

International Geographical Union
Commission on Geographical Education
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Newsletter #4, November 2013

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Welcome to Newsletter #4!

Dear Colleagues

Welcome to the fourth IGU-CGE Newsletter of the current, 2012-16, Commission on Geographical Education! Our aim is to promote high quality geography education worldwide. We strongly believe that international co-operation in the field of learning and teaching geography is an important way to achieve this aim. This newsletter takes a brief look back at what we have achieved in the first year of work of the Commission under the current Steering Committee and a look forward to some of the exciting things to come.

An extra big thanks go to our Regional Contacts, who have made a huge contribution to this newsletter: you will see many announcements and news items from around the world. We are very grateful to all our Regional Contacts for their continued support.

We hope this Newsletter will help you in your work and encourages you to work with us. We are keen to build the Commission's network of contacts, so please feel free to pass on this newsletter and encourage your colleagues to join our distribution list.

Clare Brooks, John Lidstone and Joop van der Schee

COMMISSION ON GEOGRAPHICAL EDUCATION NEWS

Looking back :

The Kyoto conference

We look back at a very good Kyoto Conference in August 2013. This conference was well organised with participation by more geographers (in education) than we had expected. We are grateful to our Japanese colleagues for all the work they have done to make the conference a success. All together there were more than 40 paper presentations

on geography in education, most in the commission sessions, and some in general sessions. In addition, our commission participated in a joint session about academic teaching organised by IGU vice-president Joos Drooglever-Fortuijn who is the liaison in the IGU Executive Board for education. The papers presented in the commission session varied in content and ranged from examples of good practice to empirical research findings and discussions on geography's difficult position in the curriculum. In the well attended commission business meeting at the end of the Kyoto conference, there was a plea for a better streaming of the type of sessions next time. Apart from the academic sessions, the conference in Kyoto offered many possibilities to enjoy the rich local culture. After the conference our very friendly Japanese colleagues (Koji Onishi, Yoshi Ida, Yamamoto Ryuta and Takashi Shimura) organised two very special field trips for our commission, and took us to schools in the Kyoto region in combination with visits to beautiful temples and good restaurants.

Kyoto Olympiad

The 10th International Geography Olympiad (iGeo) held in Kyoto, Japan, was a great success. We are very grateful to the local Japanese organizers and to the Task Force for the Olympiad chaired by Kath Berg and Lex Chalmers. The top 3 gold medals were : 1. Daniel Wong – Singapore; 2. Andrea Manea – Romania; and 3. Maris Serzans – Latvia. The top 3 countries were : 1. Romania; 2. Croatia; and 3. Singapore.

Rome declaration

In many European countries the position of geography in education is not good. A declaration about geography education in Europe was signed in Rome during the EUGEO conference in September 2013 by Gino De Vecchis, President of the Italian Association of Geography Teachers (AIIG), Karl Donert, President of the European Association of Geographers (EUROGEO), Vladimir Kolossov, President of the International Geographic Union (IGU), Henk Ottens, President of the Association of Geographical Societies in Europe (EUGEO) and Joop van der Schee, Co-chair of the Commission on Geographical Education of the International Geographic Union (IGU-CGE. See www.igu-cge.org for the text of the declaration. In February 2014 the same small group will meet again in Utrecht, The Netherlands, to talk about a road map for geography education in Europe. This road map will be discussed at the EUROGEO conference in Malta from 15-17 May 2014 and at the IGU conference in Krakow from 18-22 August 2014.

Looking forward

The 11th International Geography Olympiad (iGeo) will be held in **Kraków, Poland, from 12 to 18 August 2014**, under the auspices of the International Geographical Union Olympiad Task Force. The venue of the Olympiad will be the campus of the Pedagogical University of Kraków - in the old capital city of Poland. The Olympiad is an excellent opportunity to showcase the geographical skills and understandings of a country's geography students, as well as a reward for student excellence. The participants will have the opportunity to visit some of the most interesting and attractive places in Southern Poland as well as immerse themselves in the fascinating history and culture of Kraków and its surroundings. The website www.geoolympiad.org contains information on iGeo's Statutes and the component tests, as well as information on the forthcoming and previous iGeos. Examples of past questions can be found via the webpage on the relevant iGeo.

Progress on Programmes of Work

The Steering Committee of the Commission have identified seven projects and invites members of the Commission on Geographical Education to participate in these projects. Details of each of the projects are below:

- 1) **Creating a Geography Education Doctoral and PhD collection to enhance our knowledge about geographical and environmental education.** The collation from around the world of the authors, titles, publishers and abstracts of successful doctoral theses and PhD studies in geographical and environmental education, (from all nations and in national languages) will be brought together in an on-line list on the IGU-CGE website available for everyone. The abstracts should be in English and between 100 and 300 words. The coordinators of this work are Ivy Tan, Eje Kim and John Lidstone. Please send us your abstracts.
- 2) **The preparation of a digital list of significant papers, books or chapters on geographical education to help those who want to read about research and development in geography education.** We are planning to publish this list on our website next summer. The coordinators of this work are Daniela Schmeinck, Sirpa

Tani and Joop van der Schee who are collecting existing lists of publications. David Lambert has been asked to help as external advisor. Your suggestions for “papers to read” are welcome.

- 3) **The drafting of an edited book on geography education practice and research.** This idea was proposed by Michael Solem and Simon Catling on “Rethinking Geography Education: International Perspectives on Scholarly Practices” for a series published by Springer. The coordinators of this work are Michel Solem, Clare Brooks and John Lidstone.
- 4) **The preparation of a review publication on geospatial practices and lessons learned.** The coordinators of this work are Ali Demirci, Osvaldo Muniz and Joop van der Schee. Last summer they organised a plan for a book with 18 chapters with the title “Geospatial technologies and geography education in a changing world”. Many colleagues have already agreed to help to write the book and the abstracts for all chapters have been prepared. The plan is to publish this book within a year.
- 5) **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. This includes also promotion materials for geography as an essential part of education at all levels. It is a proposal which should also include the support and development of the work of the commission members through regular virtual meetings. The coordinators of this work are Daniela Schmeinck, Ali Demirci, Clare Brooks and Michael Solem.
- 6) **Support and connect early career researchers in geography education internationally.** A further proposal associated with (1) 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. The coordinators of this work are Fernando Alexandre, Sirpa Tani, John Lidstone.
- 7) **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.** The Steering Committee can help you to get information about participation in and preparation for the International Geography Olympiad. Information is available via Lex Chalmers, Kath Berg and Joop van der Schee. See also www.geoolympiad.org.

IGU-CGE Treasurer’s report

As Commission Treasurer, Michael Solem manages a checking account held at Wells Fargo Bank in Washington, D.C. As of November 1, 2013 there is a total of USD 4,773.18 available in the Commission’s account.

IGU CGE CONFERENCE NEWS

Our next meeting will be in: **2014 Krakow, Poland (as part of the IGU Conference) from 17-22 August 2014**, see <http://www.igu2014.org>. Early registration fee payment deadline is 2 April 2014 and the deadline for abstracts for papers and posters is **15 January 2014**.

The main theme of the conference is ‘**Changes, Challenges, Responsibility**’.

The Commission on Geographical Education has planned four streams:

- 1) Changes, challenges, responsibility in the school geography curriculum;
- 2) Changing practices in geography education: meeting the challenges of the future;
- 3) Research findings and challenges in geography education; and

4) IGU, EUGEO and EUROGEO, a challenging network of geographers in education.

The meeting in Krakow starts on **Sunday August 18** with a business meeting of the Commission and an IGU opening ceremony in the afternoon and ends on **Friday August 22**.

The International Geographical Union (IGU) announces the availability of **travel grants** to help defray the costs of participation in the 18 - 22 August 2014 Regional Conference in Krakow, Poland. Please note that, due to limited availability of funds, the IGU Travel Grants provide only a partial contribution to registration, transport and accommodation. A **maximum** of US\$1000 will be awarded to successful candidates. In selecting applicants to receive awards, preference will be given to young (or emerging) scholars and, in particular to those from developing countries. Because the funds available for this awards program are extremely limited, all applicants will be required to find the balance of the costs of participation; applications for 100% support cannot be funded.

Although not a strict requirement, a letter of endorsement from the chair of an IGU Commission or Task Force or from the chair of the applicant's National Committee for the IGU will be helpful in support of the application. Further details can be obtained from

<http://www.igu-cge.org/documents201311/IGUKrakowTravelGrantApplicationFormEnglishFinal.pdf>

There will be no meeting in Lisbon in 2014 as we planned and announced earlier! Many colleagues told us that it would be too difficult to combine attendance at Lisbon and Krakow, so the decision has been made to cancel the 2014 meeting in Lisbon. As there is no IGU conference planned in 2017, the Commission on Geographical Education plans a geography in education symposium in Lisbon at the end of August 2017! We are happy that our local organiser and host in Lisbon, our Steering Committee member Fernando Alexandre, is so flexible. The planning after Krakow is:

- **2015 Moscow**, Russia (as part of the IGU Conference)
- **2016 Beijing**, China (as part of the IGU Conference)
- **2017 Lisbon**, Portugal

In addition the IGU-CGE UK Committee are planning a **London Symposium in April 2015**. Further details will be announced on the <http://www.igu-cge.org/> website.

Other conference announcements and news

UPCOMING CONFERENCES

EUROGEO 2014 Conference

The Geography Department within the Faculty of Arts of the University of Malta is proud to host the 2014 EUROGEO Conference to be held at the University of Malta, Valletta Campus between the 16th and 17th May 2014. The Conference entitled *The Power of Geography and the Role of Spatial Information* will highlight the increasing relevance and importance of geography in today's society.

Call for Abstracts: Abstracts for papers/posters are invited on all aspects of Geography, particularly those dealing with the issues of big data in the fields of urban areas, transport and the environment, amongst others. Papers dealing with the role of spatial data in decision making will be considered as most relevant to the conference theme. Key aspect to consider is the role and importance of geography in society today and the future. DEADLINE FOR SUBMISSION OF ABSTRACTS IS 7th FEBRUARY 2014. More information on <http://www.eurogeography.eu/>

Geographical Association Annual Conference and Exhibition, University of Surrey, Monday 14-Wednesday 16 April 2014. More than 700 delegates from all over the world regularly take part in a range of lectures, workshops, field visits and social events and find out about the latest ideas, resources and support in primary and secondary geography. The GA's 2014 Annual Conference in Guildford will also include a series of sessions focusing on and reporting recent research into geographical education. Further details can be found at www.geography.org.uk/conference

The **GTE (Geography Teacher Educators) conference will take place in Winchester, UK in January 2014**. This is an

annual event where geography tutors from initial teacher education (ITE) courses all over the UK gather to exchange ideas, discuss each other's research and debate current issues within geography education. This year the conference will have a number of primary and secondary delegates from both the UK and wider afield including Holland, Ireland and Germany. For further details: <http://geography.org.uk/gtip/gteconferences/>

2014 AAG Annual Meeting: Tampa, Florida

The 2014 AAG Annual Meeting will be held in Tampa, Florida from April 8-12. Register now at

<http://www.aag.org/annualmeeting>. The deadline for abstracts is December 3, 2013.

You will be joined by fellow geographers, GIS specialists, environmental scientists, and other leaders for the latest in research and applications in geography, sustainability, and GIScience. The meeting will feature over 5,000 presentations, posters, workshops, and field trips by leading scholars, experts, and researchers.

International Congress of the Turkish Association of Geographers, Muğla, Turkey, June 4-6, 2014

The Turkish Association of Geographers organized its first annual meeting at Fatih University in Istanbul in June 2012 and attracted more than 350 registered attendees. With this number it has been the largest geographical congress ever held in Turkey. Upon the request from the members, the Association decided to add an international dimension to the congress and the next congress will be organized by Muğla Sıtkı Koçman University with an international perspective and participation. Although the congress has the theme 'Environment and Life in the Mediterranean' the congress is open to all fields of geography and we are delighted to invite colleagues from all diverse interests in geography. The congress will be hosted by Muğla Sıtkı Koçman University between **June 4-6, 2014** in the excellent congress centre on the campus of the university in Muğla. We expect to see geographers and other social scientists who work on Turkey but never had a chance to meet Turkish colleagues. All the details are available at the congress website <http://tcdyk.org/?&changelang=EN>. You can also learn more about the new Turkish Association of Geographers from its website <http://www.cd.org.tr/?&changelang=EN>

5th Jubilee International Conference on Cartography and GIS

Will be held 15-21 June 2014 (Riviera, Bulgaria). Further details can be found at <http://iccgis2014.cartography-gis.com/Home.html>

CONFERENCE REPORTS

The **National Conference for Geographical Education of Taiwan** was held in Taipei, Taiwan on May 18-19 in 2013. The theme of this conference is "The prospects of geographical education and environmental education in the K-12 education". A special issue for the symposium will be published in the *Journal of Geographical Research* soon. The following are 3 articles included in the issue:

59(3): The Continuity of Geography Learning Contents in Japan / Yoshiyasu Ida (Japan)
59(4): Changing Perspectives of Geographical Education in Singapore: Staying Responsive and Relevant / Geok Chin Ivy Tan (Singapore)
59(5): Developing Children's Sense of Place through Volunteered Geographic Information: Lessons Learned from the Pupils in Miaoli County / Che-Ming Chen (Taiwan)

The full text will be available in the archive of the *Journal of Geographical Research*:

<http://www1.geo.ntnu.edu.tw/archive/archive.php?class=102>

Sharing Knowledge: Joint ICA Symposium (Dresden University of Technology, 23 August 2013)

This one-day symposium was organized within the activities before the 26th International Cartographic Conference (ICC 2013) organized every two years by the International Cartographic Association (ICA) and counting with the participation of the ICA Commissions on:

- Cartography and Children,
- Education and Training,
- Maps and Graphics for Blind and Partially Sighted People and
- Planetary Cartography

For a full report see <http://www.igu-cge.org/documents201311/IGU-CGEnewsletter-CartographyandChildren.pdf>.

More detailed information about this event (including photos and copy of the Proceedings in pdf format) can be found on the website of the symposium: <http://lazarus.elte.hu/jointsymposium2013/>.

Further announcements on Geographical Education

International Year of Global Understanding

On Friday, October 4, at 15:40 local time, the UNESCO Executive Board adopted our resolution for a proclamation of 2016 as International Year of Global Understanding (IYGU) in its integrality unanimously without debate. With this took the first big step to obtaining UNESCO's support for the adoption of an IYGU by the UN General Assembly. For members who have connections locally into United Nations or UNESCO members or connections the process will benefit from local lobbying for support. Assuming the vote is in favour of the International Year of Global Understanding projects should gain traction with funding sources locally and globally. Further details available on IGU-CGE website:

You can check the web site at www.global-understanding.info

Geography Teaching Fellowship

Shriram Foundation (Chennai) and TIIGS (Bangalore) are offering an exciting opportunity for geographers who are passionate about the discipline and want to help bring better geography education for children! They are thrilled to announce a Geography Teaching Fellowship. Please pass this on to anyone you feel may be interested. More information and a link to the online application are [here](#).

Online International Courses for Geography Education

As Geography Education representative of the US Commission for the Pan American Institute of Geography and History (PAIGH-OAS) and Academic Council member of CEPEIGE, Osvaldo Muniz Solari has been invited to the 20th General Assembly and Technical Consultative Meetings to be held in Montevideo, Uruguay (16-20 November 2013). Dr. Muniz Solari will present in Uruguay new strategies to develop online international courses to improve geography education guided by CEPEIGE, Center for Geographical Studies and Research. CEPEIGE develops international courses for geographers of Central, the Caribbean, and South America.

Barbara Petchenik Competition 2013 – International Cartographic Association (ICA)

Barbara Petchenik (1939-1992) made a considerable contribution on the research of cartography for children and school cartography, being the first woman to be elected as Vice-president of the International Cartographic Association (ICA) in 1991. To honor her scientific activities, the International Cartographic Association began to organize a biannual international map competition for children from 1993. The main aim of the contest is *to promote the creative representation of the world in graphic form by children younger than 16 years old*. Entries can be sent to any of the four age groups of the competition (under 6, 6-8, 9-12 and 13-15 years). The theme is changed every four years; in 2013 it was "My place in today's world". Details of the this year's entries, collaboration with the IGU-CGE, and further details can be found at <http://www.igu-cge.org/documents201311/IGU-CGEnewsletter-CartographyandChildren.pdf>. For more detailed information visit the website of the ICA Commission on Cartography and Children (<http://lazarus.elte.hu/ccc/ccc.htm>), which has been updated with all the latest information (presentations, photos, etc) related to the activities developed during 2013.

Details of the **National Geography Youth Summit** to be held in Bangalore 9th-11th June 2014, can be found at <http://www.igu-cge.org/documents201311/NGYSADVERTISEFINAL.JPG>.

Call for chapters: Geography in Focus: Teaching and learning secondary school geography in issues based classrooms (NZCER Press).

Editors: Mike Taylor (Victoria University of Wellington), Louise Richards (Wellington Girls' College) & John Morgan (University of Auckland)

We are seeking proposals for contributions to an edited book focused on secondary school geography teaching and learning to be published by New Zealand Council for Educational Research. For full details of the rationale of the

book, and the call for contributions, and the contribution proposal form visit <http://www.igu-cge.org/documents201311/Schoolgeographycallforchapters.pdf>

Call for websites of National Geography Standards and Curriculum Frameworks

Michael Solem, Clare Brooks and John Lidstone are leading a programme of work for the Commission to compile a web page with links to national geography standards documents around the world. This project comes at a time when national standards and curriculum frameworks for geography are being revised and updated in many parts of the globe.

A web page with links to standard documents for different countries will be added to the Commission's website later in the year. As this project proceeds, additional information, research, published articles and other material related to national geography standards will be added to the web page.

It is hoped that this project will support future collaborative research among members of the Commission and others who are engaged in projects related to geography standards.

If you wish to participate in this effort, please contact Michael Solem (msolem@aag.org) with the relevant URL to the national geography standards in your country.

NSF Awards Grant to AAG for Learning Progressions Research

The National Science Foundation, through its Education and Human Resources Core Research program (Award DRL-1347859), has awarded a \$292,491 grant to the Association of American Geographers (AAG) for a project designed to build capacity for conducting research on learning progressions in geography. Through this project, geographers and education researchers will receive training on how to conduct, develop, and validate learning progressions and assessments based on Standard 1 of *Geography for Life: National Geography Standards* (2nd Edition), which reads: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information. For additional information, please direct inquiries to the project director, Michael Solem (msolem@aag.org).

AGI and AAG to Conduct Collaborative Study of Geoscience Master's Programs

The American Geosciences Institute (AGI) and the Association of American Geographers (AAG) will be conducting surveys of Geography and Geology Master's degree programs in an effort to determine the types of competencies taught and developed in graduate curricula (including internships and related professional training experiences). The results of the surveys, which will be administered in November and December 2013, will be compared to the outcomes of recent workforce studies conducted by AGI, AAG, and other organizations that indicate the skills qualifications that geoscience employers seek for entry-level positions across public and private sectors. Funding for the research is being provided by a \$109,842 grant from the National Science Foundation's Geoscience Education program (Award GEO-1202707). For additional information, please contact Michael Solem (msolem@aag.org).

Free Geography Education Research Seminars in London

The geography team at Institute of Education (IOE), University of London, announces a programme of Geography Education Research (GER) Seminars. Starting with immediate effect these are now open for anyone to attend, free of charge. The programme is available on www.mageoged.webs.com (just click *News and Events*).

Clearly, the GER programme is a further development of the IOE's **MA Geography Education**. For information, this:

- is available entirely on-line – it is possible to study from anywhere in the world
- increasingly uses 'collaborate' for real-time, face-to-face seminars - and other technologies
- has a core module 'Communicating geography in education' revamped in 2013 (Module leader: Dr Alex Standish)
- features the 'Making the geography curriculum' module informed by leading edge international research on 'geo-capabilities', 'powerful knowledge' and the use of 'curriculum artefacts' (Module Leader: Prof David Lambert)
- contains the innovative 'Reading Research in Education' module provides a tried and tested and highly successful 'platform' for personal and publishable research in geography education (Module Leader Dr Clare Brooks)

Again, see www.mageoged.webs.com for more information on this programme.

Jerry Mitchell's visit to La Serena, Chile

Details of Jerry Mitchell's visit to La Serena Chile, can be found at

<http://www.igu-cge.org/documents201311/NotaentrevistaJerry.pdf> , along with other announcements (in Spanish) of development in the Geographic Education Program in La Serena, Chile. An interview with Jerry Mitchell can be found here: http://www.dailymotion.com/video/x16yxzh_edugeografica-jerry-t-mitchell-interview_school

Hellenic digital earth Centre of Excellence

The Hellenic digital earth Centre of Excellence was founded in June, 08, 2012 by the European digital earth Centre of Excellence in Salzburg. It is a Centre that promotes geographical education at all levels of education with particular emphasis on developing teaching methods with the help of digital technology.

- a) Since then the Centre started to enroll members who would like to staff its five departments (more information in <http://www.digital-earth.edu.gr/index.php/en/about/structure-of-the-center>). All the members agreed on working voluntarily for the Centre in their spare time.
- b) The dissemination of the Centre is based on a leaflet, a poster and on oral presentations.
- c) The educational and research purposes of the Centre are based on: 1) seminars and 2) small projects in collaboration with schools.

Thirteen seminars have been scheduled in twelve cities for the coming year (2013-14).

A series of 8 volumes will be published in the year 2013-14. The volumes deal with ArcGIS On Line and the geography textbook of the 5th grade of the primary school.

Publications

2013 in Germany has seen a number of all-encompassing publications on geography education that together with another book published a year earlier offer a comprehensive insight into the German discourse, as they have different foci: The 2012 publication edited by Johann-Bernhard Haversath highlights recent research activities in the field, while Detlef Kanwischer in his book focuses on the ideas of the constructivists approach. The Metzler Handbuch edited by Manfred Rolfes and Anke Uhlenwinkel is unique insofar as it includes relevant themes from academic geography and an explicit link to the international debate. This book is supplemented by a smaller volume that has been published online and includes a number of articles on teaching strategies. Last but not least there is the publication of a dictionary of relevant terms in geography education edited by Dieter Böhn and Gabriele Obermaier. The different motivations of the editors have in some cases led to quite different choices of authors for the same or similar topics, which has the unmistakable advantage of offering a wide range of different views to the readers.

Rolfes, M. & A. Uhlenwinkel (eds.) (2013): **Metzler Handbuch 2.0** Geographieunterricht. Ein Leitfaden für Praxis und Ausbildung. – Braunschweig

Rolfes, M. & A. Uhlenwinkel (eds.) (2013): **Essays zur Didaktik der Geographie** (PGP 6). – Potsdam
(<http://opus.kobv.de/ubp/volltexte/2013/6476/>)

Kanwischer, D. (ed.) (2013): **Geographiedidaktik. Ein Arbeitsbuch zur Gestaltung des Geographieunterrichts.** – Stuttgart

Böhn, D. & G. Obermaier (eds.) (2013): **Wörterbuch der Geographiedidaktik.** Begriffe von A-Z. - Braunschweig

Haversath, J.-B. (ed.) (2012): **Geographiedidaktik. Theorie – Themen – Forschung.** – Braunschweig

A publication on the notion of fieldwork among Danish university faculty in Geography has been published:

Grindsted, T.S., Madsen, L.M., and Nielsen, T.T. (2013): **'One just better understands.....when standing out there': Fieldwork as a Learning Methodology in University Education of Danish Geographers**, *Review of International Geographical Education Online* 3 (1): 8-25. <http://www.rigeo.org/vol3no1/RIGEO-V3-N1-1.pdf>

Further, keep updated on **Geografisk Orientering** (in Danish). Published 5 times a year by the Association of Danish Geography Teachers. <http://geografforbundet.dk/subpage.html?pageid=10172>

Formación Ciudadana desde la Educación Geográfica. Has been published by Universidad de La Serena, Chile.

Authors are: Araya, Fabián; Arenas, Andoni; Bruno, Claudia; Figueroa, Rodrigo; Salinas, Victor; Canihuante, Gabriel. For more details: <http://www.buscalibre.com/>

Spatial Mathematics: Theory and Practice through Mapping. Written by Sandra Lach Arlinghaus; Joseph J. Kerski, and published by CRC Press. More details available at: <http://www.crcpress.com/product/isbn/9781466505322>

"The Global Landscape of GIS in Secondary Education" in the *Journal of Geography*, by Joseph Kerski, Ali Demirci, Andrew Milson. Available at T&F Online: <http://www.tandfonline.com/doi/full/10.1080/00221341.2013.801506>

Review of International Geographical Education Online announces the publication of Volume 3, Number 1 at <http://www.rigeo.org>. The editors would like to thank everyone for your all efforts and valuable contributions to review the articles on behalf of RIGEO. Please visit the web site to review articles and items of interest. Please also note there are two changes in RIGEO. First change is the new framework of RIGEO management; and the introduction of International Editors for Continents: <http://www.rigeo.org/editorial-board.html>. The second change is to increase the numbers of issues for RIGEO from two issues to three issues per year because of demands to publish in RIGEO.

(Special thanks to Simon Catling for compiling the following list of recent and relevant publications!)

Geographies

Garrett, B. (2013) *Explore Everything: Place-Hacking the City*. London: Verso.

Harzinski, K. (2010) *From Here to There: A curious collection from the Hand Drwn Map Association*. New York: Princeton Architectural Press.

Inkpen, R. & Wilson, G. (2013) *Science, Philosophy and Physical Geography* (2nd edition). London: Routledge.

Kavouras, M. & Kokla, M. (2008) *Theories of Geographic Concepts: Ontological Approaches to Semantic Integration*. London: CRC Press.

Moseley, w., Perramond, E., Hapke, H. and Laris, P (2014) *An Introduction to Human-Environment Geography*. Chichester: Wiley-Blackwell.

Muller-Mahn, D. (ed.) (2013) *The Spatial Dimension of Risk: How geography shapes the mergence of risksapes*. London: Earthscan.

Nicholls, W., Miller, B. & Beaumont, J. (eds.) (2013) *Spaces of Contention: Spatialities and Social Movements*. Farnham: Ashgate.

O'Sullivan, D & Perry, G. (2013) *Spatial Simulation: Exploring pattern and process*. Chichester: Wiley-Blackwell.

Shields, R. (2013) *Spatial Questions: Cultural topologies and social spatialisations*. London: Sage.

Tornquist, G (2011) *The Geography of Creativity*. Cheltenham: Edward Elgar.

Watkins, E. (ed.) (2012) *The Cambridge Edition of the Works of Immanuel Kant: Natural Science*. Cambridge: Cambridge University Press. [This volume contains Kant's writings on various aspects of the physical geography of the Earth, his announcement of his lectures on physical geography (1757), and the full text of his *Physical Geography* (1802).]

Geography and psychology

Clayton, S. (ed.) (2012) *The Oxford Handbook of Environmental and Conservation Psychology*. Oxford: Oxford University Press.

Manzo, L. & Devine-Wright, P. (eds.) (2014) *Place Attachment: Advances in Theory, methods and applications*. London: Routledge.

Rentfrow, P. (ed.) (2014) *Geographical Psychology: Exploring the Interaction of Environment and Behaviour*. Washington: American Psychological Association.

Steg, L., Van den Brg, A. & do Grtto, J. (eds.) (2013) *Environmental Psychology: An Introduction*. Oxford: Blackwells/British Psychological Society.

von Evelin Witruk, H. (2013) *Tsumani in Kerala, India: Long—Term Psychological Distress, Sense of Coherence, Social Support, and Coping in a Non-Industrial Setting*. Frankfurt am Main: Peter lang.

Geographies of Education

Kraftl, P. (2013) *Geographies of Alternative Education*. Bristol: Policy Press.

Geographical education

- Buchanan, J. (2013) *History, Geography and Civics: Teaching and Learning in the Primary Years*. Port Melbourne: Cambridge University Press.
- Evans, T. (2012) *Occupy Education: Living and learning sustainability*. Oxford: Peter Lang.
- Hopwood-Stephens, I. (2013) *Learning on your Doorstep: Stimulating writing through creative play outdoors for ages 5-9*. London: David Fulton.
- Knight, S. (ed.) (2013) *International Perspectives on Forest School*. London: Sage.
- Knight, S. (2013) *Forest School and Outdoor Learning in the Early Years* (2nd edition), London: Sage.
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Curriculum news and Updates from our Regional Contacts

The **Indian Institute of Geographical Studies** is working on three major initiatives. (1) An English language communications course specifically for geographers is now going on in Pune (first of its kind in India). Soon, this will be institutionalized and offered in Bangalore also. (2) Organizing a National Geography Youth Summit - 2014 (9-11 June 2014), Bangalore – aimed primarily at students from class 10 to PhD, and school geography teachers. (3) Research project proposals are being prepared to develop some geography resources for geography students in India. Usual workshops for school geography teachers and school students are continuing. More at <http://tiigs.org>

Geography Curriculum changes in Basic Education in Portugal

In Portugal at the beginning of the current decade, there is a shift in the concept of National Curriculum and, according to the Ministry of Education it should now be understood as “the set of contents and aims that, appropriately articulated, are to form the basis for the organizations of education and the assessment of the student’s performance.” (D.L.nº139/2012). This legal document establishes that the curriculum is implemented on the basis of study plans and the knowledge and abilities to be acquired and developed by the students. They take as their references the discipline’s programmes and the learning goals to be achieved in each schooling year and cycle of studies.

This is a political discourse on the conception of the curriculum which is different to the previous one, and the focus falls again on the student’s cognitive development, taking as a reference the formal learning aims and contents as established in the curriculum programmes and learning goals.

As a consequence of these conceptions of curriculum Geography Curriculum Guidelines for Basic Education were designed. Although The GCG’s central theme, “Discovering Portugal, Europe and the World” is maintained, the topics set around it are now called Domains, and are ordered in a hierarchical and sequential manner, the domains are divided into subdomains and general aims which are specified in meticulous descriptors of cognitive performance which enable the assessment of the formulated aims. In sum, many aims and descriptors have been ordered hierarchically, which have to be taught in only two academic years (learning goals for 9th grade have yet to be approved), bearing in mind that Geography classes are only 90 minutes a week in terms of hour load. What we can

foresee instead is the teaching of geography focused on the mere memorisation of facts and concepts, setting it at a distance from that which is today understood as what should be taught to young people.

The New Zealand Curriculum and Geography

The 2007 New Zealand Curriculum (NZC) is a future focused, tightly worded, slimmed down document that incorporates the text of eight Essential Learning Areas into one booklet. As a framework NZC provides a sense of national direction for future decision making. Structurally it is divided into two sections. The first half is generic in nature and outlines the Vision, Principles, Values and Key Competencies. These are strategically placed at the front of the curriculum and determine the framework for the eight Essential Learning Areas at the back. The focus is on what makes a successful learner, and what needs to be done differently to prepare students for the 21st Century. The back half of the NZC contains a one to two page 'essence' statement for each of the eight Essential Learning Areas along with generic sections on effective pedagogy; assessment and curriculum design.

Geography in the New Zealand Curriculum continues to be an optional subject, offered only at the senior level (Years 11-13, Curriculum Levels 6-8). Within the NZC, Geography is located within the Social Science Essential Learning Area under the strand Place and Environment, one of the four strands around which learning is structured. The Place and Environment conceptual strand representing Geography at the levels 6-8 states: "Students learn about how people perceive, represent, interpret and interact with places and environments. They come to understand the relationships that exist between people and the environment". In addition two geography achievement objectives are provided at each year level to focus program planning and to develop conceptual understanding. The geography implementation process commenced with Year 11 Geography in January 2011 and the targeted completion date is December 2014. For full details see

<http://www.igu-cge.org/documents201311/GeographyandTheNewZealandCurriculum.pdf> .

ROLE OF NON- GOVERNMENTAL ORGANIZATION IN THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION: THE CASE OF NIGERIAN CONSERVATION FOUNDATION, LEKKI, LAGOS STATE, NIGERIA.

It has been established that Non-governmental organizations (NGO'S) are becoming very significant in the development process in many areas, as they usually set the stage for positive changes in virtually all spheres of life which they are seen as important tools for reaching the grassroots as they adopt a down top approach in their operation. In Nigeria, NGOs have been found to operate under different names and different outlooks as is the case in developed countries. A case in sight is the Nigerian Conservation Foundation (NCF) which is a premier Non-Governmental Organization (NGO) dedicated to nature conservation and sustainable development in Nigeria. Established in 1980, the foundation was registered in 1982 as a charitable Trust under the Land (perpetual succession) Act of 1961- a policy that was replaced by the Company and Allied Matters Act of 1990.

For the full report on NGOs and the development of environment education in Nigeria by Dr. Nuratu Mohammed go to <http://www.igu-cge.org/documents201311/RoleofNGOS-IN-Environmentaleducation.pdf>

GEOGRAPHY EDUCATION IN KENYA

Geography Education in Kenya is undertaken both at Primary School level which takes eight years and Secondary School level which takes four years. Currently Geography is taught as a compulsory subject from Standard One to Standard Eight as part of Social Studies. Previously it was taught as cluster consisting of Geography, History and Civics (G.H.C). In the Secondary School level, Geography is taught as a standalone subject which is compulsory for Form One and Two. In Form Three and Four it is taught as an optional subject to the students who select it under the Humanities cluster which also includes Christian Religious Education (C.R.E), History and Government. In both Primary and Secondary levels Geography Education curriculum entails field-work, map work, photography and statistical methods which are introduced early in the course and their application progresses across the levels.

For further details and a full report from Dr Francis Mwaura PhD go to

<http://www.igu-cge.org/documents201311/GeographyEducationinKenya.pdf>

Pedagogical network geography in South-Netherlands: Influenced by the ideas of a conceptual approach for geography (Taylor, 2008; Lambert & Morgan, 2010; Lambert 2013; Uhlenwinkel, 2013 e.a.) and inspired by a visit at the geography and history department in Cambridge a pedagogical network for geography has been established at Fontys University of Applied Sciences Tilburg. About 15 teachers from secondary schools and 2 teacher trainers are meeting 10 times a school-year (in their spare time) to share and discuss ideas and experiences about bringing a conceptual approach of geography lessons into practice. Besides the second year teacher students of Fontys do their

traineeship (10 weeks 2 days a week) with these teachers. The aim of this project is to close the gap between theory and practice in the formation of the students and come to a closer cooperation between schools and institute. A first trial last school-year showed very positive results. The research focus this year lies on the design of the network meetings, the design and function of exemplary teaching materials and the matching of the programme at the institute and in the schools. This research will be followed by a research about the effects of participation in the network for teachers and students.

From the 56th National AIIG Conference announce two motions to stress the strategic role of the subject in today's society: Geography to geographers:

Details of the motions and the context can be found at

<http://www.igu-cge.org/documents201311/MozioniINGLSiracusa-1.pdf> and via the AIIG press office (www.aiig.it):

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