

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

Newsletter #6, December 2010

December 30th, 2010

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1. Introduction from the Honorary Secretary

Welcome to the third *Newsletter* of 2010. This seems to be rather a bumper issue, containing more information to share than I had expected. Perhaps that is because we have had quite a stimulating year and we are looking ahead to the New Year, 2011. Whichever it is, may I wish you all a very good 2011. One way to get off to a good start is by reading this Newsletter.

We have all the usual sections, though I have added one at the end, to pick up on a particular report that reached the British Press via WikiLeaks – perhaps not the best route, though inadvertently the message received was a pleasant one to hear for British geography teachers.

We have plenty of Conferences and Symposia listed in this issue. The key IGU CGE ones for the coming year are the CGE London April 2011 Symposium and the Santiago IGU Regional Conference in November. Have you registered yet for the London Conference? ‘Early bird’ registration is about to close (January 7th, 2011) and papers have to be submitted by then as well. There is much else happening around the World, and we are giving early notice for a number of conferences throughout 2011 and into 2012 and 2013.

A number of research activities are reported to be underway. I am sure that there is more out there, so do please let me know. It is good to keep up-to-date with what is being undertaken, whether as an individual research project or a team investigation across several nations. Likewise, there are curriculum developments underway, and a few of these are noted. Changes in government seem to have particular impacts on curriculum reviews and revisions, so please keep us informed. It helps to know what is happening around the world. In relation to this, Joop van der Schee’s questionnaire is included again – and the deadline for responses extended – so that we can gather more information about the teaching of geography in countries around the world.

A number of new and recent publications are noted in Section 9, but I am sure there are more, particularly in non-English languages. Please let me know of books as they are published, so reference can be made to them. This helps colleagues around the world, even if they seem particular to your own national geography teaching and education system.

Professor Simon Catling
sjcatling@brookes.ac.uk

2. From the IGU CGE Chair: Professor Lex Chalmers

Seasonal greetings to you all.

Our summer news on television regularly features stories of the white holiday season in the North; the news in the last week has featured more ice and snow than I have seen in Europe for quite a few years, with winter stories from Asia and North America as well. I know colleagues are well used to winter, but the coverage reminds us of global geographies, especially when we are experiencing the characteristic warm and muggy December in Waikato.

At the end of 2010, I'd like to acknowledge the work of Commission members, especially Simon, who has kept us well informed throughout the year, and Michael who has managed the Commission's funds. Rather than using the Newsletter to note all those who made contributions to our work this year, next week I will circulate a draft copy of the Commission's Annual report to the IGU for your information and comment. Annual reports of all Commissions are lodged with the Executive, and published through the IGU web site.

For those of you who have not located or seen the new location of the IGU/UGI (International Geographical Union/Union Géographique Internationale), I recommend adding or changing the URL in your web browser. The new location is <http://www.igu-online.org/>. You will find that the site is being developed quickly and one of our immediate tasks is to ensure that Commission entries are present and links to our own site at <http://www.igu-cge.org/index.htm> are common.

With good wishes for the recess that so many people take at this time of the year, and hopes that your friends, families and wider communities relax and recharge for what-ever 2011 has to offer.

Lex Chalmers
Chair, IGU Commission on Geographical Education
University of Waikato
Hamilton, New Zealand

3. 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. Where you can please provide the detail that is given below about the London 2011 IGU CGE Symposium.

3.1 IGU CGE Symposium, London, United Kingdom, April 2011

'Early bird' Registration and Submission of Papers deadlines are very close. January 7th, 2011 is the deadline for both. Please get your papers and registration done as your first New Year's Resolution of 2011. All the relevant information is given below.

The British Committee of the IGU CGE are organising a Symposium in the heart of London, UK, to follow on from the Geographical Association's Annual Conference (April 15th-16th, 2011 at the University of Surrey).

Date: April 18th-20th, 2011.

Venue: Institute Of Education, University of London, London, United Kingdom.

Theme: 'Curriculum Making in Geography'.

An outline of the Symposium theme is given on the website.

Website: www.igu-cge-uk.webs.com/londonsymposium2011.htm

Symposium sub-themes: The Symposium covers the full educational age range for geographical and environmental education: early years, primary school, secondary school, further education and high education, and lifelong learning. The sub-themes are:

- Curriculum development in and affecting geography locally and nationally;
- School, college and classroom curriculum planning in geography;
- Professional development for teachers of geography;
- Developing and good practices in areas of geographical pedagogy;
- Key concepts and ideas for school, further and higher education geography;
- How curriculum experiences affect learning in geography;
- Curriculum and assessment in geography.

Papers in different cultural, social and political perspectives on curriculum making are welcome, including how it might be defined, thought about and put into practice.

Papers are also welcome in others aspects of curriculum, teaching and learning in geography related to the main theme of the Symposium. Papers on other topics in geographical education will be considered as well.

Fieldtrip: To the London Olympic site to see the development of the site and consider the nature and benefits of and issues concerning the regeneration of this area of east London. It will be led by Geographical Association President-elect for 2012-13, Bob Digby. Bob Digby is an expert on the London Olympics development and its impact and regularly leads fieldtrips to the site and area.

Symposium fees:

Early Bird Registration: £280.00 (up to January 7th, 2011)

Registration: £300.00 (up to April 10th, 2011)

Key dates and deadlines:

January 7th, 2011: Deadline for the submission of papers for Symposium Programme and Proceedings Book.

January 7th, 2011: Deadline to pay Early Bird Registration fee.

March 15th, 2011: Posting of Programme on website.

April 10th, 2011: Deadline for full-cost Registration.

April 18th, 2011: Opening of Symposium, Conference Paper Presentations and Reception.

April 19th, 2011: Second day of Papers Presentations.

April 20th, 2011: Fieldtrip to the London Olympic site.

Accommodation:

Information on hotel and hostel accommodation is provided on the website.

Submitting Papers:

Papers are to be submitted by January 7th, 2011, using the usual conventions. Guidance on Paper submission is provided on the website.

Please visit the British Committee's website for more details on Registration and payment of fees, the submission of papers, information about accommodation, and other relevant matters.

3.2 IGU Regional Conference, Santiago, Chile, November 2011

A regional IGU Conference is to be held in Santiago, Chile in late 2011.

Date: November 14th-18th, 2011.

Venue: Liberator Bernardo O'Higgins Military School, Santiago, Chile.

Theme: 'United and Integrated with the World'.

Further information on the conference, its organization and sub-themes can be found on the website.

Professor Josefina Ostuni reports that on "December 16th 2009 a Meeting took place in Chile Ambassade in Buenos Aires in order to inform geographers and scientists about the different activities of the next Conference. The organizer hopes to receive geographers from different countries. It is possible to get more information on the web:

Website: www.igi2011.cl

Email: infor@ugi2011.cl

Hosted by: Institute of Military Geography

Consideration is being given to a Commission Symposium, possibly prior to the regional conference. More details will be provided as they become available. Please check the Commission's website and future *Newsletters*.

3.3 IGU CGE Symposium, Freiburg Germany, August 2012

An IGU CGE Symposium is to be held immediately before the IGU's 32nd Congress in Freiburg, Germany.

Date: August 22nd-25th, 2012.

Venue: University of Education, Freiburg, Germany.

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

On behalf of the Commission on Geographical Education (CGE) the Organizing Committee of the IGU-CGE pre-conference invites you to our Symposium in Freiburg (Germany) to be held Wednesday August 22nd to Friday August 24th, 2012. The Symposium runs in association with the 32nd International Geographical Congress of the International Geographical Union (IGU) on Sunday August 26th to Thursday August 30th, 2012.

The IGU Conference website is: www.igc2012.org.

Theme: Experience-based Learning in Geography.

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 from Freiburg to Cologne

Sunday August 26th, 2012

Registration and start of Main Conference

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

Website: Further information will be provided in future *Newsletters*.

3.4 32nd IGU International Congress, Köln, Germany, August 2012

The 32nd IGU Congress will be held in Köln, Germany, at the end of August 2012.

Date: August 26th-30th, 2012.

Venue: University of Cologne, Köln, 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:

Reduced Congress Registration Fees: up to March 10th, 2012.
Registration for the Congress and the fieldtrips: up to May 15th, 2012.
Last opportunity for Congress Registration: July 31st, 2012.

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

3.5 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'.

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.

4. 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.

4.1 German Association of University Lecturers in Geography Symposium, Ludwigsburg, Germany, April 2011

Date: April 7th-8th, 2011.

Venue: University of Education, Ludwigsburg, Germany.

Theme: 'Spatial orientation, maps and geo-information in education'.

Website: http://compute.ku-eichstaett.de/hgd/images/content/pdf/Call-for-Papers_HGD-Ludwigsburg-2011.pdf

Please go to the website for further information on the Symposium.

4.2 AAG Centre for Global Geography Education Workshop at the AAG Annual Conference in Seattle, USA, April 2011

No Passports Required: Internationalizing Teaching and Learning in Undergraduate Geography Education

Date: April 12th-13th, 2011.

Venue: Seattle, Washington, USA

The AAG invites applications for a workshop designed to prepare geographers for international teaching collaborations using the online educational resources developed for the AAG Center for Global Geography Education (CGGE).

Funded since 2003 by the National Science Foundation, CGGE currently offers a collection of online course modules for undergraduate geography classes: *Population and Natural Resources, Global Economy, National Identity, Migration, Water Resources, and Global Climate Change*. Each module's website consists of a **conceptual framework** providing an introduction to some of the key theories and concepts that geographers use to examine issues; a set of **regional case studies** that draw on geographic research and teach students methods of problem solving and spatial analysis; and **collaborative projects** that engage students in different countries in discussions and activities supported by Moodle e- learning technologies.

Over the past several years the CGGE project has engaged thousands of undergraduate students worldwide in geographic learning collaborations. During this period the project has also developed faculty expertise in online collaborative pedagogy and supported

geographers using CGGE modules for educational collaborations in the U.S., Europe, Southeast Asia, and Latin America.

Workshop Objectives

The *No Passports Required* workshop is designed to:

1. Introduce geographers to the content of the CGGE modules;
2. Illustrate how the various resources in the CGGE modules can be used for undergraduate instruction;
3. Prepare geographers from different countries to use the CGGE modules for international teaching collaborations

CGGE modules are available on the web at <http://globalgeography.aag.org>. Note that the collaborative projects are located on a different, Moodle-based website, but they can be viewed by following the instructions on the homepage of each CGGE module.

Application Procedures

This is an excellent opportunity for faculty and graduate students who teach undergraduate courses to meet new international colleagues, while learning new and exciting ways to teach geography. Participants in the workshop will be matched in advance with potential collaborators who share similar teaching interests, but future collaborations do not necessarily have to be initiated with those who are present at the workshop.

We will run two workshops during the AAG Annual Meeting. Each workshop will be limited to 20 participants. **Participants who complete the workshop will receive a stipend of \$100 from the AAG. Both U.S. and international participants are eligible for the stipend.**

To apply for consideration, please complete the form available on the workshops section of the CGGE website (<http://globalgeography.aag.org>) and email it to Mark Revell at the AAG (mrevell@aag.org) by January 15, 2011.

Applicants are strongly encouraged to review the CGGE website and modules prior to preparing an application. Preference will be given to applicants who demonstrate potential for using CGGE materials by indicating specific courses in which the modules could be implemented in the upcoming academic year (it is not necessary to commit to using an entire module in a collaboration). Applicants are not required to have prior experience in international collaboration or online teaching in order to qualify as a participant.

For further information about the CGGE project or the *No Passports Required* workshop, please contact Dr. Michael Solem at the AAG (msolem@aag.org)

4.3 EuroGeo Annual Meeting and Conference, Athens, Greece, June 2011

Date: June 2nd-5th, 2011.

Venue: Titania Hotel, Athens, Greece.

Theme: 'Geography: Your World – A European Perspective'

Website: www.ntua.gr/MIRC/EUROGEO/index.html

We have the pleasure to announce that the European Association of Geographers – EUROGEO – in collaboration with the Laboratory of Geography of the National Technical University of Athens, Greece (NTUA), is organizing its annual meeting for 2011 in Athens, Greece. The scope of the Congress is for original and innovative papers to be presented which will substantially improve, in a theoretical, conceptual or empirical way, the quality of research, learning, teaching and application in geography, as well as in promoting the significance of geography as a discipline.

The deadline for abstract submission is: January 31st, 2011.

For further conference information email Maria Pigaki at: pigaki@survey.ntua.gr

4.4 Conference Learning with Geoinformation VI, Salzburg, Austria, June 2011

Date: June 4th-8th, 2011.

Venue: Salzburg, Austria.

Theme: ‘Geoinformation in Education’

Website: www.gi-forum.org/learning

Within the framework of AGIT 2011 and the international GI-Forum – being held at the same venue – and in cooperation with the *digital:earth:eu* network, we are offering a fully fledged track, themed around ‘geoinformation in education’. The programme includes paper presentations, workshops, panel discussions and a poster exhibition. All submissions will be reviewed by an international panel, with accepted full papers being published in hard-copy conference proceedings. We invite contributions dealing with GI in education from primary to postsecondary education. Please find more information and a detailed CfP at the website shortly.

Stipends will be available for young researchers into the topic.

Key dates:

Paper submission: February 1st, 2011.

Author acceptance: March 15th, 2011.

Final Papers: April 15th, 2011.

Email contact: edu@gi-forum.org

Thomas Jekel/Alfons Koller/Karl Donert/Robert Vogler, Organisers.

4.5 ICA Symposium, Paris, France, June/July 2011

MAPS FOR THE FUTURE: CHILDREN, EDUCATION AND INTERNET, JOINT ICA and LABORATORY CEDETE SYMPOSIUM.

With a special session dedicated to the cartography for early warning and crisis management.

Date: June 30 – July 1, 2010.

Venue: University of Orleans, Paris, France.

Event organized within the activities previous to the 25th International Cartographic Conference of the International Cartographic Association (ICA), to be held in Paris, July 3-8, 2010, and counting with the participation of the ICA Commissions on: Cartography and Children, Education and

Training, Maps and the Internet, Planetary Cartography and the Working Group on Cartography for Early Warning and Crisis Management.

The Laboratory CEDETE (Centre d'Etudes pour le développement des territoires et l'environnement) of the University of Orleans together with the ICA Commissions and Working Group listed above have the pleasure to invite all the interested colleagues to participate in this Joint ICA Symposium.

Organizers welcome individual paper and poster submissions to be presented on any of the joint thematic sessions corresponding to all the topics from the fields covered by the participant Commissions and Working Group. The only one condition to fill is that the organizers will accept only papers that won't be presented in the 25th International Cartographic Conference in Paris.

Key dates

Deadline for the submission of full papers and abstracts for posters: **March 21, 2011**

Notification of authors about acceptance: **April 4, 2011**

Deadline for the payment of registration fee: **May 11, 2011**

Web address of the Joint ICA Symposium (from January 3, 2011):

<http://lazarus.elte.hu/jointsymposium2011/>

4.6 ESRI Education Users Conference, San Diego, USA, July 2011

Date: July 9th-12th, 2011.

Venue: Hilton Hotel, San Diego Bayfront, California, USA

Theme: 'Putting Critical Thinking on the Map'.

Website: www.esri.com/educ

Please visit the website to view information on the 2011 conference.

An ESRI International Users Conference is also to be held in July in San Diego, California, USA. Please see the website: www.esri.com/uc

4.7 National Conference on Geographic Education, Portland, USA, August 2011

Date: August 1st-7th, 2011.

Venue: Portland, Oregon, USA.

Theme: 'Geographical education'

Website: <http://www.ncge.org>

For information about the Conference please go to the website.

4.8 Spatial Thinking and Geographic Information Sciences Conference, Tokyo, Japan, September 2011

Date: September 14th-16th, 2011.

Venue: University of Tokyo, Tokyo, Japan.

Theme: 'Spatial Thinking and Geographic Information Sciences'.

Website: <http://curricula.csis.u-tokyo.ac.jp/stgis2011/>

This international conference is being organized by a team that is involved in a research project on GISc education and spatial thinking (GIScEST Project). The project deals with education curricula focused on Geographic Information Sciences and the development of spatial thinking through GISc education. This will be a joint conference with Spatial Simulation for the Social Sciences (S4). We hope to share our findings and world-leading research from our contributors with participants from all over the world.

The call for papers deadline is December 15, 2010. Please find additional information available on the website.

Professor Sarah Witham Bednarz
Texas A&M University

4.9 NAAEE Conference, North Carolina, USA, October 2011

Date: October 2011

Venue: Durham, North Carolina, USA

For further information see the NAAEE website: www.naaee.org

5. Conference Reports

A Report on the IGU CGE Symposium 2010 which was held at Fatih University in Istanbul, Turkey, on 8-10 July.

The Commission on Geographical Education (CGE) of the International Geographical Union (IGU) has organized an International Symposium on Geographical Education in association with the European Association of Geographers (EUROGEO), Fatih University and Balikesir University in Istanbul – Turkey from July 8 – 10, 2010. About 100 geographers have gathered in Istanbul from 23 countries to discuss latest developments in geographical education. Although many different subjects have been discussed in the symposium, the main theme of the symposium was representations of cultural differences through geographical education.

The symposium program included five keynote speeches, 55 oral presentations, a workshop, and a wide range of social activities. In his keynote speech, Joseph P. Stoltman from Western Michigan University – USA addressed geographical education and international understanding from a historical perspective. Margaret Robertson from La Trobe University – Australia highlighted the role of young people's wisdom in future directions of geographical education in her keynote speech. In his keynote speech, Mehmet Ipsirli from Fatih University – Turkey shed light upon understanding the Ottoman – Turkish educational system. In the following two keynote speeches, Hartwig Haubrich from the University of Education – Germany and Karl Donert, the President of EUROGEO have addressed geographical education for intercultural competence and education for spatial citizenship respectively. The only workshop of the symposium was given by Michael Solem from the Association of American Geographers (AAG) on using web-based materials for international collaboration and learning.

Many different subjects have been discussed in the oral presentations which were held in 12 different sessions classified per topics. The session topics included; (1) education in multicultural

environment, (2) curricular studies in geographical education, (3) cultural representations in geography textbooks, (4) the world, students, and perceptions, (5) spatial technologies in education, (6) models in geographical education, (7) the 2005 geographical education reform in Turkey, (8) culture, ethnicity, and society, (9) geography in higher education, (10) environment, globalization, and geography education, (11) cultural representations in education, (12) geography learning and teaching. The numerous issues covered during the sessions reflected the importance of geographical education in many certain subjects especially in building bridges between cultures throughout the world. The proceedings of the symposium will be published online and made available from the symposium webpage (<http://igucge2010.fatih.edu.tr>).

The symposium provided the participants not only an opportunity to discuss scientific issues, to create network and corporations among participants, but also a chance to explore Turkey, especially Istanbul, the 2010 European Capital of Culture from cultural and historical perspectives. The opening dinner, the concert on Turkish classical, art, and folk music, the boat tour along the Bosphorus, and a daily city tour in the historical peninsula of Istanbul were the main social activities organized during the symposium.

The symposium lasted only three days, but the friendship and cooperation which were created during the symposium are most likely to continue forever. Participants have already promised to meet at the following regional symposium which will be organized in April 2011 in London, UK.

Dr Ali Demirci
Conference Chair

6. Research Developments Internationally

6.1 IGU CGE Geography Education Questionnaire

On behalf of the IGU CGE Joop van der Schee, Webmaster for our website, has developed a Questionnaire on the Teaching of Geography among our member countries. I circulated this in our last Newsletter, but he has had few responses to date. I have included it again in **Appendix A**, at the end of this *Newsletter*. There is an introductory letter about the purpose of the Questionnaire, which Joop asks you to complete. The Questionnaire follows immediately after his letter. He has, very helpfully, included an example of how to complete the Questionnaire.

Lex Chalmers and I ask that you complete the Questionnaire for your country. Where there are several geography educators it would help if you can identify an individual or a group who can do this.

Please return the completed Questionnaire to Joop by the new deadline of January 31st, 2011. If there is a problem in meeting this deadline, please let Joop know. The intention is to put the information on our website.

6.2 PhD Research on involvement in the IGU-CGE Network, UK

Kelly Wakefield, a PhD student at Loughborough University in the UK, is undertaking research on transnational higher education networks of learning and teaching in geography. She has developed a Questionnaire which she would like as many members of the IGU-CGE Network to complete as possible. It only takes a few minutes to do. Your involvement will contribute to the further study of our geography subject networks, which will help to encourage further developments in geography and geographical education globally.

Kelly's letter introducing her study is included below. It includes the website information where you can access the Questionnaire. Please do complete it for her. It will prove informative for us as well. Her contact email address is included too, if you wish to follow any matters up with her directly.

From Kelly Wakefield:

Hi everyone,

As part of my PhD research on the topic of transnational higher education networks of learning and teaching in geography, undertaken in the Department of Geography at Loughborough University, UK, I wish to conduct online questionnaires with members of the IGU-CGE network.

This research is covering the major networks in learning and teaching in geography and participation of members of the IGU-CGE would be very much appreciated.

The online questionnaire can be accessed via this link:

http://www.kwiksurveys.com/online-survey.php?surveyID=HJEOHG_479e1a86

Please click on the link above or copy it into your web browser.

Your opinions and experiences are vital to this research and so I would encourage you to spend 5-10 minutes completing this survey.

I would also like to interview members of the IGU-CGE network (I will be attending the AAG conference in 2011, or over Skype) the interview will be approximately an hour in duration.

Please email me with your interest if you would be willing to participate in such an interview.

All data is anonymous and will be stored securely.

A Word version of the online questionnaire is also available, please email me a request.

Thank you

Kelly Wakefield

k.r.wakefield@lboro.ac.uk

6.3 Establishing a Road Map for Improvement of K-12 Geographic Education, USA

The National Geographic Society under the leadership of Principal Investigator Dr. Danny Edelson has received a 2-year, \$2.2 million grant from the National Science Foundation to develop a strategic plan for improving geographic education in the United States. Entitled "Establishing a Roadmap for Large-Scale Improvement of K-12 Education in the Geographical Sciences," this project will bring together experts in geography, education, and research from across the U.S. to create landmark reports focusing on four key issues for educational improvement: instructional materials for students, education of teachers, assessment, and research.

This project responds to the growing recognition among business leaders and policy makers that Americans lack critical geographic understanding and reasoning skills that will be required for careers and civic life in the 21st century. The National Geographic Society seeks to use this growing awareness of the "crisis in geo-literacy" to accelerate the pace of the efforts to improve geographic education that we and our collaborators have been conducting for more than two decades.

For this project, the Society has partnered with three professional organizations that share National Geographic's concerns with geographic education, the Association of American Geographers, the American Geographical Society, and the National Council for Geographic Education. Together, these four organizations will select and support three blue-ribbon committees to create "road map" reports that will guide K-12 educational reform in both physical and human geography.

These road map reports will communicate to two audiences. The first is policymakers and funders. The reports will make recommendations to them about critical priorities. The second is educators and educational reformers. The reports will make recommendations to them about how to implement change. By creating a shared agenda for improving geographic education, National Geographic and its partners hope to avoid the uncoordinated and competing efforts that have often undermined reform efforts in other curriculum areas.

The four key issues will be divided up among three committees. The Assessment Committee will be charged with developing a framework for assessing progress toward geographic literacy across the progression from kindergarten through high school. The Professional Development and Instructional Materials Committee will be charged with making recommendations about approaches to the design of instructional materials and the education of teachers. The Educational Research Committee will be charged with developing an agenda for educational research that will lay out questions about learning, teaching, and educational change that must be answered to maintain the effectiveness of geographic education into the future. The three committees will solicit input from experts and the public, and will conduct systematic surveys of the relevant research literature.

In addition to the three committees, the project will also support a research study on public perceptions of geography and the importance of geographic education.

The road map reports and the study results are scheduled for release in June 2012. IGU-CGE members involved in the project include Dr. Michael Solem, Dr. Susan Gallagher, and Dr. Sarah Bednarz on the Educational Research Committee, joined by respected scholar Dr. David Lambert.

Professor Sarah Bednarz

6.4 GEOCOM Project, Switzerland

Professor Reinfried reports that about 20 colleagues from Germany and one from Switzerland have been working for two years on a project named GEOCOM. The project aims at in-depth research of competences stated in the German national educational standards in Geography. Major foci of the research concern, for example, 'working with maps' and 'system thinking/system competence'. The group wants to develop models of competence structure and development and evaluate them empirically. First results have recently been published in the German journal *Geographie und ihre Didaktik - Journal of Geography Education*, 2010, issue 3.

6.5 International Project on Young People Interacting within Online and Everyday Spaces

This cross-cultural project (2008-11) investigates the values and beliefs, views and visions of young people interacting within online and everyday spaces. Using a common methodology this Project brings together contributions from many IGU CGE colleagues, including from the following countries: Finland (Taina Kaivola and Hannele Rikkinen, University of Helsinki), United Kingdom (Molly Warrington and Sarah Shucksmith, Cambridge University), The Netherlands (Tine Beneker, Utrecht University), Singapore (Ivy Tan, NIE), Taiwan (Jeremy Chen, National Taiwan Normal University), Vietnam (Ho Chi Minh City University), United States of America (Osvaldo Muniz, Texas State University). The findings will be reported in a book publication due early 2011:

Robertson, M. & Tani, S. (eds) (2011), *Young People: Views and Visions*, ACER Press

For details please email Professor Margaret Robertson at m.robertson@latrobe.edu.au or Professor Sirpa Tani at Sirpa.Tani@helsinki.fi

6.6 Teaching about weather and climate in secondary schools, UK

Ben Steel and Sue Bermingham, of Manchester Metropolitan University, Manchester, UK, are working with Dr Sylvia Knight of the Royal Meteorological Society, UK, on the following research project with Secondary postgraduate teacher trainees:

We have designed a questionnaire to find out which aspects of weather and climate are taught in partnership secondary schools, the nature of the trainees prior knowledge and understanding of weather and climate, and how confident they are about teaching these particular elements of the geography curriculum. We hope to report on the findings at a future date.

Sue Bermingham
Institute of Education
Manchester Metropolitan University
s.h.bermingham@mmu.ac.uk

7. Curriculum and Teaching Developments

7.1 Australian Threshold Learning Outcomes for Geography Graduates now endorsed

After a year-long process of development, Australian geographers have now agreed on explicit national statements of threshold (minimum) learning outcomes (TLOs) for a Bachelors graduate with a major in Geography from an Australian university. This statement, which includes an elaboration of the nature and extent of the discipline and an outline of graduate careers, as well as the TLOs, have been endorsed by all major Australian geographical organisations including the Australian Academy of Science's National Committee for Geography; the Institute of Australian Geographers; the Australian Geography Teachers' Association; the Royal Geographical Society of Queensland; the Royal Geographical Society of South Australia; and the Geographical Society of New South Wales. The Geography Standards Statement will be launched formally early in 2011. To find out more about the process of development and to see the most recent copies of the Standards Statement, visit: <http://www.altc.edu.au/standards/disciplines/ASSH>

7.2 Digital Earth Network development

The digitalearth.eu Network is an European Commission funded project (2011-2013) that will examine the use of geo-media in teacher education and the school classroom. Geo-media is the visualisation of information from different media sources and is concerned with digital content based on place, position and location. Innovative approaches to teaching and learning are needed to effectively study local, regional, national, international and whole earth environments.

The digitalearth.eu network aims to link diverse, unconnected centres around Europe where Geo-media use is well developed, with the expectation that products, resources, experiences and ideas will be shared between them. The first meeting will take place in Salzburg in early July 2011 in collaboration with the Learning with GeoInformation conference. Colleagues interested in joining/participating in the network should visit <http://www.eurogeography.eu/digital-earth.html>

7.3 AAG Centre for Global Geography Education

The AAG's Center for Global Geography Education (CGGE) offers educational resources and professional development opportunities for higher education faculty and AP Human Geography teachers seeking innovative and exciting ways to teach geography.

Funded since 2003 by the National Science Foundation's Course, Curriculum, and Laboratory Improvement program, CGGE recently produced the first editions of six online course modules for undergraduate geography classes: Population and Natural Resources, Global Economy, National Identity, Migration, Water Resources, and Global Climate Change. The modules are also appropriate for high school students enrolled in the AP Human Geography course. All of the

modules were written collaboratively by geographers from several countries.

Each module's website consists of (a) a conceptual framework providing an introduction to some of the key theories and concepts that geographers use to examine issues, (b) a set of regional case studies that draw on geographic research and which engage students in problem solving and spatial analysis, and (c) collaborative projects that engage undergraduate geography students in different countries in discussions and activities supported by Moodle e-learning technologies (e.g., discussion boards, blogs, wikis). The modules are available at <http://globalgeography.aag.org>.

To support dissemination of the modules, there will be two "No Passports Required" workshops held at the 2011 AAG Annual Meeting in Seattle, Washington on April 12 and 13. Each workshop will be limited to 20 participants. Participants who complete the workshop will receive a stipend of \$100 from the AAG. For further details see *Section 4.2* above.

For further details about the "No Passports Required" workshops and application procedures, visit the workshops page at <http://globalgeography.aag.org>.

Michael Solem, CGGE Project Director
Educational Affairs Director
Association of American Geographers
1710 Sixteenth Street NW
Washington, DC 20009-3198
E-mail: msolem@aag.org<<mailto:msolem@aag.org>>

7.4 European Master of Sustainable Territorial Development

An Erasmus Mundus Master programme in Sustainable Territorial Development has been approved by the European Union. It will start next academic year (2011-2012). This programme is very interesting for bachelors in Geography worldwide. Students (from all over the world) can get a voluminous scholarship for this programme if they are well ranked. This programme allows a study in 4 different countries and at 4 different universities (University of Padova in Italy, the University of Paris 1 - Sorbonne in France, the University of Leuven in Belgium and the Dom Bosco University in Brazil). The programme is co-ordinated by Professor Pierpaolo Faggi of the University of Padova.

Erasmus Mundus – bachelor degree in human science, in environmental science or in engineering is required as well as knowledge of French and English; a basic knowledge in economics is helpful.

This masters degree aims at developing expertise on spatial management and sustainable development on regional and local levels (cities, rural areas, industrial districts, tourism destinations etc.) so as to support policies that integrate economic, environmental, international, intercultural, territorial as well as context driven dimensions. The educational programme focuses on society *and* on companies embedded in systems of governance and stakeholder participation. Erasmus Mundus brings European and non-European students together at the Università degli Studi di Padova (Italy, 30 ECTS) during the first semester; the second semester, students move to Katholieke Universiteit Leuven (Belgium, 30 ECTS); the following year, the educational programme continues at The Université Paris 1 Panthéon – Sorbonne (France, 30 ECTS) during the third semester and for the last semester, dedicated to an internship and the master proof (30 ECTS), a choice can be made among the three universities already mentioned and the Universidade Catolica Dom Bosco in Brazil. At each university an extended experience and international collaboration ensures a multidisciplinary approach that opens students minds to the sustainability of territorial use and organization while confronting them with various policy tools and management strategies in divergent territorial contexts.

See further information on the programme at: www.em-stede.eu

Prof. Dr. Dominique Vanneste

K.U.Leuven (Catholic University of Leuven)
Institute for Social and Economic Geography
Programme Director for Master of Tourism
Local Director Leuven for Erasmus Mundus Master STeDe
Celestijnenlaan 200E, 3001 Heverlee
Email: dominique.Vanneste@ees.kuleuven.be
Url: <http://geo.kuleuven.be>

7.5 Geography education professional development for English primary teachers

Sue Bermingham and Ben Steel, of Manchester Metropolitan University, UK, are working with Dr Sylvia Knight of the Royal Meteorological Society, UK, and the Geographical Association to develop for Primary Geography teachers a Key Stage 2 training event on teaching about weather and climate.

Sue Bermingham
Joint Programme Leader MA Urban Education
PGCE Geography Subject Co-ordinator
Institute of Education
Manchester Metropolitan University

7.6 The Leonardo Project: Multi-Sensory Information on Climate Change

The Leonardo Project: Multi-Sensory Information on Climate Change [MUSICC], with which I have been involved at the Royal National College for the Blind, was concluded on 30th. September 2010. The DVD and supporting booklets, which are also in Braille, and the tactile talking table materials have been well received at launches and demonstrations in the partner countries. Lennox Adams at the Royal National College for the Blind (College Road, Hereford HR1 1EB, UK), who co-ordinated the work, will answer questions about the Project and could arrange to show the materials.

David Cooper

8. Recent Publications

Dr Gillian Kidman, reviews editor for IRGEE, has asked that the authors of new publications 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.

8.1 English language Book publications

Bettis, P & Adams, N (eds) (2009), *Geographies of Girlhood: Identities in-between*. New York: Routledge.
Brophy, J, Alleman, J & Knighton, B (2009), *Inside the Social studies Classroom*. London: Routledge.
Butt, G (ed) (2011), *Geography, Education and the Future*. London: Continuum.
Dickar, M (2008), *Corridor Cultures: Mapping student resistance at an urban high school*. New York: New York University Press.

Gruenewald, D & Smith, G (eds) (2008), *Place-based Education in the Global Age*. New York: Lawrence Erlbaum Associates.

Harding, J, Thiel, E & Waller, A (eds) (2009), *Deep into Nature: Ecology, Environment and Children's Literature*. Lichfield: Pied Piper Publishing.

Hay, I & Giles, P (2010), *Communicating in Geography and the Environmental Sciences*. Toronto: Oxford University Press (3rd edition).

Holt, L (ed) (2011), *Geographies of Children, Youth and Families*. London: Routledge.

Malone, K (ed) (2007), *Child Space: An anthropological exploration of young people's use of space*. New Delhi: Concept Publishing.

Moran, E (2010), *Environmental Social Science*. Chichester: Wiley-Balckwell.

Rawding, C (2010), *Contemporary Approaches to Geography, Vol 1: Human Geography*. London: Chris Kington Publishing.

Rawding, C, Holden, V & Worsley, A (2010), *Contemporary Approaches to Geography, Vol 3: Environmental Geography*. London: Chris Kington Publishing.

Suarez-Orozco, M & Sattin-Bajaj, C (2010), *Educating the Whole Child for the Whole World*. New York: New York University Press.

Suggitt, S (2010), *Contemporary Approaches to Geography, Vol 2: Physical Geography*. London: Chris Kington Publishing.

8.2 Non-English language Book publications

Shimura, T (2010), *Recent Developments in Geography Education in England*. Tokyo: Kazama Syobo. The text is in Japanese.

8.3 Forthcoming publications

Demirci, A, Milson, A, Kerski, J (forthcoming), *International Developments in GIS in Secondary Education*, Dordrecht: Springer.

Rawling, E (2011), *Ivor Gurney's Gloucestershire: Exploring poetry and place*. Stroud: The History Press.

I plan to list more publications concerning and related to geographical education in the December Newsletter. Please send details of publications to me.

9. Journals

9.1 Review of International Geographical Education Online [RIGEO], Turkey

We are delighted to announce that there is to be an e-journal for geography education. Dr Eyup Artvinli, the Editor, introduces it as follows:

We are delighted to announce that a new online geographical education journal has just come into the world (www.rigeo.org). Review of International Geographical Education Online (**RIGEO**) is inviting you to support and develop it for the future of geographical education all over the world.

RIGEO is an international online, refereed geographical education journal which welcomes articles on all aspects of geographical education in all levels of education system.

RIGEO seeks to build bridge between geography teachers, researchers, policymakers, and practitioners to help focus on best practices in learning, teaching, training, curriculum, textbooks etc. in geographical education.

RIGEO has an international scope; therefore, authors are encouraged to focus on the underlying aspects of their research that make the work relevant for the larger community of geography educators and policymakers in a global dimension.

RIGEO is published two issues per year for now and provides immediate open access to its content on the principle that making research freely available to the public to support a greater global exchange of geographical education knowledge in international scale.

First issue of **RIGEO** is going to be published in January, 2011. **You can submit articles until the end of December.** We are looking forward to receiving contributions of professionals of geographical education around the world. You are sincerely invited to contribute a research paper on geographical education to this online journal. **Moreover if you would like to join the committees or council of this journal please send an e-mail with your CV (if it is possible) to address of editor (eartvinli@gmail.com) or to journal's address (rigeojournal@gmail.com).**

We will be very grateful if you could offer help in promoting this journal by forwarding this message to anyone who is interested in geographical education.

Thank you very much for your kind attention.

Eyup Artvinli, Ph.D.
Geographical Education
Editor
www.rigeo.org

Eskisehir Osmangazi University,
Faculty of Education,
Department of Elementary Education,
Meselik Campus 26480,
Eskisehir,
Turkey.
eartvinli@gmail.com

9.2 European Journal of Geography

You are invited to submit original articles to this new journal online at:
<http://www.eurogeographyjournal.eu/>

The Summer 2011 will be a themed issue on *Geographical Education*. The submission deadline for this issue is the end of January, 2011.

The second issue will follow up the EuroGeo Conference Theme: *Geography: Your World*. Submissions need to be in by the end of June, 2011.

9.3 Developments in the Geographical Association's *Primary Geography* magazine, UK

What is Primary Geography?

Primary Geography is the new name for *Primary Geographer*, the Geographical Association's flagship journal for primary teachers, set up to explore, develop and communicate excellent geographical practice in and beyond our primary schools. The new look journal aims to:

- Support teachers in curriculum making for the 3 – 11 year age range (though you will find much that is valuable for the 11- 13 year olds!);
- Show that geography is a resource to enrich the curriculum;
- Promote geography as a subject that offers alternative views to current issues and events;
- Offer children excellent learning opportunities.

As such it has a wider appeal than just the primary age phase; **all** teachers can learn from the contents of *PRIMARY GEOGRAPHY*.

Who is it for?

PRIMARY GEOGRAPHY is for anyone who is interested in engaging young children with the issues that face them and believes that their experiences in the formative years can influence their lives and the decisions they take in the future. It is a journal for **all** teachers who want to engage

with new ways of teaching and learning and as such all teachers will find much that is of relevance to them.

What does it do?

Published 3 times a year the journal sees itself as being a key communication portal with the teachers of younger children and the source of inspiration for those who want to offer their children a curriculum which is exciting, creative and above all relevant to their lives.

Why should you read it?

All teachers should read *PRIMARY GEOGRAPHY* because it is full of innovative, exciting and engaging ideas. You won't find this journal just contains 'hot tips' – rather you will discover a thoughtful and relevant journal which seeks to show, in an easily accessible and practical format, how geography can be a central tenant of children's education. The articles are firmly grounded in leading research and educational understanding, written by practitioners who understand the pressures facing teachers and children today. Any teacher of young children will find something of value in *PRIMARY GEOGRAPHY*, e.g. a different way to tackle a theme; ideas on how to address the needs of children with impaired vision; a bank of resources that stimulate children's creative and imaginative needs – it's all in *PRIMARY GEOGRAPHY*.

Who produces it?

PRIMARY GEOGRAPHY is produced by a team of dedicated and enthusiastic geography educators and teachers who have years of experience working in a variety of settings and who revel in developing and sharing their ideas. The rich variety of experience within the board ensures that there is a wide range of views at our regular board meetings and this leads to a journal that is continually evolving and always relevant; *PRIMARY GEOGRAPHY* has a growing reputation of leading the subject.

The board is able to draw on a varied population of contributors to provide fresh insights into the excellent geography that is taking place in our schools. We are always looking for contributions from teachers/students/pupils; without your contributions there would be no journal and the Board is always delighted to receive ideas, stories, examples, suggestions etc. For example you might have tried a new way of introducing map work – tell us what you did, how it worked, what the children got out of it and how others might adapt/adopt the approach. Each edition of the journal is edited by a member of the board on a rota basis so you will have someone to help you put your ideas on paper and see them into print. We would be delighted to receive more international contributions to the journal and would welcome discussions with you about the geography you have undertaken with your children.

What is the future for PRIMARY GEOGRAPHY?

The next few months will see some changes being made to the journal to refresh its appearance and broaden its appeal, including the name change from Primary Geographer to Primary Geography. We hope you will like these and feel that the journal is continuing to evolve as a modern and relevant source for ensuring that geography continues to hold a key place in children's education...and that it is excellent value for money!

Future editions include Futures (Spring), Our World (Summer) and Extremes (Autumn 2011). We will obviously be producing a special edition in Spring 2012 to coincide with the London Olympics. The *PRIMARY GEOGRAPHY* editorial board works hard and enthusiastically to ensure that the journal continues to meet its aims. We hope that you both enjoy our efforts and find them useful in your teaching – why not have a look at the journal via the GA website? Our ambition is to make *PRIMARY GEOGRAPHY* an essential part of world-wide staff room reading and the stimulus for discussion and innovation.

We would love to hear from you to help us achieve this ambition.

Steve Rawlinson

Chair of the *Primary Geography* Editorial Board.

Email: steve.rawlinson@nurthumbria.ac.uk

9.4 European Geography Magazine proposed

In response to discussion among its members, EUROGEO has proposed the development of a Geography magazine targeted at teachers of Geography and based on teaching and learning Geography in schools and teacher education with a European perspective.

If you are interested in hearing more or feel you could contribute to the magazine, please email Karl Donert at eurogeomail@yahoo.co.uk

10. Other News

10.1 The Encyclopedia of Life Support Systems

You may be aware of the world's largest publication developed under the auspices of the UNESCO as an archival source of reference in a great variety of subjects relevant to sustainable life on this planet. To get more information on the Encyclopedia of Life Support Systems (EOLSS) please visit the site (www.eolss.net). The EOLSS is an integrated compendium of twenty encyclopedias. EOLSS-online is made available free of charge to universities in the UN list of least developed countries and disadvantaged individuals including minority colleges and universities worldwide.

Recently the UNESCO invited me to make a comprehensive contribution to the EOLSS on "Geographical Education". Because my expertise mostly concerns the German speaking and some of the English speaking countries, I invited Prof. Dr. Philippe Hertig, a colleague from the University of Teacher Education in Lausanne, who is an expert on geography education regarding the francophone countries, to co-author the publication.

The contribution is to be like a treatise on the subject and should include information about

1. Past Trends in Geographical Education
2. Current Trends in Geographical Education
3. Current Practices in Geography Education
4. Future Directions

Prof. Hertig and myself are convinced that this paper will be of great importance for geographical education in the least developed countries. It will serve as a fundamental resource for curriculum development, the development of teaching material and research. Therefore we want to provide the UNESCO with a paper that views geographical education from a global perspective and not from a national or regional view.

To achieve this goal we ask you to support our efforts and help us with information concerning the situation of geographical education in your country. We would be most grateful if you could send us information relating to the four issues mentioned above: the past and present trends in geographical education, current practices and the future directions the subject will take in your country.

We do not expect detailed information, a few sentences that relate to each of the issues will suffice. If you have a comprehensive publication in PDF-format at hand, that describes the situation of geographical education in your country, we would be very happy to receive it.

Thank you for your help in advance.

Prof. Dr. Sibylle Reinfried

University of Teacher Education Central Switzerland (PHZ)
Department of Teaching and Learning
Museggstrasse 37
CH-6004 Lucerne
<http://www.sibylle-reinfried.ch>

10.2 International Collegiate Honor Society in Geography: Gamma Theta Upsilon

Like most other disciplines, geography has its own honor society. Founded in 1928 in the USA, Gamma Theta Upsilon (GTU) became international in 1949 when chapters in Canada and Mexico were formed.

Members are usually inducted as undergraduate or post-graduate students, and they remain members for life. Despite the Greek letters, GTU is not a social fraternity and has no secret rituals. The organization's purpose is to recognize academic achievement in geography by providing a way for geography departments and programs to honor students who have worked hard and done well.

To become a member of Gamma Theta Upsilon, students must attend accredited colleges and universities with chartered GTU chapters. Our National Executive Committee is currently encouraging applications for new chapters from around the world.

Forming a chapter is relatively easy and requires:

- (1) a faculty sponsor,
- (2) a letter of support from the institution of higher education,
- (3) a completed application form,
- (4) payment of a charter fee,
- (5) a group of qualified initiates,
- (6) a ceremony at your school for inducting the new initiates.

If they are not already members of GTU, Geography faculty who agree to sponsor a chapter or who teach at the charter institution may also be initiated.

More information is available at: <http://gammathetaupsilon.org>. Posted at our home page is a Power Point presentation on GTU that was presented at the Tel Aviv, Israel, meeting of the IGU Commission on Geographic Education.

We would love to hear from you if your institution is interested in starting a chapter of GTU. Please send an email to our Executive Secretary, James Lowry, at jlowry@uno.edu.

Don Zeigler
President, GTU
dzeigler@odu.edu

11 Something stimulating or amusing

If you come across a pertinent comment about geography education in your press or other media that both encourages you and adds a little amusement, please send it to me for inclusion in the Newsletter.

11.1 Complimenting geography teaching

The following item was reported in the British newspapers, following the leaks on WikiLeaks. It involved a member of the royal family, the Queen's second son, Prince Andrew, who acts as a special UK trade representative.

It seems that when one British businessman noted that the investment in the Kyrgyzstan economy was similar between the two countries, in spite of the 'overwhelming might of the American

economy compared to ours' that Prince Andrew responded by saying that 'No surprise there. The Americans don't understand geography. Never have. In the UK, we have the best geography teachers in the world!'

While, of course, we would know better than to make such a glib comparison, it is nice occasionally to have a senior dignitary in the UK make a positive comment about geography teaching and education in Britain. Particularly, since at present it is not clear what the future for geography in the school curriculum is in England, as the current Coalition government indicates that it is to undertake a wholesale review of the English national curriculum.

If you come across similar such complements for geography in your nation, do pass them on.

APPENDIX A

IGU CGE Geography Education Questionnaire

Amsterdam, December 17th, 2010.

Dear Colleagues,

In the August Newsletter #5 was included the Questionnaire that the Commission Executive has endorsed to gather information about geography education in our different member countries. So far I have had a few replies with completed Questionnaires. Thank you to Portugal, Taiwan and Croatia for your responses. . I am hoping that we will have many more. The new deadline for sending in your completed Questionnaire is January 31st, 2011. All the information you may need is on the website at: www.igu-cge.org. See the WIKI Geographical Education. If there are reasons why you may delay in sending in the information to me, please can you let me know.

Below I have included my original letter and am grateful that we can include it in this Newsletter #6 again.

Kind regards,
Joop van der Schee

August 31st, 2010

Dear Colleagues,

Would it not be nice to have information about geography teaching in different countries in the world available on the web? It will not only give an overview but it can also inspire us. The IGU Commission on Geographical Education supports the idea to collect this information on its website.

As webmaster of www.igu-cge.org I invite you to fill in the questionnaire below and email it to me before December 1st, 2010. To help you a bit I have attached the answers for The Netherlands.

Perhaps you cannot answer the questions. Please ask a colleague in your country to help you.

Together we can build a very interesting new part of our website.

On behalf of many colleagues involved in geography teaching thanks in advance!

Yours,
Joop van der Schee
Webmaster IGU-CGE
VU University Amsterdam
Tel. +31 20 5989213
j.vanderschee@ond.vu.nl

IGU CGE Geography Education Questionnaire

Country:

Name respondent:

Email address respondent:

1. What is the aim of geography in primary education in your country?
2. What is the aim of geography in secondary education in your country?
3. What is the average number of hours of geography teaching in primary education in your country?
4. What is the average number of hours of geography teaching in secondary education in your country?
5. What are the most important themes in primary geography teaching in your country?
6. What are the most important themes in secondary geography teaching in your country?
7. What is the position of geography in the upper levels of secondary education in your country?
8. What is the biggest problem for geography teaching in your country?
9. Mention one or more good practices or very successful projects of geography teaching in your country.
10. Mention research projects in the field of geography teaching in your country.
11. Mention publications or websites with information in English about geography teaching in your country.
12. Mention contact addresses for information about geography teaching in your country.

IGU CGE Geography Education Questionnaire

An example of the completed Questionnaire for The Netherlands

Country: The Netherlands

Name respondent: Joop van der Schee

Email address respondent: j.vanderschee@ond.vu.nl

1. What is the aim of geography in primary education in your country?

Enhancing to develop a view at the world nearby and far away

2. What is the aim of geography in secondary education in your country?

Enhancing global understanding and citizenship by a study of man-nature relationships nearby and far away

3. What is the average number of hours of geography teaching in primary education in your country?

10. years old: *one hour every week*

11. years old: *one hour every week*

12. years old: *one hour every week*

In 90% of the schools geography is a separate subject

4. What is the average number of hours of geography teaching in secondary education in your country?

13. years old: *two hours every week*

14. years old: *two hour every week*

15. years old: *half an hour every week*

In 70% of the schools geography is a separate subject. At vocational schools geography is often part of an integrated civics curriculum

5. What are the most important themes in primary geography teaching in your country?

topography, maps and atlases

water

different place and different life

world distribution of climate, landscapes, population and culture

6. What are the most important themes in secondary geography teaching in your country?

water

climate

energy

population and space

rich and poor

frontiers and identity

sustainability

geographical skills

7. What is the position of geography in the upper levels of secondary education in your country?

Geography is optional for 75% of the students in the upper levels of secondary education. The number of students with geography in the upper levels of secondary education is decreasing.

8. What is the biggest problem for geography teaching in your country?
- *Since 2007 geography is not compulsory anymore in the upper levels of secondary education.*
 - *Media and politics give more attention to history than to geography.*
 - *Level of geography of teachers in primary education is too low.*
9. Mention one or more good practices or very successful projects of geography teaching in your country.
- *Leren denken met aardrijkskunde (Dutch version of David Leat's Thinking Through Geography)*
 - *EduGIS (www.edugis.nl), a national portal for primary and secondary education (in Dutch only)*
 - *Digischool geography, a national digital platform for teachers to exchange geography materials (in Dutch only)*
10. Mention research projects in the field of geography teaching in your country.
- *Tim Favier – a design research project to help to introduce GIS in the upper level of secondary education*
 - *Katie Oost – how to organise fieldwork for vocational schools successfully?*
 - *Henk Notté – developing an adaptive test for geography*
 - *Marian Blankman- improving the quality of geography teacher training courses for primary education*
 - *Adwin Bosschaart – how to improve water education and risk perception of secondary school students?*
11. Mention publications or websites with information in English about geography teaching in your country.
- WILDSCHUT, H. & J. VAN DER SCHEE (2007) Searching for Strategies to Help Students to Structure Their Geographical Research Papers in a Domain Specific Way. *International Research in Geographical and Environmental Education* 16 (4), pp. 351-366.
 - SCHEE, J. VAN DER & S. LANGIUS (2008) Dutch Children's Understanding of Place, Society, Environment, their World and the Future. In R. Gerber & M. Robertson (eds.) *Children's Lifeworlds: Locating Indigenous*.
 - FAVIER, T. & J. VAN DER SCHEE (2009) Learning geography by combining fieldwork with GIS. *International Research in Geographical and Environmental Education* 18 (4) (in press)

12. Mention contact addresses for information about geography teaching in your country.

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