

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

Newsletter #7, April 2011

April 30th, 2011

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1. Introduction from the Honorary Secretary

Welcome to the first Newsletter of 2011, our seventh of this Commission. As before it contains a good variety of items in what has so far been a year of mixed fortunes. Again, it is a lengthy and informative *Newsletter*. There seems to be much occurring in the world of geographical education.

At the start of the year British geography educator Rex Walford died in a tragic boating accident. Two reflections on his life and contribution are included in this *Newsletter*, from his good friends Chris Kington and Margaret Robertson (Section 9). The Japanese earthquake and tsunami caused huge devastation for the north-east of that nation in March. Our Steering Committee member Yoshiyasu Ida appeals for help for the schools and students in north-east Japan (Section 3). An appeal for support was made at the recent IGU CGE Symposium in London in April and a Report on the Symposium is included in Section 8, which also contains information about the imminent web publication of the Proceedings of the Istanbul Symposium in July 2010. Various research and curriculum and teaching developments around the World are included in Sections 10 and 11.

Recent and new books are listed in section 12 and information on the publication of the first issue of Volume 1 of the new journal *Review of International Geographical Education Online* is included in Section 13. With regard to books Gillian Kidman, reviews editor of the Commission's journal *International Research in Geographical and Environmental Education* [IRGEE], would like to receive more books in the journal's areas of interest for review. Please do encourage publishers to send books to her, in whichever language they are published. This *Newsletter* issue also contains information about the 2012 International Geography Olympiad (Section 5).

Sections 6 and 7 contain details of both IGU CGE conferences in the coming couple of years, as well as on other relevant conferences for geography educators. There is much scheduled for the coming two years. It would be good to receive reports on the conferences for the *Newsletter*. As ever, some further items of news are contained in Section 14.

It is also time to begin thinking about a new Commission on Geographical Education for the period 2011-2016. Commissions are appointed by the IGU Executive for the period between Congresses. Section 4 contains the call for the new Commission. It sets out some of the considerations by the current Commission for possible future lines of development and action for a new Commission, but it will be up to that Commission to determine its agenda for 2012-16.

As I have said before, please do keep sending me information to include in the next *Newsletter*. It is always good to hear from colleagues around the World, to be informed about what you and your colleagues are doing to develop and promote geographical education, about changes that are happening and about research and conferences that are in development.

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

2. From the IGU CGE Chair: Professor Lex Chalmers

Kia ora tatou (greetings to all) from New Zealand,

As Geographers we're particularly sensitive to time and seasonal differences, and I am aware as I write in a long autumn evening that many members of the Commission will be waking to a spring morning, and the imminent prospect of a summer research break. I hope you can use the summer well, and the Commission's newsletter offers lots of interesting initiatives to pursue.

The Commission has to submit a Report annually to the IGU Executive. This goes to them at the start of each year, summarizing the activities of the Commission over the previous year. The Report for 2010 is included in this Newsletter as **Appendix A**.

A number of matters came up in the virtual meeting of the Steering Group last month. Probably the most important of these was our strategy to argue for a new Commission on Geographical Education in 2012-2016. We are calling for nominations (see Section 4), and you can see the guidelines the IGU uses (Statute 6) when considering new commissions. These statements are on the IGU website at http://www.igu-online.org/site/?page_id=30. I'd also like to direct your attention to Yoshiyasu Ida's Tsunami Relief request (Section 3).

The London meeting was our third virtual meeting; I am convinced, through our research on virtual communities of practice and working with the Olympiad task Force, that these technologies will play a part in the on-going work of the Commission, and I have asked that this be a part of the 2012-2016 programme of the Commission as well.

Finally, I'd like to report on one of the jobs we get asked to do every now and then. International agencies seek submissions on their areas of interest, and education is a frequent target. Every now and then we need to respond quickly, and our submissions are checked by one or two colleagues and are then submitted through the Executive of IGU. The note in **Appendix B**, *IGU Statement to the Civil Society Organisation*, is an example of a recent submission to the UN's ECOSOC - a Civil Society Network. I am keen for colleagues to understand the processes and to provide feedback if they think there are matters that should have a higher priority than those included.

My particular thanks to Simon this month; he has undertaken some extra tasks on our behalf as I have had to direct attention to some matters of local and national re-organisation in Geography. I look forward now to planning for Chile and Cologne in the next 18 months

With best wishes from 37 degrees and 47 minutes South,

Lex Chalmers

3. Japan Tsunami After-effect Appeal for Support

This is a special request from Yoshiyasu Ida, of Tsukuba University in Japan, who is a member of the IGU CGE Steering Committee. His request has been discussed by the Committee and is fully endorsed by them.

Dear Colleagues around the World,

You will know that north-east Japan has been devastated by the big earthquake and Tsunami on March 11th 2011. It is believed that more than 25,000 people have died because of these accidents. Many students in Iwate, Miyagi and Fukushima prefectures are now finding it hard to study, because school buildings have been badly damaged and flattened. In addition, teaching materials are in great shortage. The Government is distributing text books to students who have suffered, but other teaching materials, such as maps are not being distributed.

The Association of Japanese Geographers has started to collect donations for providing geography teaching materials such as maps and globes to suffering schools. Many Japanese geograph teachers and their pupils will be supported by this activity.

I would like ask you to support this activity. If students who have suffered are informed that teaching materials are offered by not only domestic but overseas geographers, they would be impressed, would feel connected with the World, and would thank to World's people. In addition, I hope an outcome would be that they would have more concern about world and would contribute something for other countries.

If you support this project, please send a donation to the office of the Association of Japanese Geographers. In addition, please name your country name and (as an option) give the names of the people who donate. A donation of any amount will be very welcome. Please can you pass this request on to your Universities and Colleges and to your national geographical associations.

There are three ways in which you can send your donations, either directly to the Association of Japanese Geographers or to their account at:

1. The office of the Association of Japanese Geographers,
Building of Japanese Academic Societies Center,
Yayoi, 2-4-16,
Bunkyo-ku,
Tokyo 113-0032,
Japan.
2. Bank information:
Mizuho Bank, Ltd. Hongo-Branch (No.075)
3-34-3 Hongo, Bunkyo-ku, Tokyo 113-0033, Japan
(0001)(SWIFT CODE: MHBKJPJT)
The Association of Japanese Geographers
(Nippon Chiri-Gakkai)
Account Number: 2825963 (ordinary savings account)
3. Intermediary Bank information
USD : Deutsche Bank Trust Company Americas NY
EUR : Deutsche Bank AG Frankfurt

Intermediary Bank BIC (SWIFT Code)
USD : BKTRUS33
EUR : DEUTDEFF
Receiving Bank/Beneficiary Bank Japan Post Bank
Branch : Head Office
Beneficiary Bank Address 3-2, Kasumigaseki 1-chome, Chiyoda-Ku, Tokyo 100-8798,
Japan
Beneficiary Bank BIC (SWIFT Code) JPPSJPJ1
Beneficiary Bank CHIPS UID
USD: 427593
EUR : nothing
Payee Account Number 00140-0-781866
Payee Name : The Association of Japanese Geographers
(Nippon Chiri-Gakkai)
Payee Address : Building of Japan Academic Societies Center Yayoi, 2—4—16,
Bunkyo-ku, Tokyo 113-0032, Japan
Payee Telephone Number : +81-03-3815-1912

Yoshiyasu Ida,
Graduate School of Comprehensive School Sciences,
Institute of Education,
University of Tsukuba,
Japan.

4. Call for a New IGU CGE Commission 2012-2016

Call for nominations for a new International Geographical Union Commission on Geographical Education to take up responsibility from September 2012, including nominations for a Chair and for Steering Committee members. Details are provided below.

It has been agreed by the current Commission on Geographical Education 2008-12 that a proposal for a new Commission on Geographical Education 2012-16 should be put to the IGU Executive Committee by November 2011, the normal deadline (though a later agreement can exceptionally be possible). For this to happen, a Chair for the new Commission needs to be put forward, who will make the proposal to the IGU Executive. The new Chair will be able to work with continuing members of the current Commission's Steering Committee, which will need to contain new members, including a new Honorary Secretary. The new Chair will need to propose the objectives and programme of work for the new Commission.

There are a number of matters of which a nominee for the role of Chair must be aware, identified from the statutory basis for the organisation of IGU Commissions.

- (1) Commissions are established to focus on specific areas of interest and can promote research, the exchange of information, organise and support conferences and field excursions between and during IGU Congresses.
- (2) A Commission must have clearly stated objectives and a programme of work. These must be accompanied by the name of the proposed Chair and Steering Committee members. It must be submitted to the IGU Executive for consideration and agreement nine months before it takes office.
- (3) The proposed new Commission must be agreed by the IGU Executive by November 2012, the normal deadline for approval prior to taking up its responsibilities, so that it can succeed the current Commission following the IGU Congress in Cologne, Germany, in August 2012.
- (4) A Commission has a Chair and Steering Committee, normally of ten members. A Chair normally serves two terms. Steering Committee members are eligible normally for a maximum of two terms [8 years] (this has been the practice on the CGE Steering

- Committee). Current Steering Group members can continue as members of the Commission to their maximum term. Members should be from different IGU member nations. No one can be a member of more than one Commission Steering Committee.
- (5) A Chair should be nominated either by their IGU member nation or by the current Commission, and is normally formally appointed by the IGU General Assembly (national delegates), with the list of Steering Group members approved by the IGU Executive.
 - (6) The Commission normally has an Honorary Secretary and Treasurer. In the current Commission these are separate roles. The current Honorary Secretary will retire at the end of this Commission in 2012, but the Honorary Treasurer is eligible to continue.
 - (7) A Commission can apply for funds to enable it to undertake its work. Normally in the CGE these funds, which are small, have been used to support the publication, in paper or virtual form, of conference proceedings.
 - (8) A Commission must prepare a concise Report on its work to be submitted to the IGU Executive nine months before the four yearly meeting of the General Assembly. This should cover the work carried out, how this was done and by whom, and indications of possible future activities.
 - (9) This Commission also prepares an Annual Report for the IGU Executive, submitted at the end of the chronological year.
 - (10) The Commission on Geographical Education is one of the longest serving Commissions and has a high degree of credibility with the IGU Executive as a 'member of good standing'. It would be surprising if an effective proposal did not lead to continuation of the Commission.

The current Commission Steering Committee has considered from its work some initiatives for future work of the Commission and makes the following suggestions:

- (a) **Creating a 'Geography Education Doctoral Collection'**. This would involve collating from around the World the Authors, Titles and Abstracts of successful doctoral theses in geographical and environmental education, from all nations and in national languages, translated into English, such that an on-line list can be made available for postgraduate and other researchers, perhaps through the IGU CGE website.
- (b) **The preparation of an edited 'Book containing significant papers on geographical education'**. This publication might contain up to ten original papers, with copyright agreement for republication, from the period of the history of geographical education (perhaps 100-150 years?), each with an extended reflective commentary, jointly by one or more geography educators of standing. Criteria for selection will need to be identified, as would the panel of geography educators who would develop it, make the selection of papers, and commission the reflective essays. A publisher will need to be identified and approached.
- (c) **Support for the drafting of an edited 'Book on geography education practice and research'**. One such book is that which has been proposed by Michael Solem and Simon Catling on "*Rethinking Geography Education: International Perspectives on Scholarly Practices*" for a series published by Springer, which is global in scope and which also considers approaches to research (and which might be adapted to be a possible successor to the book edited by Michael Williams on researching geographical and environmental education published by Cassell [now Continuum] in 1996).
- (d) **The preparation of a 'Review publication on geospatial practices and lessons learned'**. This is a third possible monograph, which focuses particularly on what has been learnt from geospatial projects and research from the past decade or more of implementing GIS in schools and colleges.
- (e) **The setting up of geographical education 'Virtual geography communities of practice'**. This proposal would encourage and enable geography educators in various parts of the World to engage and work together, communicating with each other and sharing materials virtually. It is a proposal which should also include the support and development of the work of the Commission Steering Committee members through regular virtual meetings.

It is proposed that the new Commission Chair, Steering Committee membership and Prospectus is developed during the next six months, such that it can be proposed to the IGU Executive in November 2011.

So that this can be achieved, it is requested that:

1. names are proposed to the Honorary Secretary for the position of **Chair** of the Commission on Geographical Education 2012-16 by their member country;
2. those who might wish to be considered for **membership of the Commission Steering Committee** make themselves know to the Honorary Secretary; if someone put forward in this way is interested in the role of Honorary Secretary they should inform the current Honorary Secretary;

It is vital that those whose names are proposed should have the backing of their university or higher education institution, since they will need that support for funding to attend conferences and in recognition of their time involved with the Commission.

Nominations should be with the Honorary Secretary, Professor Simon Catling, **by July 30th, 2011**. He can be contacted at: www.sicatling@brookes.ac.uk. If more nominations are proposed than positions available, the Honorary Secretary with the aid of the current Steering Committee and honorary members will determine a procedure for election or appointment.

5. 2012 International Geography Olympiad

The next International Geography Olympiad will be in Cologne in Germany. The 2012 Olympiad will start at August 21 and end at August 26. The local organiser can host 30 teams. Apart from a written test, a multimedia test and fieldwork one full day excursion is included in the programme. Invitations for the 2012 Olympiad will be sent to participants of earlier Olympiads and to IGU contacts. Applications should be sent to the Secretariat before January 1th, 2012. The local team in Germany is already preparing the accommodation and the programme. A meeting between the co-chairs of the Olympiad Task Force and the German local organisers on February 11, 2011 was very fruitful. The next meeting will be June 9th, 2011 in Cologne. After this date up to date information can be find at www.geoolympiad.org

6. 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.

6.1 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

There is to be a Commission Symposium, either prior to or at the regional conference. More details will be provided as they become available.

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

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

An interesting program that includes key note speeches, scientific sessions and field trips combined with social events, awaits you. The pre-congress ends with an excursion to Cologne on August 25th where the IGU main congress starts on August 26th (<http://www.igc2012.org/>).

the IGU CGE Symposium is to be held immediately before the IGU's 32nd Congress in Freiburg, Germany. There will be a transfer from Freiburg to the main congress to Cologne by bus and boat travel on August 25th 2012.

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

Dates: 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.*

Call for papers: Starts on June 1st, 2011 and will be open till September 30th, 2011.

Organizing Committee

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

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

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

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

Preliminary Program

Wednesday, August 22nd, 2012

Registration open 3 pm
Field Trip in the City of Freiburg
Opening Reception
Conference Dinner

Thursday August 23th, 2012

Scientific sessions
Field Trip to the Kaiserstuhl Area near Freiburg
Wine Tasting and Dinner in a Local Vinery

Friday August 24th, 2012

Scientific sessions
Closing Ceremony
Field Trip to the Black Forest
Evening Reception and Dinner

Saturday August 25th, 2012

Field Trip transfer from Freiburg to Cologne by bus and boat.

Sunday August 26th, 2012

Registration and start of Main Conference

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

6.3 32nd International Geographical Congress 2012 to be held from August 26th to August 30th 2012 in Cologne, Germany

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

Date: August 26th-30th, 2012.

Venue: University of Cologne, Cologne, Germany.

Theme: 'Down to Earth'

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

Website: www.igc2012.org.

Key dates:

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.

CGE strand in the Congress.

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

1. State of the Art in Geographical and Environmental Education
2. Students' Interests
3. Preconceptions
4. Examples of Best Practice
5. Innovative Learning - New & Old Media
6. Standards Concepts and Experience
7. Education for Sustainable Development
8. Spatial Thinking
9. Risk Education
10. Urbanization in Geographical Education

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

Call for papers: this will be open from July 1st to December 15th 2011, review and selection of papers and posters will be completed by April 1st 2012. Further information is available under <http://www.igc2012.org/frontend/index.php>

Contact:

IGC 2012 Organising Committee
E-Mail: info@igc2012.org

On behalf of IGU-CGE and the German HGD for sessions on geographical education
Prof. Dr. Ingrid Hemmer
ingrid.hemmer@ku-eichstaett.de
<http://compute.ku-eichstaett.de/hgd/news>

6.4 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.

7. 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.

7.1 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/mainpage.html

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

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 Conference is well-subscribed. There is still time and room to apply to attend.

7.2 Learning with Geoinformation VI Conference, 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.

Email contact: edu@gi-forum.org

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

7.3 The digital-earth:eu Comenius Network (<http://www.digital-earth.eu>)

Date: June 4th-8th, 2011.

Venue: Salzburg, Austria, in collaboration with the Learning with Geoinformatics Conference (see above).

The digital-earth.eu Comenius Network is an EC funded project (2011-2013) coordinated by the University of Salzburg to connect teachers and educators using geoinformation and 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.

The digitalearth.eu network aims to link diverse, unconnected centres of expertise around Europe where geoinformation and geo-media use is well developed in school education and teacher training, with the expectation that products, resources, experiences and ideas will be shared between them and disseminated beyond the network. The project will also develop some geo-services for teachers

and teacher educators to use.

The first meeting of this new initiative will take place in Salzburg in early July 2011 in collaboration with the Learning with GeoInformation conference. If you would like to participate please contact office@digital-earth.eu

If you would like to become a partner in the project, visit <http://www.eurogeography.eu/digital-earth.html> to find out how.

7.4 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 developpement 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 payment of registration fee: **May 11, 2011**

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

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

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

Join your colleagues in GIS and spatial analysis in education at the ESRI Education User Conference: <http://www.esri.com/educ> 9-12 July 2011 San Diego USA.

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

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

Join your colleagues for the National Conference on Geography Education (<http://www.ncge.org>) 3-7 August 2011 in Portland, Oregon, USA.

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.

7.7 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

7.8 7th International Symposium on 'Contemporary Trends in Teaching and Learning Geography', September, Cluj-Napoca, Romania, 2011

The 7th International Symposium is being held to promote best practice in teaching and learning in geography. Its focus is on sharing best practice experience to promote active learning, analyzing features of teaching and learning focused on the development of critical thinking abilities. The Symposium is aimed at practitioners and researchers in and of school and higher education teaching and learning in geography.

Date: September 17th-18th, 2011.

Venue: Faculty of Geography, 5-7 Clinicilor Street, Cluj-Napoca, Romania.
Cluj-Napoca can be reached by plane.

Theme: 'Contemporary Trends in Teaching and Learning Geography'

There are ten topic sessions within the Symposium, which covers school and higher education geography teaching and learning.
A draft programme is available on the website.

Paper submissions:

Information on submitting papers can be found on the website.
Abstracts should be submitted to: didacticageografie@yahoo.com.
Refereed papers will be published in June 2012.

Languages: Romanian and English.

Key dates:

Registration is open from July 1st to September 9th, 2011.
The Symposium fee is 150 Euros, to be paid by September 9th, 2011.

Website: www.rigeo.org/contemporary-trends-in-teaching-and-learning-geography.html.

7.9 NAAEE Conference, North Carolina, USA, October 2011

Date: October 2011

Venue: Durham, North Carolina, USA

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

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

Date: 12th–14th April, 2012

Venue: University of Manchester, Manchester, UK

Theme: ‘Geographies of Difference’

Website: www.geography.org.uk.

Fran Martin, GA Senior Vice President 2010-11, who will be President in 2011-12, writes:

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

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

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

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

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

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

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

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

www.geography.org.uk.

8. Conference Reports

8.1 Publication of the Proceedings of the IGU CGE Symposium held in Istanbul, Turkey, July 2010.

Work has been underway over the past nine months reviewing and editing the papers given at the IGU CGE Symposium in Istanbul. They are now almost ready for publication. They will be available shortly. Details are given below.

Title: *Building Bridges between Cultures through Geographical Education, the Proceedings of the IGU-CGE Istanbul Symposium, July 8th-10th, 2010.*

Editors: Ali Demirci, Lex Chalmers, Yilmaz Ari and John Lidstone.

The Proceedings will be available in late May 2011 from the IGU CGE website [<http://www.igu-cge.org>] and from the Symposium webpage [<http://igucge2010.fatih.edu.tr>].

Dr Ali Demirci,
Department of Geography,
Fatih University, Istanbul.

8.2 The IGU CGE London 2011 Symposium: *Curriculum Making in Geography*

A regional Symposium of the Commission on Geographical Education was held at the Institute of Education, University of London, in conjunction with the MA in Geography Education from April 18th to 20th, 2011. The Symposium was attended by 45 participants from 15 countries spread across four continents.

A very full programme of papers welcomed participants on April 18th and 19th, with a fieldtrip to the Olympic site and to the Docklands regeneration area of east London on April 20th. A Symposium Reception was held on April 18th. During the Symposium a Commission Steering Group meeting took place through a virtual link up with New Zealand to the Commission's Chair, Lex Chalmers, involving nine members of the Steering Committee.

The Symposium opened with a Keynote Address by Professor Sirpa Tani of Helsinki University, who spoke on *Cultural Geographies and School Geography: Building links between the two*. In a stimulating paper she outlined the potential of cultural geographies and the geographies of children and young people, providing examples from the geographies of everyday environments, parkour

and young people negotiating their right to use space. This was linked with approaches to the school geography curriculum, as she made the case for stronger connections between geographical education and the geographies of children's, young people's and adults everyday lives and places.

The paper sessions during the rest of April 18th explored, initially, issues in curriculum making in Singapore, New Zealand, Sweden and the UK and then matters of spatial literacies, geospatial technologies, GIS and concept-content approaches in geography in the Netherlands, South Korea, Singapore and the USA. Two further sessions considered first standards and assessment, blended learning, on-line learning and intercultural studies in the context of geographical education in several European nations, and then outdoor learning, education for sustainable development, e-learning approaches and textbook stereotyping in three European countries and South Korea.

Participants in the IGU CGE London 2011 Symposium *Curriculum Making in Geography*.



The second day opened with a Keynote Address by Professor David Lambert, of the University of London Institute of Education and Director of the Geographical Association. His keynote concerned *Reviewing the Case for Geography, and the 'Knowledge Turn' in the English National Curriculum*. This pertinent and well-argued paper explored the focus of curriculum reform in England, which is emphasising the return to a strong subject basis for the curriculum. He linked this to the role of geographical subject knowledge and understanding as one of the three key strands in curriculum making (teachers' pedagogic choices and student learning being the other two). Exploring the idea of subjects as holding 'powerful knowledge' which contributes to pupils' 'capabilities', he promoted the education value and goals of geographical learning.

The subsequent paper sessions initially focused on subject and curriculum issues in English and Portuguese schools, followed by papers on moral issues, globalisation, climate change and democratic competences in geographical education in Germany, Hungary, the UK and Portugal, and consideration of the role of the Croatian Geographical Society in its teachers' development. The final paper returned to the issue of the 'knowledge' turn in geographical education. The second day concluded with a panel discussion on the topic of *Responding to the Challenges facing*

Curriculum Making in Geography Education, drawing together key points from the papers and responding to questions and comments from the audience. Both Keynote Addresses and the papers given were published in the *Proceedings* book, *Curriculum Making in Geography*, edited by C. Whewell, C. Brooks, G. Butt & A. Thurston.

In very fine weather on April 20th, about half the participants went on the fieldtrip, which provided two opportunities to view the Olympic site to see the stadium, the velodrome, the aquatic centre, and the Olympic Village alongside other regeneration in the Stratford area of east London. Prior to redevelopment, this area was an extensive long-standing estate of small-scale industries, now redeveloped to provide new local and national sports facilities, homes, a shopping centre and parkland. Following the 2012 Olympics, the stadium will be redeveloped as a major football stadium for one of east London's best-loved teams. A smaller group of symposium attendees headed south on the Docklands Light Railway to visit the Isle of Dogs area, rejuvenated from run-down docks to the major commercial, financial and media centre it now is, with expensive riverside apartments alongside housing for low income groups.

This was a thoroughly enjoyable and stimulating Symposium, held in fine weather in central London, UK. Our thanks go to Dr Clare Brooks, MA in Geography Education programme leader at the Institute of Education, for the wonderful work that she and her team did in making this such a well-organised and pleasant Symposium. Not least, our thanks also go to the participants who made the Symposium such a high quality event.

Professor Simon Catling
Chair of the London IGU CGE 2011 Symposium,
Honorary Secretary of the IGU CGE,
Oxford Brookes University, UK..

9. *Making a world of difference: Appreciations of the exceptional contribution to geographical education (and so much else) of the late Dr. Rex Walford.*

9.1 An Appreciation by publisher and friend, Chris Kington

Rex Ashley Walford OBE (1934-2011)

It is not surprising that when the drowning of Rex was posted on the GA web site in early January many of the early tributes were from friends right across the globe. What is slightly more surprising is that over three months later, at the GA annual conference we were still learning more about the multitude of interests he followed and the quite extraordinary number of people whom Rex had touched during his very full 76 years. Rex was a man of so many talents. He achieved so much but Rex's special gift is not so much what he did but how he did it. He was joyously industrious and infectiously likeable in all he did.

It took nearly a month before Rex's body was recovered from the River Thames. His friend and fellow musician, Keith Lowde also drowned attempting to save Rex. A service of Thanksgiving was held at Ely Cathedral on a chill February afternoon where over a thousand crowded the aisles to support his widow Wendy and to pay their respects.

Rex was born in suburban northwest London and although he lived the second half of his life in Cambridge he often returned to Edgware and even based his PhD (a retirement pastime) on it. On leaving Kings College London in 1958, Rex could have entered the Church; followed his flourishing career as a part time journalist; have gone into theatre or broadcasting or entered teaching.

After a summer playing cricket he found himself appointed to teach at St Mary's, Hendon – a secondary modern. The previous head of department had just taken ill and died, so on the very first morning of teaching Rex found himself *Head of Geography*.

In 1962, after a year at North Western University, Rex arrived at Maria Grey College in south west London to teach geography and mathematics (equally it could have been history or education). Here, Rex's blend of talents came into play. His facility with numbers, his journalistic nous, his thespian tendencies, his fine sense of audience and his ability to marshal evidence to make a compelling case stood him in good stead.

This was the time that Dick Chorley and Peter Haggett were at the epicentre of changes shaking academic geography. They convened an historic conference at Madingley Hall in 1966. Rex and other young colleagues left that meeting transformed, and geography in schools was never the same again. Rote-learning and memorisation were out. New conceptual frameworks, enquiry and problem solving were in. At further conferences, notably at Madingley Hall and Charney Manor, and through informal publishing and countless meetings Rex kept the subject buzzing.

Rex served The Geographical Association (GA) and Royal Geographical Society –with Institute of British Geographers (RGS) throughout his professional years. His skill in creating and energising numerous initiatives together with his prodigious memory ensured colleagues were engaged and ideas were put into action. He strove to overcome suspicion and break down barriers. He saw the big picture – he was influential in the strategic reviews of both GA and RGS - and was instrumental in forming The Council of British Geography (CoBRIG) a body uniting the education and academic interests of communities of geographers across Britain.

Rex arrived at the University of Cambridge in 1973, rising to become Head of Department in the School of Education. Rex, an assiduous editor, was never afraid to introduce new talent into whatever series he was creating. He was a prolific author of nearly 30 titles for pupils, teachers and academics. Not just covering geography and education, but music and drama too.

In his scholarly sweep of education and geography, published in 2001, *Geography in British Schools 1850 – 2000* Rex's dedication reads:

To the postgraduate students whom I have taught... whose idealism about their vocation to teach geography and belief in the educational value of what they are doing has been a constantly heartening experience.

I believe those students would turn that dedication around. Rex's nurture, empathy, inspiration, boundless energy, intellectual rigour, humour, gusto, verve, zest and sheer vitality reached everywhere.

His publications and academic research are of unfailing high standard. He wore his brilliance lightly but his scholarship was superb. At whatever level, Rex constructed powerful argument, turned an elegant phrase and is immensely readable.

Rex rose steadily to be the significant player in geography education, becoming President of The GA (1984) and Vice President of the RGS (1993-96). Rex made the *Case for Geography* and never tired in finding new ways to convince often sceptical audiences. The government also benefited from his depth of knowledge: he worked, at Kenneth Baker's request, on the National Curriculum for Geography.

Himself a finalist in *Mastermind*, Rex created many pupil focused mass participation activities such as: *Worldwise Quiz*; *Land Use UK*; *Geography Through the Window* and *Geography Action Week*.

Above all else Rex was a brilliant teacher – he won the Back Award from the RGS, was awarded the Pilkington Prize for teaching excellence by University of Cambridge and in 2000, the Order of the British Empire for his contribution to geographical scholarship. As a tutor and mentor he gave his students everything, even after they left his tutelage. His students have testified to Rex's extraordinary ability to *light the spark* and generate enthusiasm.

Rex enriched so many lives. The subtitle of *Geography in British Schools* is his own epitaph - ***Making a World of Difference.***

Chris Kington

Publisher

Geographical Association, UK, President, 2002-03

9.2 'Do you have time for a chat?': A tribute to a colleague and friend, by Professor Margaret Robertson

A drowning accident led to the untimely death of Rex Walford early in 2011. As the communications networks shared the news around the globe it became clear that we had lost one of the most influential figures of our times. Rex Walford's influence extended across all continents. A deep felt sense of loss followed by tributes that acknowledge the remarkable talents and achievements of the colleague and friend whom we all admired now exist on many websites for Geography and Geography Education.

All who knew and worked with Rex recognise that he added something special to their lives. We recall a man who could infuse a room full of people with his carefully chosen words and personal warmth. His extraordinary capacity to connect with audiences both small and large; encyclopaedic memory recall of events and figures, and his genuine interest in the well-being of all around him are well known. He was the all-round accomplished human being who led by example, held high expectations for himself and others, and showed a remarkable ability to guide people to reach the heights of their personal talents.

An ideas man, full of energy, vision and accomplishment, Rex made things happen. His approach was simple. Obstacles did not exist or were there to overcome. His tenacity is recorded through reflections on his many leadership roles including Past President of the UK Geographical Society and Royal Geographical Society Vice President. Likewise through large scale events such as the Land-Use UK project (1996) which involved field work around the country by children, their teachers and adults. Based on a stratified sample of one kilometer squares this was the 'biggest fieldwork' day that UK geographers had conducted. It followed the traditions of L. Dudley Stamp in the 1930s and Alice Coleman in the 1950s. Rex along with the GA successfully mobilised people's natural curiosity and provided the organisational strategies to complete the now well documented process [a].

At the recent gathering of the IGU's Commission for Geography Education, hosted by the British sub-committee of the GA in London, one of his more recent ex-students having presented a very fine piece of research commented to me on Rex's influence and 'that big smile'. When Rex talked with you it was if you were the only person of importance. A chat with Rex usually started with 'tell me what you've been doing of late?'; 'What are your plans?'; 'What do you want to achieve in the next week or month or year?'. You were his centre of attention and unless you returned the honour and asked him 'Well what about you Rex?' there was seldom any urgency to occupy the conversation 'space' with his own ongoing projects.

Of course he was immensely proud of his own achievements. But life for Rex was futures oriented and in the planning of the next big event.

Inside the front cover of a personal copy to me of one of his most recent publications titled *Using Games in School Geography* (2007) Rex Walford wrote 'to Margaret, friend and colleague in the great game of geography....Rex'. The book makes reference to his early career publication co-authored with John Taylor titled *Simulation in the Classroom* (1972) and how at the time simulation was often misread as 'stimulation'. Such was the ground breaking nature of Rex Walford's approach to learning and applications in different countries with different languages and cultures (such as Japan) [b]. Now, four decades later we see that the educators are beginning to acknowledge what Rex and his devotees have long promoted. Games are engaging, they teach

the curriculum in fun ways and people – young and not so young - love them. The use of games and simulation complemented by fieldwork seem to provide the right settings for creating the pre-conditions for developing geographical knowledge and learning constructs.

Nowadays, in the context of digital 'gaming' as some kind of emerging or 'new' phenomenon there is renewed impetus for reviewing the gaming strategies used by Rex and his colleagues. They provide a strong basis for critiquing the education quality of current developments and perhaps going further to offer advice for the educational design makers of games.

Rex may have retired from his formal position in the Faculty of Education at The University of Cambridge but his life was full of exiting new projects related to geography and his many other lives as a professional musician and historian, drama critique and director and producer of plays; sports enthusiast; collector and owner and rider of a Harley Davidson motor bike! His zest for life set a new benchmark for how to live to the full.

Whilst I feel sure that Rex, the scholar and teacher would not want to be singled out some reflection on the approaches he used can be viewed as an inspirational guide for all ages. Rex Walford did 'make a difference'.

Margaret Robertson
IGU Commission for Geographic Education,
La Trobe University.
Email: M.Robertson@latrobe.edu.au

Notes

[a] See Walford, R. (1997) *Land use – UK: A Survey for the 21st century*. Sheffield: Geographical Association.

[b] Professor Joseph Stoltman of Michigan University, USA, recalls experiences shared with Rex Walford in Japan where teachers participated in using the Walford Games with little language understanding but with responses indicating their understanding and learning through the gaming process.

10. Research Developments Internationally

10.1 Geographical education research in Switzerland

Although small, the Swiss scientific community in research in geographical education has successfully launched research project that are substantially funded:

1. Competences and competence development concerning spatial orientation of students in primary schools (age 8 to 12, key stage 2)

Project by Prof. Dr. Marco Adamina & lic. phil. Andrea Erzinger, University of Teacher Education Bern (running from August 2010 to January 2016).

2. Contributions of the social sciences – history, geography, citizenship – to education for a sustainable development. A case study: debating at school (about the topics "Populations, societies and the climatic change" [phase I] and "Populations, societies and ressources" [phase II]).

Project by Prof. Dr. François Audigier (University of Geneva, head of the project); Prof. Dr. Pierre-Philippe Bugnard (University of Fribourg); Prof. Dr. Philippe Hertig, Prof. Alain Pache (Teacher Training University, State of Vaud, Lausanne); Prof. Samuel Fierz (Teacher Training University, State of Valais, Saint-Maurice); Dr. Nadine Fink, Dr Philippe Haeberli, Pierre Varcher, Nathalie Freudiger (University of Geneva) (running from September 2007 – March 2011).

3. Development of a competence model to assess geographical system competence of students at the end of their mandatory schooling

Project by Prof. Dr. Armin Rempfler, University of Teacher Education of Central Switzerland Lucerne in cooperation with Prof. Dr. Rainer Uphues, University of Erlangen-Nuremberg and Prof. Dr. Johannes Hartig, German Institute for International Educational Research (2011-2013).

4. Conceptual change of students' alternative conceptions of freshwater sources and mountain hydrology by a constructivist learning environment.

Project by Prof. Dr. Sibylle Reinfried & Scherrer Assoc. for Hydrology (2011-2012).

10.2 Professional standards for teaching school geography, Australia

In Australia, *Professional Standards for Teaching School Geography* is now available. These standards articulate common and distinctive elements of the specialised practice of geography teaching. They provide aspirational goals for teaching as the standards are written to describe highly accomplished geography teaching. The standards establish a framework for geography teachers to reflect individually and collectively on their professional practice and engage in continuing inquiry into their own teaching.

Standards will never capture the full complexity of accomplished teaching, but they are of use to guide teacher professional learning. These standards are supported by a website at www.geogstandards.edu.au which is designed to offer pathways to explore elements of accomplished geography teaching by providing questions, samples of practice and further links based on each standard.

As well, the website contains samples of film clips of geography lessons with supporting information. They can be used to initiate reflection and discussion about what are the elements of accomplished geography teaching. Groups of teachers across Australia used these samples to help develop the standards and they reported that they were a powerful springboard in stimulating their thinking about the strengths of their own teaching practice and also in critically analysing ways of improving their teaching.

While standards for teaching in specialist areas have been developed by the teaching profession across Australia, the processes used to develop these geography standards were unique in two respects. Firstly, the actual classroom practices of geography teachers were documented in order to investigate the nature of accomplished geography teaching. Secondly, student perspectives about what makes for effective geography teaching were incorporated.

The investigations took place at eight schools in New South Wales, Victoria or South Australia. The schools represented the public, Catholic and Independent sectors and both metropolitan and non-metropolitan areas. The authors observed 22 geography lessons conducted by accomplished teachers, who were selected through a process of peer nomination. Interviews were conducted with 57 students and with the teachers; the classroom recordings were used to help stimulate the participants' recall of key events.

Key outcomes of the project

The following elements of geography teaching were identified and defined through the project

1. Knowing geography and the geography curriculum
2. Fostering geographical inquiry and fieldwork
3. Developing geographical thinking and communication
4. Understanding students and their communities
5. Establishing a safe, supportive and intellectually challenging learning environment
6. Understanding geography teaching and pedagogical practices

7. Planning, assessing and reporting
8. Progressing professional growth and development
9. Learning and working collegially.

These nine elements are expanded into 38 sub-categories, to express the specific characteristics of accomplished geography teaching.

This project, conducted from 2007–2010, was an initiative of the University of Melbourne, and was funded by the Australian Research Council, the Australian Geography Teachers' Association, the Geography Teachers' Association of Victoria and the Victorian Institute of Teaching.

Jeana Kriewaldt, Lecturer, Melbourne Graduate School of Education and Dianne Mulcahy, Senior Lecturer at the University of Melbourne. Email jeana@unimelb.edu.au

The research team comprised Dr Dianne Mulcahy (team leader), Jeana Kriewaldt, Associate Professor David Clarke, Nick Hutchinson from the Australian Geography Teachers' Association, Anne Dempster from the Geography Teachers' Association of Victoria and Fran Cosgrove from the Victorian Institute of Teaching. The team was supported by Sarah North (Research Assistant) and Roger Smith (who, in conjunction with other team members, helped develop and write the geography standards).

11. Curriculum and Teaching Developments

11.1 National Standards for Australian University-level Geography

Summary:

After a year-long process of development, Australian **geographers** have agreed on explicit national statements of Threshold Learning Outcomes (TLOs) for a Bachelors graduate with a major in geography from an Australian university. The Geography statements, which include 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 key professional bodies including:

- Australian Academy of Science's National Committee for Geography
- Australian Geography Teachers' Association
- Geographical Society of New South Wales
- Institute of Australian Geographers
- Royal Geographical Society of Queensland
- Royal Geographical Society of South Australia.

More information, including full copies of the Australian Standards, is available on the ALTC website at: <http://www.altc.edu.au/standards/disciplines/ASSH>

Some Detail:

The Australian Government commissioned the Australian Learning and Teaching Council (ALTC) to facilitate and coordinate discipline communities' definition of academic standards as the higher education sector prepares for a new regulatory environment and the creation of the Tertiary Education Quality and Standards Agency.

The Learning and Teaching Academic Standards (LTAS) project was established by ALTC to bring discipline communities together to define academic standards in line with the Australian Government's new standards-based quality assurance framework.

Professor Iain Hay was appointed by the Australian Learning and Teaching Council (ALTC) as Discipline Scholar for the Arts, Social Sciences and Humanities (ASSH) and given responsibility for leading selected ASSH discipline communities through the development of academic standards.

Geography and History were nominated from the ASSH Group as demonstration disciplines for this work by the Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH)

and separately by a national forum of education, business and government leaders convened by ALTC in February 2010.

The Geography Standards Statement is intended to offer a succinct description of the nature and extent of the discipline and to distinguish the threshold (i.e. minimum) level of achievement that can be expected of an Australian Bachelor level graduate with a major in Geography. The Statement also sets out careers Geography graduates might pursue.

Initial versions of the Statement were prepared by a small Discipline Reference Group representing professional bodies, academics, and employers. This Group met throughout the year, its members providing ongoing expert advice on the draft Statement, facilitating engagement with key stakeholders, and reviewing feedback to write the final Statement.

In preparing the draft Statement, the Reference Group drew from their own extensive and diverse disciplinary expertise and referred to relevant national and international benchmarks including the United Kingdom's QAA (Quality Assurance Agency) benchmark statements, European Tuning descriptors, Dublin descriptors, and the evolving Australian Quality Framework.

The draft Statement was completed in June and a consultation paper prepared. These documents were presented to the Heads of Geography programs, discussed in a panel session at the joint New Zealand Geographical Society/Institute of Australian Geographers Conference in Christchurch in July, and then circulated widely around Australia. Professor Hay discussed the papers at ten well-advertised public meetings across the country in August and September and as an invited guest at several conferences and events. An independent consultant was invited to provide an educational review of the Statement.

The consultation period concluded at the end of September. Feedback from the public meetings was captured and, together with the consultant's advice and 26 written submissions, was considered by the Discipline Reference Group as it wrote the final Statement. The Geography Standards Statement was finalised in late October. Since then it has been endorsed by: Australian Academy of Science's National Committee for Geography, Institute of Australian Geographers, Australian Geography Teachers' Association, Royal Geographical Society of South Australia, and Geographical Society of New South Wales.

Work in the LTAS Project has demonstrated means by which a discipline community can develop and settle upon a shared understanding of academic standards in their discipline. It has prompted peak bodies representing a range of ASSH disciplines, including Anthropology, Political Science, Population Studies, Sociology, and Theology to begin their own work to develop standards statements. The Project has also sparked significant supplementary work in Geography, History, and allied ASSH disciplines to examine the ways in which the standards statements might be implemented and the standards 'delivered'.

Professor Hay and the Geography Discipline Reference Group are grateful to all who contributed to the development of the Geography Standards Statement. The outcome is truly a community effort.

Ian Hay

12. Recent Publications

Dr Gillian Kidman, reviews editor for *IRGEE*, requests authors of new publications to send a copy to her for review. Any publication, in any language, can be sent to her at:

Dr Gillian Kidman,
Reviews Editor, IRGEE,
MSTE, Faculty of Education,

Kelvin Grove Campus,
Queensland University of Technology,
Kelvin Grove,
Brisbane,
QLD 4059
Australia.

12.1 New and recent English language Book publications

- Agnew, J. & Duncan, J. (eds.) (2011) *The Wiley-Blackwell Companion to Human Geography*. Chichester: Wiley-Blackwell.
- Agnew, J. & Livingstone, D. (eds.) (2011) *The Sage Handbook of Geographical Knowledge*. London: Sage.
- Al Khalailah, E. (2008) *Understanding Children's Environments: Where to go, Where to play*. Saarbrücken: VDM Verlag Dr Muller.
- Brunet, R. (2011) *Sustainable Geography*. Hoboken: Wiley.
- Butt, G. (ed.) (2011) *Geography, Education and the Future*. London: Continuum.
- Carr, N. (2011) *Children's and Families' Holiday Experiences*. Abingdon: Routledge.
- Clark, A. (2010) *Transforming Children's Spaces*. Abingdon: Routledge.
- Cooper, L., Johnston, J., Rotchell, E. & Woolley, R. (2010) *Knowledge and Understanding of the World*. London: Continuum.
- Daniels, S., DeLyser, D., Entrikin, J. & Richardson, D. (eds.) (2011) *Envisioning Landscapes, Making Worlds: Geography and the Humanities*. Abingdon: Routledge.
- Dear, M., Ketchum, J., Luria, S. & Richardson, D. (eds.) (2011) *GeoHumanities: Art, History, Text at the Edge of Place*. Abingdon: Routledge.
- Foley, P. & Leverett, S. (eds.) (2011) *Children and Young People's Spaces: Developing Practice*. Basingstoke: Palgrave MacMillan.
- Freeman, C. & Tranter, P. (2011) *Children and their Urban Environment: Changing Worlds*. London: Earthscan.
- Holt, L. (ed.) (2011) *Geographies of Children, Youth and Families*. Abingdon: Routledge.
- Keller, D. (ed.) (2010) *Environmental Ethics: The big questions*. Chichester: Wiley-Blackwell.
- Knight, S. (2011) *Risk and Adventure in Early Years Outdoor Play*. London: Sage.
- Lo, B. (2010) *GPS and Geocaching in Education*. Eugene: ISTE.
- Marshall, D. (ed.) (2010) *Understanding Children as Consumers*. London: Sage.
- Milson, A. & Alibrandi, M. (2008) *Digital Geography: Geospatial Technologies in the Social Studies Classroom*. Charlotte: IAP.
- Parker, W. (ed.) (2010) *Social Studies Today: Research and Practice*. New York: Routledge
- Rawling, E. (2011), *Ivor Gurney's Gloucestershire: Exploring poetry and place*. Stroud: The History Press.
- Smith, S., Pain, R., Marston, S. & Jones III, J.P. (eds.) (2010) *The Sage Handbook of Social Geographies*. London: Sage
- Waite, S. (ed.) (2011) *Children Learning outside the Classroom from Birth to Eleven*. London: Sage.
- Williams, W. (2010) *I used to know that: Geography*. London: Michael O'Mara Books Ltd.

Book outline

Hay, I. (2011) *Inspiring Academics: Learning with the World's Great University Teachers*. Maidenhead: Open University Press.

Inspiring Academics draws on the experience and expertise of award-winning university teachers – including geographers Mick Healey and Susan Wurtele and Nobel Laureate physicist Carl Wieman – to illuminate exemplary teaching practice. It is structured around five core themes: inspiring learning, command of the field, assessment for independent learning, student development and scholarship.

Mirroring the vast range of practices and characteristics that constitute high quality teaching, 26 distinguished scholars from Australia, Canada, New Zealand, the UK and the

USA recount and reflect on the personal and professional circumstances that have made them great teachers. Through its autoethnographic approach, this book provides captivating and illuminating personal explorations of the 'hows and whys' of excellent university teaching.

More details of the book are available at: <http://www.mcgraw-hill.co.uk/html/0335237428.html>

12.2 Non-English language Book publications

Reinfried, S. (2010, Hrsg.). *Schülervorstellungen und geographisches Lernen. Aktuelle Conceptual-Change-Forschung und Stand der theoretischen Diskussion*. [Students' Alternative Conceptions and Geographical Learning. Present Conceptual Change Research and State of the Art of the Theoretical Discussion]. Logos Verlag Berlin, 211 S.

12.3 Forthcoming publications

Ali Demirci, Andy Milson, and Joseph Kerski (eds.) (2011, forthcoming) *International Perspectives on Teaching and Learning with GIS in Secondary Schools*. Dordrecht: Springer.

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

13. Journals

13.1 RIGEO Launched

We are pleased to announce that the first issue of **R**eview of **I**nternational **G**eographical **E**ducation **O**nline (**RIGEO**) [ISSN: 2146-0353] has just been published at <http://www.rigeo.org>. We invite you to review the Table of Contents printed below and to visit our web site to review articles and items of interest.

RIGEO is a scholarly open access, peer-reviewed and fully refereed journal focusing on theories, methods and applications in the all aspects of Geography Education.

This inaugural issue would not have been possible without encouragement and support of many valued individuals. I would like to thank foremost, with a great respect, the individuals who spent their inestimable time to review the papers on behalf of RIGEO and the Editorial Board of RIGEO. Finally I would like to thank very much indeed those educators who contributed to the first issue of RIGEO by submitting their papers.

We encourage you not only to read the articles in RIGEO but to consider submitting your own work, and encouraging your research students to submit their work for possible publication in this new journal. To submit articles for consideration or to receive further information and to send your recommendations, please contact us at eartvinli@gmail.com.

The articles in RIGEO Volume 1, No. 1, Spring 2011

Geography in Italian schools (An example of a cross-curricular project using geospatial technologies for a practical contribution to educators)

Gine DE VECCHIS, Daniela PASQUINELLI D'ALLEGRA, Christiano PESARES

An Analysis of Competence Development in Portugese Geography Textbooks

Christina MARTINHA

Future Prospects for Geographical Education in Slovenia

Tatjana RESNICK PLANINC

*The Representation of Europe in Maps with Reference to Catling's Theory of Children's Worlds:
Issues for Geographical Education*

John HALOCHA

Geography and Citizenship Education: Migrations and Pathways in Educational Research

Emilia SARNO

Call for Papers for the second issue: Volume 1, no. 2, Autumn, 2011

RIGEO announces the second issue of this peer reviewed electronic journal. The purpose of the journal is to serve as a forum for geography educators around the world to present and discuss common concerns in local, national, global, international and transnational issues in geography education. The second issue is scheduled for an October 2011 publication. Please contact the editor for information on the submission deadline.

RIGEO is seeking qualified researchers as reviewers

Review of International Geographical Education Online (RIGEO) is seeking qualified researchers as reviewers on the "Referee Advisory Board". RIGEO will serve as an important resource for geography educators, researchers and students across the globe. We ask you to support this initiative by joining our team. If you are interested in serving as a member of the "Referee Advisory Board", kindly send us your resume to eartvinli@gmail.com.

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14. Other News

14.1 International Charter on Geographical Education

In a short time the "International Charter on Geographical Education" published in 1992 will be electronically available on the IGU-CGE website in 22 languages as PDF-files for download.

I think that the PDFs would be a fine addition to the documents already available on our website.

Prof. Dr. Sibylle Reinfried

14.2 Landsat data access

You can now analyze 40 years of Landsat data for anywhere on the planet via a web browser using ArcGIS Online, via <http://www.esri.com/landsat>.

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

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

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

jkerski@esri.com | esri.com

Twitter: @josephkerski

14.3 Geocube

GeoCube: a multi-lingual geographical resource (<http://www.geo-cube.eu>)

The Geocube is a multimedia promotional tool developed to promote what geography is and geographers do. It has been translated into French, Spanish, Italian and German. The Web site and resources provided have been used to lobby for

geography in a number of countries where the subject has recently come under threat. It is a useful introduction for non-specialists and the media (video and high quality photography) can be freely downloaded for educational use.

Please email eurogeomail@yahoo.co.uk if you would be interested in translating the Geo-cube into your language. Thanks to ESRI Europe for their support.

Karl Donert

APPENDIX A

Commission on Geographical Education 2010 Report to the IGU Executive January 2011

1. List of members of the IGU Commission on Geographical Education.

- *Lex Chalmers, (Chair)* Geography, The University of Waikato, Private Bag 3105, Hamilton New Zealand 3240. Tel: +64 7 838 4436 Fax: +64 7 838 4633 E-mail: lex@waikato.ac.nz
- *Simon Catling, (Secretary)* Early Childhood and Primary Education, Oxford Brookes University, Harcourt Hill, Oxford OX2 9AT Tel: +1865 488499 Email: sjcatling@brooks.ac.uk
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- *Joop van der Schee, Co-chair Olympiad Task Force, Educational Training, Assessment and Research, Free University Amsterdam, De Boelelaan 1105, 1081 HV Amsterdam, The Netherlands. Fax +31 20 5989250 Email: j.a.vander.schee@vu.nl*
- *Wang Min, Beijing Normal University, No. 19 Xijiekouwai Street, Beijing 100875, People's Republic of China, Tel: 86 10 62206307, Fax: 86 10 58836093, Email: wangmin@bnu.edu.cn*

Honorary Members: Margaret Robertson, Australia; Sarah Bednarz, United States; Hartwig Haubrich, Germany; Joseph Stoltman, United States, and John Lidstone, Australia.

2. Mailing list of Corresponding Members.

A review of membership was carried out in 2010, with over 150 people removed from our list. In June, 2010 the revised list contained 366 members, with the following distribution of membership for those countries identifiable as having four or more members: United Kingdom (79), United States (28), Australia (24), Germany (18), New Zealand (18), Finland (17), Singapore (11), South Africa (10), The Netherlands (9), Czech Republic (9), Italy (9), Japan (8), Israel (7), Hong Kong (5), Denmark (5), Poland (4), France (4), Belgium (4), Canada (4), Greece (4). A good number of correspondents had Google, hotmail and yahoo e-mail accounts. We expect to add 50 new members from Turkey and Europe after a successful conference meetings and the 2010 Olympiad in Taiwan.

3. Dates, titles, locations, and number of participants of CGE meetings in 2010.

January 19th – 22nd, 2010. *Positioning Geography: Strategic Issues in Geographical Education*, University of Waikato, Hamilton, New Zealand. There were 81 participants from 11 countries, plus 9 delegates in virtual sessions.

July 8th -10th, 2010. *Representations of cultural differences through geographical education*, Commission on Geographical Education conference at Fatih University in Istanbul, Turkey. 95 geographers gathered in Istanbul from 23 countries.

July 12th -16th, 2010. *Bridging Diversity in a Globalizing World*, the IGU Regional Conference in Israel. The meetings organized by the Commission on Geographical Education had up to 40 delegates to hear 30 papers on themes related to *Teaching and Learning in Geography*.

4. Meetings with participation of the Commission on Geographical Education in 2011.

IGU CGE Symposium entitled *Curriculum Making in Geography*. Institute of Education, University of London. April 18th – 20th. The meeting follows the Geographical Association's Annual Conference. An outline of the Symposium theme is given at www.igu-cge-uk.webs.com/londonsymposium2011.htm

IGU Santiago Regional Conference meeting *United and Integrated with the World*, 14th – 18th November, 2011. We hope to see Commission participation in Conference at Libertador Bernardo O'Higgins Military School, Santiago, Chile. See <http://www.ugi2011.cl/>

Other meetings to which Commission members have been invited:

Spatial orientation, maps and geo-information in education. German Association of University Lecturers in Geography Symposium, Ludwigsburg. April 7th – 8th, 2011. University of Education, Ludwigsburg, Germany.

No Passports Required. AAG Centre for Global Geography Education Workshop at the AAG in Seattle, 12th – 13th April 2011. Seattle, Washington, USA. See <http://www.aag.org/cs/annualmeeting>

Geography: Your World – A European Perspective. EuroGeo Annual Meeting and Conference. June 2nd – 5th, 2011. Titania Hotel, Athens, Greece. See <http://www.ntua.gr/MIRC/EUROGEO/index.html>

Geoinformation in Education. June 4th-8th, 2011. Salzburg, Austria. See www.gi-forum.org/learning

MAPS FOR THE FUTURE: CHILDREN, EDUCATION AND INTERNET, Joint ICA and Laboratory Cedete Symposium. June 30th – July 1st, 2011. University of Orleans, Paris, France.

Putting Critical Thinking on the Map. ESRI Education Users Conference. July 9th – 12th, 2011. Hilton Hotel, San Diego Bayfront, California, USA. See www.esri.com/educ

Spatial Thinking and Geographic Information Sciences, September 14th-16th, 2011. University of Tokyo, Tokyo, Japan

5. Collaborative efforts with other IGU Commissions or Task Forces and with other international unions and organizations.

The *Positioning Geography* Conference organized in January 2010 was a collaborative venture that involved joint sessions with [IGU Commission on Gender and Geography](#), [IGU Commission on the Geography of Tourism, Leisure and Global Change](#) and the International Network for Learning and Teaching Geography.

The *Representations of cultural differences through geographical education* in Turkey was in collaboration with the [European Association of Geographers](#) or EUROGEO.

The Commission worked with the *Bridging Diversity in a Globalizing World* Conference organizers to develop a program of 24 papers at the [IGU regional conference](#) in Tel Aviv, the Commission participated in the session.

At both the Turkish and Israeli conferences the Commission promoted the AAG's [Centre for Global Geography Education](#) outreach program called *No Passports Required*.

The Commission worked with the IGU's [Olympiad Taskforce](#) to promote and deliver the IGEO highly successful Geography Olympiad in Taipei. In the biggest Olympiad to date, 27 countries had representatives, and the Team from Singapore was the overall winner.

6. Newsletters and other publications of the Commission on Geographical Education in 2010.

The Commission publishes three Newsletters every year in March/April, July/August and December. The Newsletters advise colleagues of conferences, research opportunities, regional activities and publications. The first newsletter in 2010 was published in April (14 pages), the second in August (19 pages) and the third in December (26 pages).

Joop van der Schee maintains the Commission website at <http://www.igu-cge.org/about.htm>. The website is a popular and accessible portal to Commission publications, activities and research work. The Commission's three major contributions to international education are included on this site. The documents are the:

INTERNATIONAL CHARTER ON GEOGRAPHICAL EDUCATION
INTERNATIONAL DECLARATION ON GEOGRAPHICAL EDUCATION FOR CULTURAL DIVERSITY
LUCERNE DECLARATION ON GEOGRAPHY EDUCATION FOR SUSTAINABLE DEVELOPMENT

The most important publication of the Commission is the journal in [International Research in Geographical and Environmental Education](#) (IRGEE) which is edited by two members of the Commission, John Lidstone and Joe Stoltman, and now published by Routledge. IRGEE appears in four issues annually and runs to about 360 pages a year; 2010 is the nineteenth year of publication. The journal publishes editorials, research papers, forums on geographical education and reviews.

Papers from the *Positioning Geography: Strategic Issues in Geographical Education* are published in the [New Zealand Geographer](#) Vol. 66, no. 3, pp. 179-202. Three papers will also appear in [International Research in Geographical and Environmental Education](#) (forthcoming).

30 papers from the *Representations of cultural differences through geographical education* Conference in Turkey will appear as an edited edition of reviewed papers.

Newsletter 6 of the Commission describes six on-going research projects of interest to the Commission (<http://www.igu-cge.org/newsletters/IGU%20CGE%20Newsletter%20No%206%20December%202010.pdf>). These projects produce a number of interim papers that appear in conference proceedings.

Lex Chalmers, Chair
Commission on Geographical Education
8 January, 2011

APPENDIX B

IGU Statement to the Civil Society Organisation

The significance of the International Geographical Union (IGU) for the Civil Society Network lies in its widely distributed and well established international networks along with its interest in core CSO topics, particularly Education, Sustainable Development, and Science and Technology. The IGU's networks and interests align readily with the United Nations Millennium Development Goals of Universal Primary Education (2), Sustainable Development (7), and Global Partnerships (8F).

In the area of Education, one of the oldest IGU Commissions, the *Commission on Geographical Education*, has nearly 400 members from 53 countries. The Commission actively seeks to take the educational awareness of space and place to new communities. The Commission models processes and educational goals but does not advocate curriculum or assessment content, which must be developed within national learning communities. Our key challenge lies in linking colleagues in developing countries to these initiatives.

As part of the United Nations Decade of Education for Sustainable Development, the IGU ratified the *Lucerne Declaration on Education for Sustainable Development* in 2008 (see <http://www.igu-cge.org/Charters-pdf/LucerneDeclaration.pdf>). The Declaration is available for use as a formal base for primary and secondary teaching programs that focus on sustainability. Three IGU Commissions use the international connectedness of the IGU as a platform for research and for engagement with issues of sustainability in a wide range of physical and cultural environments.

The IGU's linkages to the Millennium Development Goals in Education are numerous. The Commission on Geographical Education links with the Association of American Geographers to promote environmental and cultural sustainability through the Centre for Global Geographical Education (CCGE, see <http://globalgeography.aag.org/>). One of the goals of the CGGE is collaborative projects that use e-learning technologies to connect geography classes in different countries for online collaboration and discussion. The IGU also supports international contact and collaboration among young geographers through its International Geography Olympiad (<http://www.geoolympiad.org/>). The 2012 Olympiad in Cologne will be the eighth such event since 1996, with Olympiads held in Africa (2), Europe (3), Asia (2), and Oceania (1).

The IGU uses communication technologies to meet in virtual space. The Commission on Geographical Education has been pursuing "community of practice" approaches in education, particularly with in-service teacher development. Virtual communities reduce the isolation of remotely located teachers charged with the key responsibility of educating our young people. A second distinctive technology, Geographical Information Systems (GIS), has changed the way the IGU sees and understands the spatial data that underpin planning and hazard management. Several Commissions of the IGU have GIS at the heart of their research and teaching programs, and understanding spatial data and how to use it are key educational goals of the IGU.

As a significant international community of scholars, the IGU contributes to many important international debates and seeks opportunities for multilateral collaboration and partnerships. Given that education is a foundational experience, the IGU Executive Committee has made global education a priority in the belief that the IGU's international linkages will make a real difference in global education.

Lex Chalmers, Chair
Commission on Geographical Education
3 May, 2011