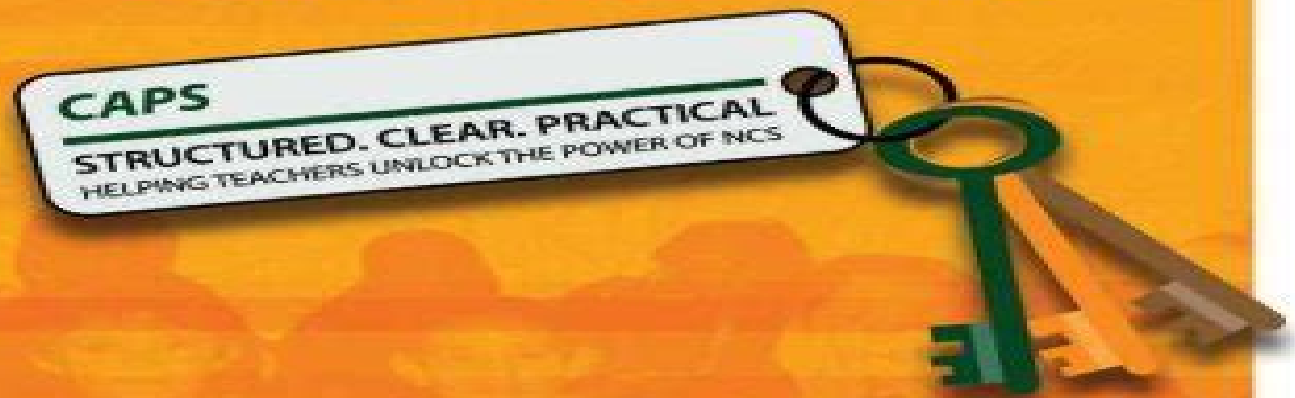


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# Geography Department Of Basic Education

**Theresa Bourke, Reece Mills, Rod Lane**

## **Geography Department Of Basic Education:**

### **Geography Teacher Education and Professionalization** Eyüp Artvinli, Inga Gryl, Jongwon Lee, Jerry T.

Mitchell, 2022-11-02 This book focuses on how current and prospective teachers worldwide are prepared for the significant task of teaching geography given the important role of teachers. It eschews a traditional career-centric framework pre-service in-service teaching in favor of a topical approach toward issues that all teachers face. The book updates thinking on geography education subfields such as GI education and fieldwork and traces important contemporary discourses such as digitalization and sustainability. The book further explains the broad variety of institutionalization of geography teacher education in various political systems. In short, this book collects strategies for geography teacher educators worldwide to provide insight into the challenges, conditions, and solutions present at the classroom and institutional level. As such, this book is a must-have for teacher educators and geography teachers worldwide.

**Assessment in Geographical Education: An International Perspective** Theresa Bourke, Reece Mills, Rod Lane, 2022-02-27 In recent years, there has been increased attention paid to the importance of assessment in Geographical Education, the chosen subject for this book. Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students, teachers, parents, and policymakers. To be effective, assessment needs to be valid, reliable, and fair. Validity is about ensuring that we assess what we claim we are assessing. Reliability is about measuring performance and understanding in a consistent way. Without validity and reliability, assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do. As geography educators, it is therefore important that we identify the core concepts and skills in geography that we want students to master. We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit-for-purpose assessments that track and improve student learning. While there is a substantial literature on evidence-based assessment in secondary school contexts, research exploring best practice assessment in geography is rare. This is a concern given the distinctive nature of geography and the important role of assessment in the learning process. This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography. The chapters are written by leading researchers in Geographical Education from across the globe. These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia, USA, South Korea, Germany, Switzerland, and Singapore. What unifies the work in this book is that each chapter focuses on a key feature of the discipline of geography, providing scholarly examples of evidence-based practices for assessing students' knowledge and skills.

**Learning Progressions in Geography Education** Osvaldo Muñiz Solari, Michael Solem, Richard Boehm, 2016-07-30 This book informs an international audience of teachers, scholars, and policymakers about the development of learning progressions for primary and secondary geography education in various countries and regions of the world. The book represents an important

contribution to learning progressions research and practice The different chapters explore how curriculum standards and frameworks in different countries portray progress and sophistication in the learning of geography The book compares educational systems and how teachers and curriculum developers use the concept of learning progression to guide educational practices As an approach to educational research learning progressions offer considerable potential for understanding how children develop understanding of geographic concepts and practices across grade bands and in relation to national geography standards The book analyzes the general conditions of learning progressions within the context of a globalized world Important themes are addressed such as knowledge acquisition in formal education measuring learning progressions in informal settings learning progressions for one curriculum standard or several standards conditions to assess progression in the learning of facts concepts and skills and multiple pathways for understanding or learning geography The contributing authors are experienced scientists in the field from all around the world giving specific insights into the practices of their countries The book appeals to K 12 teachers school administrators policymakers researchers in geography education professors and lecturers at universities around the world

*Indigenous Teaching Disciplines and Perspectives for Higher Education* Kgari-Masondo, Maserole Christina, 2025-03-28 Literature indicates that sociolinguists and educationists often claim multilingual practice and Africanizing and Indigenizing education will jeopardize national unity and social cohesion Such claims delay the implementation of decolonization policies and the transformation of the curriculum under false assumptions However research reveals many Indigenous students struggle with higher educational content which is often presented through languages that are unfamiliar to them This implies that there is a need to uncover resources that can assist in necessitating the implementation of Indigenous education globally and that all multilingual strategies in education must be based on quality mother tongue illustrative content as its foundation As a result further research on the subject is necessary to enhance teaching strategies that reach all Indigenous students *Indigenous Teaching Disciplines and Perspectives for Higher Education* illustrates the need for the implementation of a decolonized teaching and learning curriculum with integrated resources as models It explores how to improve Indigenous knowledge content and teaching methods Covering topics such as cultural identity African research methodology and Indigenous media this book is an excellent resource for teachers policymakers school administrators researchers scholars academicians and more

Basic Geography ,1998 *Bloomsbury Curriculum Basics: Teaching Primary Geography* Stephen Scoffham, Paula Owens, 2024-08-22 The Bloomsbury Curriculum Basics series provides non specialist primary school teachers with subject knowledge and full teaching programmes in a variety of key primary curriculum subjects This book is a revised and up to date hands on guide to planning and delivering primary geography lessons that will inspire your class and extend their knowledge in lively and effective ways Updates include Biodiversity Climate change Diverse and up to date case studies and resources from Jamaican landscapes in KS1 to the Turkey Syria earthquake for KS2 Fully updated and in line with National

Curriculum guidelines for Key Stage 1 and Key Stage 2 the book provides easy to follow lesson plan ideas that are packed full of guidance and activities alongside helpful summaries interesting facts key vocabulary useful websites and cross curricular links If you are a primary practitioner or a subject co ordinator who wants to plan and deliver an engaging and informed programme in your classroom or across your whole school this book is for you [The Origin and Growth of Geography as a discipline at South Africa Universities](#) Gustav Visser,2016-09-20 The publication provides the first comprehensive text that reflects on a century of the development of geography as an academic discipline at South African universities The book showcases a broad and textured review of South Africa s geography departments their staff members their times and the different Geographies they engaged in The book lays the foundation from which more expansive individual departmental histories can be written in the future **Handbook of Education in China** W. John Morgan, Qing Gu, Fengliang Li,2017-08-25 The Handbook of Education in China provides both a comprehensive overview and an original interpretation of key aspects of education in the People s Republic of China It has four parts The Historical Background The Contemporary Chinese System Problems and Policies The Special Administrative Regions Macau and Hong Kong The Handbook is an essential reference for those interested in Chinese education as well as a comprehensive textbook that provides valuable supplementary material for those studying Chinese politics economy culture and society more generally *International Handbook on Geographical Education* Rod Gerber,2013-03-09 I am very pleased to have been asked by Rod Gerber to provide a preface to such a book Not least because of the twenty four chapters eight are written by former students or colleagues with whom I have worked in the past and whom I still meet at conferences on geographical education It is with a certain pride and joy that I note the progress which has been made in geographical education both in its day to day teaching and in research in the twenty years following the end of my term of office as Chair of the Commission on Geographical Education of the International Geographical Union CGEIUG My successors Joe Stoltman Hartwig Haubrich Rod Gerber and now Lea Houtsonen have done much and are continuing to work hard to foster the development of geographical education This book is proof if proof were needed that the international collaboration in this field is alive and well with contributions coming from all the continents except Antarctica It would be a moribund subject that remained unaffected in one way or another by developments on the great world stage as Fairgrieve 1926 would have put it And as Rod Gerber shows the issues of globalisation of cultural encounters of differing value systems of new technologies of variable economic development and of environmental quality all feature as topics which influence and are influenced by geographical education **Resources in Education** ,1998-10 *Schooling for Sustainable Development in Africa* Heila Lotz-Sisitka, Overson Shumba, Justin Lupele, Di Wilmot,2016-11-11 This book considers the scope and dynamics of Education for Sustainable Development ESD and learning in schools in Africa It explores the conditions and processes that support such learning and examines how ESD in schooling can improve the quality and relevance of education The quality of education has been defined internationally as

a key concern for educational institutions around the world including schools in Africa The models of quality are often limited to performance based approaches and or inclusive approaches The contributions in this book show that there is more to a discussion on educational quality in Africa than performance success and or inclusion The chapters explain how ESD brings a new relevance to education in Africa and at the same time sounds the beginning of a new concept of quality education The volume presents a collection of experiences in creating and supporting quality learning processes through a variety of ESD practices

*Space and Geospatial Technologies for the Africa We Want* Jossam Potel, Kamal Labbassi, Solomon Tesfamichael, Harold Annegarn, Jide Kufoniyi, Souleye Wade, 2024-10-25 This book comprises the contributions of the African Association of Remote Sensing of the Environment AARSE international conference which is conducted biennially across Africa alternately with the AfricaGIS conference It is the premier forum in Africa for research on remote sensing technologies and geospatial information science gathering leading scholars from the remote sensing and related communities The 13th AARSE International Conference was held on October 24-28 2022 in Kigali Rwanda to focus on Earth observations and geospatial science to achieve the Sustainable Development Goals The five day event themed Space and Geospatial Technologies for the Africa We Want was organized by the African Association of Remote Sensing of the Environment AARSE and the Institut d'Enseignement Supérieur de Ruhengeri Ines Ruhengeri in partnership with Rwanda Space Agency and Space in Africa Furthermore the conference was sponsored by GMES and Africa the Regional Centre For Mapping Of Resources For Development RCMRD Airbus European Space Agency ESA Digital Earth Africa and INES Ruhengeri and Rwanda Space Agency The 13th Conference continues a long series of successful AARSE conferences which started in 1996 in Harare Zimbabwe and has been held in Abidjan Cote D'Ivoire in 1998 Cape Town South Africa in 2000 Abuja Nigeria in 2002 Nairobi Kenya in 2004 Cairo Egypt in 2006 Accra Ghana in 2008 Addis Ababa Ethiopia in 2010 El Jadida Morocco in 2012 Johannesburg South Africa in 2014 Kampala Uganda in 2016 and in Alexandria Egypt in 2018 The book is mainly addressed to practitioners and experts from academia politics and industry

**Current Topics in Czech and Central European Geography Education** Petra Karvánková, Dagmar Popjaková, Michal Vančura, Jozef Mládek, 2016-10-19 This book discusses current challenges related to teaching geography mainly at the secondary school and higher education level Focusing on a range of current topics different methods techniques materials applications and approaches to geography education with a regional Central European perspective the book makes an original contribution to the field Most of the chapters aims at the practical development of the themes such as geography curriculum Part I global education inquiry based education project based learning case studies powerful teaching Part II using of information and communication technologies Part III in geography teaching The final part Part IV covers some geopolitical and socio geographical aspects of the aforementioned Central European former communist countries from the point of view how to teach them with various methods Therefore the book can appeal to many geography or science students researchers and educators studying

geography education around the world      **Educational content up close** UNESCO,2019-12-20      *Geography* Arild Holt-Jensen,2009-09-24 Now in a fourth edition this standard student reference has been totally revised and updated It remains the definitive introduction to the history philosophy and methodology of human geography now including a detailed explanation of key ideas in human geography s post modernist and post structuralist turns The book is organized into six sections What is Geography an introduction to the discipline and a discussion of its organization and basic research approaches informed by the question what difference does it make to think geographically Foundations of Geography an examination of geography from Antiquity to the 1950s with a special focus on human environment relation Geography 1950 1980 a critical review of the development of geography as a spatial science Paradigms and Revolutions an analysis of paradigm shifts in geography introducing students to key debates in the philosophy of science Positivism and its Critics a detailed discussion of positivism critical theory humanistic geography behavioural geography and structuralism New Trends and Ideas developing critical responses structuration theory realism post structuralism post modernism feminism and actor network theory This text explores complex ideas in an intelligible and accessible style Illustrated throughout with research examples and explanations in text boxes questions for discussion at the end of each chapter and a concept glossary this is the essential student companion to the discipline      Understanding and Teaching Primary Geography Professor Simon J Catling,Simon Catling,Tessa Willy,2018-06-18 This book supports trainee and beginning teachers to develop their knowledge and understanding and enable them to plan and teach outstanding geography lessons in primary schools      *ELT in Asia in the Digital Era: Global Citizenship and Identity* Suwarsih Madya,Fuad Hamied,Willy A. Renandya,Christine Coombe,Yazid Basthomi,2018-06-27 This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era s impact on English teaching in non English speaking countries English used in the global environment the frequent mobile communication and the use of AI based translators are bringing about dramatic changes in our English language learning and teaching Who can provide us the wisdom to know what to do Those scholars going through these complex environmental changes A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book It s indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts      Many Visions, Many Aims W.H. Schmidt,S. Raizen,E.D. Britton,Leonard J. Bianchi,Richard Wolfe,1997-08-31 PREFACE The Third International Mathematics and Science Study TIMSS sponsored by the International Association for the Evaluation of Educational Achievement IEA and the g ernments of the participating countries is acomparative study of education in mathematics and the sciences conducted in approximately 50 educational systems on six continents The goal of TIMSS is to measure student achievement in mathematics and science in participating countries and to assess some of the curricular and classroom factors that are related to student learning in these subjects The study is intended to provide educators and policy makers with an unpar leled and multidimensional perspective on mathematics and science curricula

their implementation the nature of student performance in mathematics and science and the social economic and educational context in which these occur TIMSS focuses on student learning and achievement in mathematics and science at three different age levels or populations Population 1 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 9 year old students Population 2 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 13 year old students and Population 3 is defined as all students in their final year of secondary education including students in vocational education programs In addition Population 3 has two specialist subpopulations students taking advanced courses in mathematics mathematics specialists and students taking advanced courses in physics physics specialists

**Children, Education and Geography** Lauren Hammond, Mary Biddulph, Simon Catling, John H. McKendrick, 2022-11-30 This book examines the intersections between children education and geography With a particular focus on children's geographies and geographies of education the book draws upon cutting edge research to consider how geographical education can be enhanced through increased engagement with these fields The book is underpinned by the position that the lives of children and young people are inherently geographical as are educational institutions systems and processes The volume explores the ways in which the diverse relationships between children education and geography can enrich research and work with and for children and young people Chapters in this book consider how injustices are reproduced through education Chapters also explore how insights generated by thinking in and across geography and education can be used to support and empower young people in both formal education and in their everyday lives Ultimately this book is written for children and young people Not as the readership but as people often marginalised in decision making at a variety of scales in education and who we contend should be at the heart of all educational thinking The book is of value to undergraduate and post graduate students interested in geography education and children's geographies as well as teachers of geography both new and experienced

*Social Studies Education in East Asian Contexts* Kerry J. Kennedy, 2020-07-28 The book explores the state of social studies education within selected East Asian societies and provides some insights into distinctive classroom practices In an increasingly volatile and unpredictable world the education of young people who both understand the contexts in which they are growing up and see the need for engaging with them is a top priority This task falls to social studies education which carries the responsibility for inducting young people into their social world and helping them to see the role they can play within it This is particularly important in East Asia where strong economic growth long held cultural values and diverse political systems create an environment that challenges young people on multiple fronts This book with its team of regional authors shows how different societies in the region are dealing with these challenges and what can be expected from future citizens The book will appeal to policy makers researchers and teachers interested in the current state of social studies education in East Asian societies



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