

International Geographical Union  
Commission on Geographical Education  
2016-2020



Newsletter #2 – April 2017

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## Welcome to Newsletter #2!

Dear Friends and Colleagues,

We are preparing for our major event this year, the Commission Symposium in Lisbon. The main theme of the symposium is *‘Integrating Knowledge and Understanding in Geography Education’* and has been meticulously prepared by former Steering Group member Fernando Alexandre and academics from Portugal. Please see more details in the IGU CGE Conference News section. We would like to encourage you to spread this message in your networks and among your colleagues.

In addition to the regular updates on seminars, conferences, funding opportunities and publications within the community, this issue of the newsletter brings us news on the change in editorship to the Commission’s flagship *Journal International Research in Geographical and Environmental Education (IRGEE)* as well as the new appointment of our esteemed commission treasurer as Research Professor at Texas State University. On behalf of the Commission we would like to extend our congratulations to our fellow colleagues on their new appointments. The steering committee has also set up four sub-committees to work on the four key areas on ‘Increasing the visibility of the CGE’, ‘Developing the CGE network’, ‘Enhancing the quality of geography education research’, and ‘Diversifying the possibility outlets of geography education research’. While there is much work to be done, there are plenty of activities within the community to look forward to. We hope to see you at the Lisbon meeting so that we can share the latest developments with you, in person. Until then, stay well.

*Clare Brooks, Chew Hung Chang and Jongwon Lee*

## COMMISSION ON GEOGRAPHICAL EDUCATION NEWS

### New Editors for IRGEE

**Please see below a message from the new Editors of IRGEE, both Commission Steering Group members:**

“We are very excited and honoured to be appointed as the new Editors for *International Research in Geographical & Environmental Education (IRGEE)*. Between us, we have 40 years of experience in teacher education in the sciences and humanities. We have served as special issue editors, reviewers and authors for IRGEE for a long time now. We feel the guidance we have received from Editors Emeriti John Lidstone and Joe Stoltman has placed us in a position

where we can take IRGEE forward. Collectively we have the experience and drive as academic leaders to bring IRGEE to the next stage of its excellence.



Gillian Kidman (left) and Chew Hung Chang (Right) are newly appointed as co-editors for the IRGEE, the Commission's flagship journal.

Individually, we are two very different scholars. We bring you the Australian/European and Asian cultural perspectives that will bring IRGEE into the next lap in the "East meets West" nexus. Gillian's research currently explores the comparative differences between Scientific Inquiry, Geographical Inquiry and Historical Inquiry, along with the needs for Interdisciplinary Teaching. She comes to this from a training background in Ecological and Environmental Science and in Science, Mathematics and Geography teaching. Chew Hung's research currently explores Climate Change Education and Geography Learning Progressions. He comes to this from a training background as a Geographer and Geography Educator. This coincidental but significant criss-cross of our backgrounds and current research interests allow us to appreciate deeply the intersection between geographical and environmental education. We see this as critical for a journal like IRGEE that seeks to publish quality research studies, with a view to promote scholarship and impact professional practice within the fields of geographical and environmental education.

In order to continue developing IRGEE as a quality journal, we are currently seeking Expressions of Interest from all Geographical and Environmental Education scholars for membership of the Editorial Board. EOI can be made at <http://goo.gl/cOlmou>. Please email Gillian Kidman ([gillian.kidman@monash.edu](mailto:gillian.kidman@monash.edu)) and Chew-Hung Chang ([chewhung.chang@nie.edu.sg](mailto:chewhung.chang@nie.edu.sg)) if you need more information.

We are happy that we have the opportunity to do more for the community of geography and environmental research in our new roles and we look forward to your contributions to IRGEE and your continued support for geographical and environmental education.

Best regards

Gillian and Chew Hung"

#### **IGU Twitter**

The IGU now has its own Twitter account. You can follow us at @igugeo. We would highly appreciate if you could spread the news as widely as possible.

#### **IGU-CGE Treasurer's report**

As Commission Treasurer, Michael Solem manages a checking account held at Wells Fargo Bank in Washington, DC. As of March 1, 2017, there is a total of USD 5,900.68 available in the Commission's account. The most recent transaction was a USD 334.39 reimbursement to John Lidstone on January 23, 2017.

#### **Research in Geography Education**

A reminder also for any new research in geography education to be added to our web-based template to collect and collate information on Geography Education MA, MEd, EDD and PhD theses around the world. Creating this collection will greatly enhance our knowledge about geographical and environmental education. The on-line spreadsheet can then be made available for researchers through the IGU-CGE website. We hope that all geography educators with the help of the regional representatives would be able to contribute information on the existing Geography Education theses.

(Geography Education Collection: [https://docs.google.com/forms/d/1nrbVzveqZWDWWdouJfnKAK-ctHDDkWOdt7xxt34mee8/viewform?usp=send\\_form](https://docs.google.com/forms/d/1nrbVzveqZWDWWdouJfnKAK-ctHDDkWOdt7xxt34mee8/viewform?usp=send_form))

### **Michael Solem accepts research position at Texas State University**

Commission Treasurer Michael Solem has joined the faculty of Texas State University as a full-time Research Professor and Director of Research for the Grosvenor Center for Geographic Education, a unit of the Department of Geography. Michael will continue to serve as the Co-Director of the National Center for Research in Geography Education (NCRGE), which is jointly headquartered at AAG and Texas State. He will also provide ongoing support to AAG geography education projects and programs as the Association's Senior Adviser for Geography Education. Michael can be reached in the Grosvenor Center at [msolem@txstate.edu](mailto:msolem@txstate.edu) or (512) 245-1823.

## **IGU CGE CONFERENCE NEWS**

### **CGE Lisbon Symposium, 26-28 October 2017**

We are pleased to invite you to participate in the CGE 2017 International Symposium to be held in Lisbon. The main theme of the symposium - *"Integrating Knowledge and Understanding in Geography Education"* – will be an opportunity to reflect upon the challenges that geography education faces in many parts of the worlds. The symposium will be designed to promote a reflexive debate around some of the following questions:

- How does school geography cope with challenges of the information society?
- What strategies have been adopted as regards the development of geography curriculum?
- What can be currently considered as meaningful and valid geographic knowledge?
- How does school geography approach issues concerning the mobility of manpower or refugees?

The Symposium is organized by former Steering Group member Fernando Alexandre and academics in geography education from Portugal. Geography education researchers and practitioners from all over the world are invited to submit abstracts for paper presentations and workshops, which will be the highlight of a programme intended to balance the scientific debate with an appealing social agenda.

Submission Process: The proposal will be in the form of an abstract. All submissions will have to use the template that will also be provided. Deadline for abstract submission will be May 31<sup>st</sup> 2017. The registration fee is € 300 (inclusive of all the main Symposium activities, fieldtrip, coffee breaks and social programme). Symposium Website <https://sites.google.com/view/cgelisbonsymposium2017>

### **IGU Thematic Conference: The geographies of peace in La Paz, 24-25 April 2017.**

The IGU is working in collaboration with the University of La Paz, and the XVI EGAL (Encuentre de Geografos de America Latina) to be held in La Paz, April 2017. This is clearly a very important topic and we are sure will be of interest to geography educators. Thanks to our former Steering Group member Osvaldo Muniz Solari for working on behalf of the Commission for this conference. More information can be found on the IGU website.

### **Belgrade 2-8 August 2017 International Geography Olympiad**

The 14TH INTERNATIONAL GEOGRAPHY OLYMPIAD will be held in Belgrade, Serbia, under the auspices of the International Geographical Union Olympiad Task Force. The Olympiad will run from 2 to 8 August, 2017. Web site: <http://igeobelgrade.edu.rs/>

### **Quebec City 6-10 August 2018 International Geographical Union Regional Conference**

International Geographical Union Regional Conference will be held in Quebec City Canada from August 6 to 10, 2018. The conference theme, "Appreciating Difference, or Apprécier la différence," is a Quebec expression that invites participants to consider the world as a blank canvas that we must first decide how to depict before putting down images and words. A wide variety of field excursions combining human and physical geography will provide participants with the opportunity to apprécier la différence that makes Quebec, a UNESCO World Heritage City, a place of exceptional geographic interest. Web site: <http://igu2018.ulaval.ca/>

## Other conferences

### **GA Annual Conference, Thursday 20–Saturday 22 April in Guildford**

The 2017 GA Annual Conference & Exhibition will be held at the University of Surrey. The Conference features over 100 sessions and regularly attracts more than 750 delegates from dozens of countries.

### **Network in Education for Sustainability Asia Conference 2017, Nanyang Technological University, Singapore, 2-3 May 2017**

The Nanyang Technological University will host the 5<sup>th</sup> Education for Sustainability (EfS) Asia Conference in Singapore from 2 -3 May 2017 at the National Institute of Education, Singapore. The theme of the conference is “EfS from theory to practice: Challenges and Opportunities” and we invite paper presentations on the topics on education and sustainability, pedagogies for EfS, policy and governance of EfS, practice of EfS, research on EfS and any other related topics on sustainability and education. The first call for paper is now open at <https://goo.gl/Fkw030>. We urge you to submit an abstract (about 500 words) by 1 February 2017. The key author of the papers that are selected for presentation will receive airfare and accommodation support. Participants with submissions selected will be notified by 15 February 2017. Please contact Mr Dennis Liaow ([dennis.liaow@nie.edu.sg](mailto:dennis.liaow@nie.edu.sg)) if you have any queries.

### **Symposium on Transformative Research in Geography Education**

For the 2017 AAG Annual Meeting in Boston (April 5-9), the National Center for Research in Geography Education ([www.ncrge.org](http://www.ncrge.org)) is sponsoring a track of sessions on the topic of transformative research in geography education. This track will culminate in a full-day symposium on April 8 open to all attendees and featuring research presentations and panels by members of the NCRGE research coordination network. Click [here](#) for the full schedule of sessions (PDF file). For more information about the 2017 AAG Annual Meeting, visit <http://www.aag.org/annualmeeting>.

### **FOSS4G Africa 2017, South Africa, June-July 2017**

FOSS4G and The Southern African Geography Teachers Association (SAGTA) will be hosting an international conference in South Africa, in June-July 2017 on the best practice of GIS and using Geospatial Science to teach Geography. Please see the call for papers attached - or interested academics/Geography Teachers can visit: <http://foss4g-africa.org>

### **The 1st UPI International Geography Seminar (UPI IGEOS 2017) will be held on August 8, 2017, in Bandung, Indonesia.**

UPI IGEOS 2017 aims to bring together leading academic scientists, researchers, and research scholars to exchange and share their experiences and research results on all aspects of Geography, Geography Education, and Geosciences. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Geography, Geography Education, and Geosciences. For more information, please visit <http://igeos.conference.upi.edu/>

### **EUGEO Congress 2017, Brussels, 4-6 September**

Each two years, EUGEO, the association of the European geographical societies, organised a big meeting of European geographers and of geographers working on Europe. The next meeting will be held on 4-5-6 September 2017 at Brussels and will be organized by the Royal Belgian Geographical Society, in co-operation with the KNAG and the French National Committee of Geography. The first circular, with a call for the organisation of sessions, is now on line on <https://eugeo2017.sciencesconf.org>.

### **13th National Meeting of Geography Teaching Practice (ENPEG): GEOGRAPHY KNOWLEDGE: TRAINING AND PRACTICES IN BASIC EDUCATION. September 10 to 14, 2017, in the city of Belo Horizonte - Minas Gerais, Brazil.**

(13<sup>o</sup> Encontro Nacional de Prática de Ensino de Geografia (ENPEG): CONHECIMENTOS DA GEOGRAFIA: PERCURSOS DE FORMAÇÃO DOCENTE E PRÁTICAS NA EDUCAÇÃO BÁSICA. 10 a 14 de setembro de 2017, na cidade de Belo Horizonte - Minas Gerais, Brasil). <http://www.coltec.ufmg.br/enpeg/chamada.html>

**XXXVIII National Congress and XXIII International Congress of Geography: BORDERS IN MOVEMENT: THINKING GEOGRAPHY IN THE SOUTH OF THE WORLD. MOBILITIES AND SOCIO-SPACE TRANSFORMATIONS.** Temuco, Region of La Araucanía. Tuesday 17 to Friday October 20, 2017. Organized by Chilean Society of Geographic Sciences and the University of La Frontera. (XXXVIII Congreso Nacional y XXIII Internacional de Geografía: FRONTERAS EN MOVIMIENTO: PENSANDO LA GEOGRAFÍA EN EL SUR DEL MUNDO. MOVILIDADES Y TRANSFORMACIONES SOCIO-ESPACIALES. Temuco, Región de La Araucanía Martes 17 a viernes 20 de octubre de 2017. Organizado por Sociedad Chilena de Ciencias Geográficas y la Universidad de La Frontera).

[http://sociedadchilenadecienciasgeograficas.cl/2014/wp-content/uploads/2017/03/CONVOCATORIA\\_2017.pdf](http://sociedadchilenadecienciasgeograficas.cl/2014/wp-content/uploads/2017/03/CONVOCATORIA_2017.pdf)

**XI IGU Commission Seminar on 'Environment and Sustainable Livelihood' to be held at Guwahati, Assam, India from 8<sup>th</sup> to 10<sup>th</sup> February, 2018.**

The 29<sup>th</sup> North East India Geographical Society (NEIGS) Biennial Conference cum XI IGU Commission Seminar is going to be organized at B. Borooah College, Guwahati, India. The major commissions collaborating in the event are Commission on Biogeography and Biodiversity, Commission on Geo-heritage and Commission on Geography of Governance. The focal theme of the seminar is Environment and Sustainable Livelihood.

<http://www.iguguwahati2018.org>

## Further announcements on Geographical Education

### Grants Available to Support Transformative Research in Geography Education

The National Center for Research in Geography Education invites proposals to develop new collaborative and interdisciplinary research networks addressing major questions and challenges in geography education. Through this program, NCRGE aspires to strengthen geography education research processes and promote the growth of sustainable, and potentially transformative, lines of research. Proposals must be received by May 15, 2017. Further information and complete application guidelines are available at [www.ncrge.org/funding](http://www.ncrge.org/funding).

**The Southern African Geography Teachers Association (SAGTA)** is interested in collaborating with any interested global Geography Teachers Network or Association - our website is: [www.sagta.org.za](http://www.sagta.org.za) - on geography and environmental education.

**The Journal of Geographical Education for South Africa (JoGESA)** invites papers on any matters relating to Geography Education and Environmental Education in Southern Africa or abroad - please consider sending your paper/research for consideration to be published in SAGTA's Journal - our website: <http://sagta.org.za/e-journal.php>

### Extension of open-source environmental science curriculum with schools in Indonesia

Kenneth Y T Lim of the National Institute of Education, Singapore has received a tranche of funding from the Human Capital & Education for Asian Development (HEAD) Foundation, to extend his existing work with schools in Java, Indonesia – in collaboration with the Universities Pendidikan Indonesia – through 2018. Dr Lim and his team are using self-contained open-source environmental sensors to help teachers and students leverage their local micro-climates in geographical inquiry. <http://dl4d.org/portfolio-items/micro-climate-studies-in-a-stem-based-curriculum-using-open-source-hardware-and-software/>

### Work begins on an international geography assessment

An international effort is underway to design and develop a geography assessment based on the successful model used by the International Association for the Evaluation of Educational Achievement (IEA) for the Trends in International Mathematics and Science Study (TIMSS). Major collaborating organizations include the International Geographical Union Commission on Geographical Education (IGU-CGE) and the IEA/TIMSS. The initial funding for this project is being provided by the Geography Education National Implementation Project and the U.S. National Center for Research in Geography Education. Additional information is available [here](#).

### Correction (IGU Newsletter)

Please note that on page 7 of the IGU newsletter distributed in January 2017, the news item on '**International assessment in Geography**', incorrectly stated that the strong support came from research conducted among Australian geography teachers. The research did in fact involve participants from 36 countries from around the world. We apologise for any confusion caused.

**From Brazil:** We ask for support and wide diffusion. **LETTER TO THE GEOGRAPHIC COMMUNITY AND THE SYMPATHIZERS.** (Desde Brasil: Solicitamos apoio e ampla divulgação. CARTA À COMUNIDADE GEOGRÁFICA E AOS SIMPATIZANTES) <http://www.peticaopublica.com.br/pview.aspx?pi=BR97865>.

### Public Statement from the Grupo de Estudos da Localidade (Locality Study Group) – Elo - on the approval of the Provisional Measure of the "New High School"

We, from the Elo group, read and discussed the Provisional Measure MP 746/16 and reiterate the public statement issued by Anped - Associação Nacional de pós-graduação e Pesquisa em Educação (National Association of Postgraduate and Research in Education), Anpuh - Associação Nacional de História (National History Association) and AGB – Associação dos Geógrafos Brasileiros (Brazilian Geographers Association). This document was approved by the Federal Senate on 02/08/2017 and received presidential sanction on 2/16/2017.

We see with concern the fragmentation of the "formative paths" that may result in an impoverishment or a reductionism in the curriculum, as well as a technical tendency, focused on the professional insertion over the humanistic aspects. We believe that the accelerated process for the approval of the MP 746/16 prevented the dialogue with the entities related to education and reinforces the conservative character of this proposal, already questioned even by the Republic General Attorney through an Adin – Ação Direta de inconstitucionalidade (Direct action of unconstitutionality) with the STF – Supremo Tribunal Federal (Supreme Federal Court). We must also remember the student demonstrations against this reform which have been repressed.

According to the text approved, the curriculum of High School will be composed by BNCC - Base Nacional Comum Curricular (Curricular National Common Basis), whose third version has not been published yet. Due to the little clarifying information presented by MEC – Ministério da Educação e da Cultura (Education and Culture Ministry) regarding the "New High School", we consider uncertain the place of the subjects of History and Geography in the reformulation of High School, the final stage of Basic Education. According to article 22 of LDB 9394/96, "Basic Education aims to develop the pupil, ensure the indispensable **common formation** for the exercise of citizenship" (our emphasis). By predicting "different Curricular arrangements" and various training itineraries, which will have their criteria established in each educational system, the new proposal releases the public authority from providing an equal education for all.

Through these brief considerations, we would like, as a Group of Studies that thinks History and Geography as academic knowledge and Teaching Practices, to demonstrate our dissatisfaction with the lack of definition of these subjects in the current educational policies.

**From Chile.** The geographic and educational community is invited to participate in the public consultation on the proposal for the new Curriculum Bases for the Secondary Level, which include Geography and Citizen Education (Se invita a la comunidad geográfica y educativa a participar en la consulta pública sobre la propuesta para las nuevas Bases Curriculares para el Nivel de la Secundaria, la cual incluyen a la Geografía y la Formación Ciudadana) <http://basesdelfuturo.educarchile.cl/>.

**From Colombia:** The department of administration of science, technology and innovation of Colombia (Colciencias) has awarded Dr. Nubia Moreno Lache with the condition of senior researcher. This award is granted to a small group of researchers in Colombia acknowledging their leadership and expertise in a field of science. Dr. Moreno's research in Geography Education has a focus in the social construction of space and she has contributed to raise awareness about the importance of geography for education and teachers' education. As a member of the group Geopaideia she has helped to create networks of collaboration among student teachers, teachers and researchers in Colombia and Latin America. We congratulate her achievement not only as a recognition to her trajectory but as a step forward to the advancement of the field in the country and the region.

<http://agencia.pedagogica.edu.co/vernoticia.php?idnot=2679>

## Publications

The **Schooling for Sustainable Development** series, edited by John Chi-kin Lee, Michael Williams and Philip Stimpson and published by Springer (<http://www.springer.com/series/8635>), is now complete. The series has included all of the continents and constitutes a remarkable coverage of research and development in many countries. It comprises the following eight titles, with editorial and writing contributions drawn from many IGU-CGE members:

- Lee, J.C-K. and Williams, M. (eds.) (2009) *Schooling for Sustainable Development in Chinese Communities*.
- Soares, M. L. de and Peternella, L. (eds.) (2011) *Schooling for Sustainable Development in South America*.
- Robertson, M. (ed.) (2012) *Schooling for Sustainable Development: A Focus on Australia, New Zealand and the Oceanic Region*.
- McKeown, R. and Nolet, V. (eds.) (2013) *Schooling for Sustainable Development in Canada and the United States*.
- Lee, J. C-K. and Efirid, R. (eds.) (2014) *Schooling for Sustainable Development across the Pacific*.
- Jucker, R. and Mathar, R. (eds.) (2015) *Schooling for Sustainable Development in Europe*.
- Gorani, R. N. and Kanauja, P. R. (eds.) (2016) *Reorienting Educational Efforts for Sustainable Development: Experiences from South Asia*.
- Lotz-Sisitka, H., Shumba, O., Lupele, J and Wilmot, D. (eds.) (2017) *Schooling for Sustainable Development in Africa*.

The latest book, ***Schooling for Sustainable Development in Africa***, 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 chapters explain how ESD brings a new relevance to education in Africa, and at the same time, sounds the beginnings of a new concept of quality education. The volume present a collection of experiences in creating and supporting quality learning processes through a variety of ESD practices.

Pike, S. (2015). ***Learning Primary Geography: Ideas and inspiration from classrooms***. London: Routledge  
This is the result of a three-year project to celebrate children's learning in primary geography. The book links theory research and practices in primary geography through numerous examples of children's learning. Through well references material the book explains how and why creative approaches such as enquiry learning, learning outside the classroom and using imaginative resources work well in primary geography. Throughout the chapters, the role of primary geography in helping children develop all types of literacies, including spatial, critical and digital literacies, is explored. The book has been warmly welcomed by the education community and colleagues are considering using the model of the book for similar projects.

Jones, M. (2017). ***The Handbook of Secondary Geography***. Sheffield, UK: GA.

This is the core reference text for all geography teachers. This handbook provides a rich source of advice and guidance on all aspects of geography teaching in secondary schools in the UK. It has been written for heads of department leading the subject in their school, teacher trainers and mentors, and for all teachers of geography from those beginning their career to those with more experience.

Smith, E. R., Oakes, S., and Owens, A. (2016). ***Top Spec Geography: Changing Places***. Sheffield, UK: GA.

The book includes: (1) how meanings and representations that are attached to places help to shape human actions and behaviours that affect places. These meanings include attachment to landscapes, and why one place looks and feels very different from another. (2) how relationships that exist between people, economy, society and environment can explain why places are constantly changing. This includes ways in which people change places through local actions, or ways in which change is 'done' to them, e.g. regeneration schemes. Places are not shaped solely by local factors; they are connected in economic, cultural and political ways in an increasingly globalised world. [View content details http://www.geography.org.uk/shop/shop\\_detail.asp?ID=816](http://www.geography.org.uk/shop/shop_detail.asp?ID=816)

Roberts, M. (2013). ***Geography Through Enquiry***. Sheffield, UK: GA.

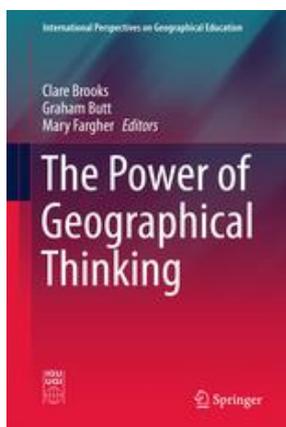
This book has been written for teachers of geography in secondary schools and is relevant to all those, in England and elsewhere, where enquiry approaches are advocated. The book includes over 40 classroom activities and strategies, as well as ideas for research and guidance on planning an enquiry-based unit of work. [View content details](#) This book is now available in Korean in a translation produced by PurenGil Co Ltd. (ISBN: 978-89-6291-352-1)

### Article collections from *Geography*. Sheffield, UK: GA.

Covering topical themes, these collections (6 articles in each one) include articles that were published in the journal, *Geography*, the Geographical Association (GA)'s internationally renowned academic journal which publishes high-level research. These articles have been selected as they offer subject knowledge for teachers on the themes and topics covered. The articles can also be useful for use in the classroom, as they not only provide insight to how geographical enquiry is undertaken at the highest level, and can provide nuanced case studies on the topic, explain the basics of a topic, and help to stretch the most able in the classroom. Themes covered include: global governance; global systems; changing places; climate change; landscape systems.

**A Geographical Education for Chile.** (2016). Arenas, A., Pérez, P. and Martínez, H. (Editors). Chilean Society of Geographical Sciences, Santiago de Chile. (UNA EDUCACIÓN GEOGRÁFICA PARA CHILE. (2016). Arenas, A., Pérez, P. y Martínez, H. (Editores). Sociedad Chilena de Ciencias Geográficas, Santiago de Chile).  
<http://sociedadchilenadecienciasgeograficas.cl/2014/wp-content/uploads/2016/11/SOCHIGEO-2016-UNA-EDUCACION-GEOGRAFICA-PARA-CHILE.pdf>

### New Book Series: Perspectives on Geographical Education



Brooks, C., Butt, G., & Fargher, M., (2017). *The Power of Geographical Thinking*. London: Springer.

In this book geography educators from around the globe discuss their research into the power of geographical thinking and consider successful strategies to implement, improve and advance geography education in research and practice. It addresses key topics in geography education, such as multicultural competence, the role of teachers, the geography curriculum, spatial thinking, geographic information systems, geocapabilities, and climate change. At a global level the contributors and editors bring together the most advanced collection of research and discussion surrounding issues in geography education. The book will be of interest to geography education researchers worldwide, including academics at university and teachers in schools, as well as professional geographers with an interest in education.

We are pleased to announce that the Commission has now agreed a Book Series with the publisher Springer. The Series is entitled: Perspectives on Geographical Education, and the Commission Steering Group make up the Editorial Board. The aims and scope of the series are as follows:

The Series will seek to publish authoritative, innovative and academically rigorous accounts of geography education research from around the world. Led by the priorities and criteria set out in the Commission's Declaration on Geography Education Research, the series will play an important role in making geography education research accessible to the global community. Books within the series are likely to be drawn from meetings, conferences and symposiums supported by the Commission, but book editors will also be commissioned for special editions that correspond to the Commission's ongoing programme of work. In this way, research published in the series will be up-to-date, responsive to the needs of the geography education community, internationally relevant and to a high academic standard. The Series will also seek to support the development of early career researchers in publishing high quality, high impact research accounts.

If you are interested in submitting a proposal for consideration, please contact Clare ([c.brooks@ioe.ac.uk](mailto:c.brooks@ioe.ac.uk)) in the first instance.

### Some Recent Publications of possible interest to geography educators

(As ever our thanks go to Professor Simon Catling for assembling such an impressive list!)

#### Geographical and environmental education

Beames, S. & Brown, M. (2017). *Adventurous Learning: A pedagogy for a changing world*. New York: Routledge.  
Byrne, L. (2016). *Learner-Centred Teaching Activities for Environmental and Sustainability Studies*. Dordrecht: Springer.

- Catling, S. (Ed.) (2017). *Reflections on Primary Geography*. Sheffield: The Register of Research in Primary Geography (via The Geographical Association).
- Gorama, R. N. & Kanaujia, P. R. (Eds.) (2016). *Reorienting Educational Efforts for Sustainable Development: Experiences from South Asia*. Dordrecht: Springer.
- Malone, K., Truong, S. & Gray, T. (Eds.) (2017). *Reimagining Sustainability in Precarious Times*. Dordrecht: Springer
- Scoffham, S. & Owens, P. (2017). *Teaching Primary Geography*. London; Bloomsbury.
- Shepardson, D., Roychoudhury, A. & Hirsch, A. (Eds.) (2017). *Teaching and Learning about Climate Change: A framework for educators*. New York: Routledge.

### **Place, geography and education**

- Carvalho, L., Goodyear, P. & de Lallt, M. (Eds.) (2017). *Place-based Spaces for Networked Learning*. Abingdon: Routledge.
- Ford, D. (2017). *Education and the Production of Space: Political Pedagogy, Geography and Urban Revolution*. New York: Routledge.
- Thomson, P. & Hall, C. (2017). *Place-based Methods for Researching Schools*. London: Bloomsbury.

### **Geography, environment and social science**

- Dodds, F., Donoghue, D. & Rosesch, J. (2017). *Negotiating the Sustainable Development Goals: A transformational agenda for an insecure world*. Abingdon: Routledge/Earthscan.
- Eades, G. (2017). *The Geography of Names*. Abingdon: Routledge.
- Eden, S. (2017). *Environmental Publics*. Abingdon; Routledge.
- Hulme, M. (2017). *Weathered: Cultures of Climate*. London: Sage.
- Juniper, T. (2016). *What is Really Happening to Our Planet?* London: Dorling Kindersley.
- Klauser, F. (2017). *Surveillance and Space*. London: Sage.
- Low, S. (2017). *Spatialising Culture: The Ethnography of Space and Place*. Abingdon: Routledge.
- Shiva, V. (2016). *Who Really Feeds the World?* Berkley, Ca.: North Atlantic Books.

### **Maps, Cartography and geography**

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