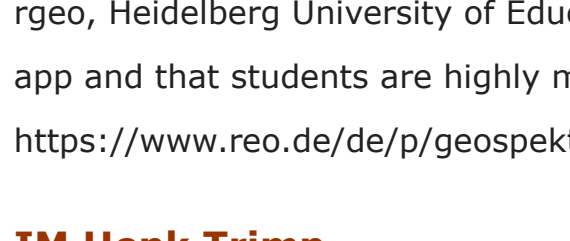
Climate adaptation made comprehensive and tangible for teaching purposes – this is offered by a serious game (Klim:S21) and a mobile app (Klim:ReAction) developed in the Dep. of Geography - rgeo, Heidelberg University of Education. Both interactive, digital learning tools are designed to include climate adaptation into geography classes and will be freely available from May 2022 on. Website: www.rgeo.de

Geo:spektiv2GO – Making remote sensing tangible for students

The App "BLIF:Explorer" enables students to combine satellite imagery and in-situ data inquiry local problems in context of SDGs. The App was developed in the Dep. of Geography - rgeo, Heidelberg University of Education. First evaluations showed the high usability of the app and that its realisations are highly motivated while working with the app. Website: <https://www.reo.de/de/p/geospektiv2go/>

IM Henk Trimp

On 17 February 2022 Henk Trimp passed away, aged 67. A great man with a very big heart. Henk was smart and hardworking and at the same time very modest and always happy to help others. He had a very keen eye for injustice in the world and tried to live in a very sustainable way. As geography educator at the Free University in Amsterdam and later from his own small company Anaximander he did pioneering work in the field of digital maps and ICT. In the Netherlands for digital maps he was 'mister EduGIS' developing a lot of successful student materials with digital maps for secondary education. Many years he was active as IGU-CGE webmaster. In 1996 he was co-organiser of the successful IGU-CGE conference in The Hague. Above all Henk was an extraordinarily nice person, who was there for everyone. He will be greatly missed by his loved ones, friends and colleagues.



Recent Publications

Always thanks to Professor Simon Catling for organizing and updating the recently published book list for the CGE newsletter.

Geographical and environmental education

Bourke, T., Mills, R. and Lane, R. (Eds.) (2022) *Assessment in Geographical Education: An International Perspective*. Cham: Springer.

Kidman, G. and Schmeinck, D. (Eds.) (2022) *Teaching Primary Geography: Setting the Foundation*. Cham: Springer.

Healey, G., Hammond, L., Puttick, S. and Walshe, N. (Eds.) (2022) *Reinventing Geography Teachers in the Secondary School: A practical guide*. Abingdon: Routledge.

Gardner, D. (2022) *Planning Your Coherent 11-16 Geography Curriculum: A Design Toolkit*. Sheffield: Geographical Association.

Scoffham, S and Rawlinson, S (2022) *Sustainability Education*. London: Bloomsbury.

Walshe, N and Sund, L (Eds) (2022) *Developing (Transformative) Environmental and Sustainability Education in Classroom Practice*. Basel: MDPI.

Children's geographies

Derr, V and Corona, Y (Eds) (2021) *Latin American Transnational Children and Youth: Experiences of nature and place, culture and care across the Americas*. Abingdon: Routledge.

Geography, environment and social science

Freytag, T., Lauen, D. and Robertson, S. (eds.) (2022) *Space, Place and Educational Settings*. Cham Springer.

Merriman, P (2022) *Key Ideas in Geography: Space*. Abingdon: Routledge.

Santos, M (2021) (Trans B. Baletti) *The Nature of Space*. Durham, NC: Duke University Press.

Santos, M (2021) (trans A. Davies) *For a New Geography*. Minneapolis, MN: University of Minnesota Press.

Tambassi, T (2021) *The Philosophy of Geo-Ontologies: Applied Ontology of Geography*. (2nd edition) Cham: Springer.

Tambassi, T and Tanca, M (Eds) (2021) *The Philosophy of Geography*. Cham: Springer.

Related to geography

Cohen, M (2021) *Short Introductions: Sustainability*. Cambridge: Polity Press.