

Reflective Practice in Geography Teaching

Edited by **Ashley Kent**



Reflective Practice In Geography Teaching

Carey Normand, Lorraine Anderson



Reflective Practice In Geography Teaching:

Reflective Practice in Geography Teaching Ashley Kent, William Ashley Kent, 2000 This book provides a comprehensive overview of contemporary thought and practice in teaching geography It is designed to support continuing professional development and reflective practice in geography education by encouraging a critical understanding of the literature and concepts stimulating teachers to continue with personal and professional development and providing professionally relevant knowledge understanding skills and values Drawn from a wide range of eminent geographers and experienced practitioners the authors cover progress in geography changing viewpoints the geography curriculum development planning and issues research and geography teaching why and how research matters Thi

Reflective Teaching of Geography 11-18 Graham Butt, 2002-10-11 THIS IS THE SERIES BLURB LIST ALL BOOKS TOGETHER Continuum Studies in Reflective Practice and Research is a new series of textbooks aimed at teaching students As with Andrew Pollard s books they use the idiom of reflective teaching In other words they avoids the two extreme views about learning to teach namely that it is best done simply through acquiring practical tricks of the trade without any theory or that it is best done applying sytematized objective theory The distinctive feature of relective teaching is that it encourages practitioners to develop by continually inter relating theory and research findings to their own practice situation and style These comprehensive textbooks provide an accessible guide to all those who are new to teaching in secondary schools Covering all aspects of job from planning through to teaching and assessment the authors provide constructive accessible and above all practical advice to help subject teachers become more effective in their work

Reflective Practice in Geography Teaching Ashley Kent, 2001-01-26 This book provides a comprehensive overview of contemporary thought and practice in teaching geography It is designed to support continuing professional development and reflective practice in geography education by encouraging a critical understanding of the literature and concepts stimulating teachers to continue with personal and professional development and providing professionally relevant knowledge understanding skills and values Drawn from a wide range of eminent geographers and experienced practitioners the authors cover progress in geography changing viewpoints the geography curriculum development planning and issues research and geography teaching why and how research matters Thi

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

Environmental and Geographical Education for Sustainability Zijian Li, Michael Williams, 2006 Geography environment sustainability culture and education standing alone or in any combination provide the ingredients for a variety of stews They are all difficult to define and they generate endless debates for theoreticians and practitioners about their meaning and significance The editors have divided the chapters that follow into two parts in an effort to unit these diverse disciplines Part 1 is concerned with cultural foundations and curriculum issues related to geographical and environmental education for sustainability Part 2 comprises a series of chapters presenting education for sustainability in the contexts of national cultures

Geography, Education and the Future Graham Butt, 2011-03-17 Debates in Geography Education Mark Jones, David Lambert, 2013-01-04 Debates in Geography Education encourages student and practising teachers to engage with and reflect on key issues concepts and debates in their specialist subject teaching It aims to enable geography teachers to reach their own informed judgements and argue their point of view with deeper theoretical knowledge and understanding Expert editors and contributors provide a balance of experience and perspectives and offer international historical and policy contexts evidence informed classroom debates and a glimpse of the subject's expanding horizons Debates considered include what constitutes knowledge in geography constructing the curriculum how do we link assessment to making progress in geography the contribution of fieldwork and outdoor experiences technology and media how we use Geographical Information how geography contributes to global learning sustainable development and geography education The comprehensive rigorous coverage of these key issues together with carefully annotated selected further reading reflective questions and a range of specific web based resources will help support shape your own research and writing Debates in Geography Education is a source of knowledge experience and debate that will be essential reading for all students studying at Masters level practising teachers who want to develop a better understanding of the issues that shape their practice and Education Studies students considering in depth subject teaching **Global Perspectives in the Geography Curriculum** Alex Standish, 2008-10-07 For geographers across the globe this book provides the arguments for a return to the teaching of geography and why they should reject the politicisation of the subject by education policy makers and politicians Standish's careful critique shows the necessity of a depoliticised geography curriculum the irony of which would be that it would ensure that every child could point to Iraq Iran and Afghanistan on a map Prof Dennis Hayes Oxford Brookes University UK A prescient and critical analysis of the changing face of geography teaching This book deserves to be widely read and debated

Alex Standish's book puts current trends in geography teaching in historical and critical context. It comprises a forthright and timely defence of geographical education for its own sake. Dr Jim Butcher FRSA, Department of Sport Science, Tourism and Leisure, Canterbury Christ Church University. Since the early 1990s, educational policy makers and some subject leaders have been seeking to fundamentally change the teaching of geography in UK and US schools from a subject which encourages students to explore spatial concepts, ideas and skills to a more ethics-based subject concerned with the promotion of environmentalism, cultural diversity and social justice. In this book, the new approach is critically examined within a historical and ideological context, addressing a number of fundamental questions: Should geography be used as a tool for the delivery of citizenship ideals? How does this affect the intellectual and moral value of geographical education for young people? If the state and teachers are taking more responsibility for the values, attitudes and emotional responses of students, how will they learn to develop these qualities for themselves? If global perspectives shift the focus of education from learning about the outside world to learning about the self, what is its vision of social progress and conception of social change? This book advocates a return to liberal models of education, arguing that the new approach to geography currently being promoted for schools fundamentally undermines the educational value of the subject and the freedom of young people to shape the world in which they live. A vital resource for teachers and student teachers alike. **Global Perspectives in the Geography Curriculum** makes a significant contribution to the growing debate about the future direction of the discipline itself. **Teaching**

Humanities & Social Sciences Rob Gilbert, Libby Tudball, Peter Brett, 2019-10-17. **Teaching Humanities and Social Sciences 7e** prepares teachers to develop and implement programs in the humanities and social sciences learning area from F 10. It successfully blends theory with practical approaches to provide a basis for teaching that is engaging, inquiry-based and relevant to students' lives. Using Version 8.1 of the Australian Curriculum, the text discusses the new structure of the humanities and social sciences learning area. Chapters on history, geography, civics and citizenship, and economics and business discuss the nature of these subjects and how to teach them to achieve the greatest benefit for students, both as sub-strands within the Year F 6-7 HASS subject and as distinct Year 7-10 subjects. Throughout the book, it maintains its highly respected philosophical and practical orientation, including a commitment to deep learning in a context of critical inquiry. With the aid of this valuable text, teachers can assist primary, middle and secondary students to become active and informed citizens who contribute to a just, democratic and sustainable future. **Out-of-Field Teaching Across Teaching**

Disciplines and Contexts Linda Hobbs, Raphaela Porsch, 2022-02-18. This edited book is a compilation of research by the members of the Out of Field Teaching Across Specialisations (OOF TAS) Collective and is the second book by the Collective. It extends from the work begun in the 2019 book *Examining the Phenomenon of Teaching Out of Field* by showcasing the broad range of research agendas and findings relating to this phenomenon internationally. This book provides research and commentary relating to the out of field teaching phenomenon in primary, secondary and tertiary education and across

different subjects It provides snapshots of the effects causes measurement and other characteristics of out of field teaching in and across contexts including states and countries school types and school levels subjects and specializations The different chapters provide commentary at different units of analysis and focus on the effects of out of field teaching for teachers and their students the school contexts cultures that do or do not support them the leadership practices that assign the teachers to out of field subjects and the systems that create perpetuate the need for out of field teaching assignments Chapter 15 is available open access under a Creative Commons Attribution 4 0 International License via link [springer.com](https://www.springer.com) *School Subject Teaching* Ashley Kent,2013-12-19 Covering each of the core curriculum areas in turn this is a reference on school subject teaching The authors assess the development of teaching within each subject area since the 1944 Education Act up to the year 2000 Future challenges are also explored **The False Promise of Global Learning** Alex Standish,2012-04-26 Provides an informed and impassioned critique of the movement for international and global education in schools

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 student s knowledge and skills **Teaching Made Easy** Kay Mohanna,David Wall,Elizabeth Cottrell,Ruth Chambers,2017-12-21 The Third Edition of this highly respected book has been further refined following feedback and consultation it continues to provide essential structure support guidance and tips for both beginning and experienced teachers and their managers The

new edition has been developed for use by both UK and international teachers Its content is designed to be relevant and inclusive to all healthcare disciplines and has been thoroughly reorganised to ensure more intuitive placement of information Key points are highlighted by the new inclusion of Tips from experienced teachers in each chapter while newly written chapters reflect contemporary concepts and key approaches including teaching styles curriculum development e learning virtual learning environments leadership and professionalism This book will continue to benefit everyone teaching health professionals at all levels including general practitioners and hospital doctors nurses in primary and secondary care professionals allied to medicine and health service managers From reviews of previous editions A useful book for those with a genuine interest in the full gamut of education ANNALS OF THE ROYAL COLLEGE OF SURGEONS OF ENGLAND

Comprehensive and easy to understand If you are looking for a book that will help you develop your teaching skills and to open your mind to the broader aspects of teaching in the healthcare setting then this is a gem not to be missed For once it is a book that lives up to its title SCOTTISH JOURNAL OF HEALTHCARE CHAPLAINCY A book which has a considerable relevance for community practice teachers whatever their nursing discipline The strength of the book is its practical approach to guiding and assessing students in the practice setting JOURNAL OF COMMUNITY NURSING

Critical Geographies of Education Robert J. Helfenbein, 2021-06-17 WINNER 2023 Society of Professors of Education Outstanding Book Award Critical Geographies of Education Space Place and Curriculum Inquiry is an attempt to take space seriously in thinking about school schooling and the place of education in larger society In recent years spatial terms have emerged and proliferated in academic circles finding application in several disciplines extending beyond formal geography Critical Geography a reconceptualization of the field of geography rather than a new discipline itself has been theoretically considered and practically applied in many other disciplines mostly represented by what is collectively called social theory i e anthropology sociology cultural studies political science and literature The goal of this volume is to explore how the application of the ideas and practices of Critical Geography to educational theory in general and curriculum theorizing in specific might point to new trajectories for analysis and inquiry This volume provides a grounding introduction to the field of Critical Geography making connections to the significant implications it has for education and by providing illustrations of its application to specific educational situations i e schools classrooms and communities Presented as an intellectual geography that traces how spatial analysis can be useful in curriculum theorizing social foundations of education and educational research the book surveys a range of issues including social justice and racial equity in schools educational reform internationalization of the curriculum and how schools are placed within the larger social fabric

Increasing Student Engagement and Retention Using Immersive Interfaces Charles Wankel, Patrick Blessinger, 2012-12-05 Uses case studies surveys and literature reviews to critically examine how gaming simulation and virtualization are being used to improve teamwork and leadership skills in students and create engaging communities of practice This volume discusses a

framework for deploying and assessing these technologies

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.

Transformational Teaching Kenneth S. Coley, Martha E. MacCullough, Deborah L. MacCullough, 2023-02-15

Transformational Teaching by Kenneth Coley, Martha MacCullough and Debbie MacCullough provides a comprehensive Christ-centered introduction to instructional design and effective teaching. It will be useful for education courses, teachers in training and experienced teachers who want to elevate their pedagogy from a Christian framework.

Encyclopedia of Geomorphology Andrew Goudie, 2013-04-15 Geomorphology, the discipline which analyzes the history and nature of the earth's surface, deals with the landforms produced by erosion, weathering, deposition, transport and tectonic processes. In recent decades, there have been major developments in the discipline and these are reflected in this major Encyclopedia, the first such reference work in the field to be published for thirty-five years. **Encyclopedia of Geomorphology** has been produced in association with the International Association of Geomorphologists (IAG) and has a truly global perspective. The entries have been written by an international editorial team of contributors drawn from over thirty countries who are all among the leading experts in the discipline. In two lavishly illustrated volumes, **Encyclopedia** contains nearly 700 alphabetically organized entries to provide a comprehensive guide both to specific landforms and to the major types of geomorphological processes that create them. The **Encyclopedia** also demonstrates the major developments that have taken place in recent years in our knowledge of tectonic and climatic changes and in the use of new techniques such as modelling, remote sensing and process measurement. Older concepts, however, are not forgotten and provide an historical perspective on the development of ideas. Both accessible and authoritative, **Encyclopedia of Geomorphology** is destined to become the definitive resource for students, researchers and applied practitioners in the field of geomorphology and the cognate disciplines of

geography earth science sedimentology and environmental science
Learning Practices At Secondary Level Dr Asha O S,

Developing Certain Designs For Promoting Reflective

Decoding **Reflective Practice In Geography Teaching**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Reflective Practice In Geography Teaching**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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