

TP 1:	Europeanisation of geographical curriculum, activities, policy
TP 2:	Innovative co-operation strategies for the professional development, training and quality issues
TP 3:	Exciting Geography - Innovation in geographical learning and teaching

TP 1: Europeanisation of geographical education curriculum	TP 2: Professional development of geographers, professional links, professionalism and quality issues	TP 3: Innovation in geographical learning and teaching
<p>1. BACKGROUND Europe has recently undergone many rapid and profound changes. Every nation, region and city has to face challenges arising from the differing needs and expectations.</p> <p>Differences in culture, in behaviour, in values and standards do not have to conflict. They can also lead to enrichment strengthening of a society. Our own historical backgrounds are often proof of this.</p> <p>Many Geography curricula in Europe may be seen as a series of loosely related subject studies, methodological studies and practical activities. These components may frequently not be integrated. It is now important to establish innovative examples of new European curricular that will prepare students accordingly.</p> <p>2. PILLAR AREAS The main TP1 issues are likely to be: a) to exchange and critique from a European Dimension perspective, materials, programmes, strategies and</p>	<p>1. BACKGROUND Geography as a field of study in Europe is at an interesting stage. Seeking to provide descriptions and comparisons of systems, it is important to create a dialogue about the social, economic, political and cultural contexts within which Geographical studies occur and the effects of international partnerships, public and private cooperation.</p> <p>Market competitiveness of European Higher Education institutions is very much on the agenda. Thus forming strategic European links and partnerships is important to enhance relevance, quality and well-being at a time when Europe is competing with organisations in other parts of the world. Comparative studies of policies, systems and quality issues will be the focus of this TP providing considerable scope for collaborative study.</p> <p>Most studies of Geography have been narrow in their focus, concentrating on issues of developing content and curriculum, without reference to context. Quality provision in HE is dependant upon the professional development of geographers teaching in HE.</p> <p>Geography institutions can contribute innovatively to the cooperation structure resulting in the development of a credit-bearing professional development qualification to promote quality in geography teaching.</p> <p>2. PILLAR AREAS The main TP2 issues are likely to be: a) to research the feasibility and structuring of professional development b) to collect information from institutions in regard to formal and informal relations that might enable professional development</p>	<p>1. BACKGROUND Promoting innovative and Exciting Geography is seen as an essential component for the future success of the subject. Studies of such subject didactics have high significance in HE as students become more demanding. According to Buchberger (2001), maximum use of the subject potential can be achieved by integrating of theories of educational sciences and theories of academic disciplines.</p> <p>Subject didactics in HE Geography are not highly developed. So this TP aims to establish subject didactics as a discipline to improving the quality of learning and teaching.</p> <p>2. PILLAR AREAS The main TP2 issues are likely to be: a) establishing existing concepts and status of subject didactics in Geography in the members of <i>HEROdotNET</i> b) preparation of publications on the development of Geography subject didactics to create in innovative, exciting geographical studies c) Research and development projects on issues in various exciting learning spheres d) working with TP1 to</p>

<p>pedagogy used in Geographical education in HE b) to study and describe, then develop and research various ways of including a European Dimension in the Geography HE curriculum c) to identify whether it is possible to develop a concept of Europe within Geographical education in HE d) to research the impacts of cross-cultural activities in comparative geographical studies e) development of strategies on policy and practice in geographical education: for example on curriculum, pedagogy, exchange activities, fieldwork studies and ICT.</p> <p>3. LIKELY OUTCOMES i. Knowledge database ii. Case Studies of Good Practise iii. Guidelines and recommendations iv. Practical handbook</p> <p>1. POSSIBLE ACTIVITIES</p> <ul style="list-style-type: none"> • TP1 Planning and member meetings • TP1 workshops and seminars • Annual network conference • Dissemination of results of individual and institutional contributions • Cooperation with other projects with similar aspects • research in European Dimension, in culturalisation and pedagogical 	<p>c) to identify ongoing needs for geographers teaching in HE d) to establish possible models of curriculum, delivery, assessment e) to review quality, accreditation and other issues f) to examine changes in HE structures and demands, with consequences for professional development of HE teaching staff g) the impact of markets and deregulation trends in HE Geography h) personnel and skill shortages in teaching in relation to opportunities for Geography i) the changing identity of academic Geography within the restructuring of work and the tensions between teaching and research</p> <p>3. LIKELY OUTCOMES i) Sharing trans-national experiences through information gathering ii) Needs analysis and feasibility study analyses, studies and critical examinations of innovative strategies in the establishment of professional development activities iii) Curriculum models and best practise iv) Guidelines and recommendations v) European professional development course vi) Overviews of comparative case studies illustrating changes and impacts on teaching Geography vii) Comparative review of policy implementation progress in quality assurance terms in national and European contexts viii) case studies of change, quality assurance developments, implications to Geography ix) Specific aspects generated from the institutional perspective (curricula, assessment, certification, relationships between teachers and students)</p> <p>4. POSSIBLE ACTIVITIES</p> <ul style="list-style-type: none"> • TP2 Planning and member meetings • TP2 workshops and seminars • Annual network conference • Dissemination of results of needs analysis and feasibility study • Cooperation with other projects with similar aspects • research in European Dimension, in culturalisation and pedagogical processes • sharing issues, research and 	<p>develop and evaluation of professional development curricula</p> <p>3. LIKELY OUTCOMES i) Description and analysis of concepts of "exciting Geography" and "innovative learning and teaching". ii) Description, analysis and dissemination of existing "good practice" in institutions iii) Development and evaluation of projects in Exciting Geography iv) Development and evaluation of curricula and learning cultures in HE Geography v) Development of improved methodologies of learning and teaching Geography vi) Establishing professional development opportunities aiming at the development of an all - European support structure</p> <p>4. POSSIBLE ACTIVITIES</p> <ul style="list-style-type: none"> • TP3 Planning and member meetings • TP3 workshops and seminars • Annual network conference • research in innovation in Geographical learning and teaching • collecting of examples of "good practice" of dynamic learning cultures and Exciting Geography • support TP1 and TP2 for the production of a "Handbook of Good Practice Geography Education" • evaluating developments in Exciting Geography,
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<p>processes</p> <ul style="list-style-type: none"> • sharing issues, research and developments, and dissemination • Dissemination of work through various forms of publication - e.g. the web, mimeographs, journal articles, reports, newspaper articles etc 	<p>developments, and dissemination</p> <ul style="list-style-type: none"> • Dissemination of work through various forms of publication - e.g. the web, mimeographs, journal articles, reports, newspaper articles etc • a set of Reports and Readers on key issues in Geography in Europe. • develop expert groups to work on collaborative professional development activities. • Increasing cooperation with TP3 and TP4 through joint activities • TP2 Planning and member meetings, workshops and seminars • Annual network conference, joint projects with other TPs • empirical and theoretical research 	<p>and specifically in integrating ICT-based learning and teaching</p> <ul style="list-style-type: none"> • establishing a materials for professional development support structure • an eNewsletter and web materials are likely to be created to support these activities
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Brainstorming positive – negative

Synectics - Creative problem solving to get deeper into the needs and issues and solutions - Gordon WJJ (1961) Synectics, Harper and Row, New York

Read and tell about – give scenario and then tell others about – transfer information

Other media – pictures/drawings

Design – flowchart

Pairs – buzz groups

Circular interviewing

Pyramid – Snowball = individual – share – compare/debate – pool and gain overview

Syndicates – same task – different tasks – competitive

Fishbowl

Co-consulting

PROBLEMS

European collaboration

Funding

Exchanges of staff – exchanges of students

Reports – oral – OHP – selection – 3 most important things

Debriefing

Posters – oral, tour tour+guide, group tutor

Interviewing

Cross-overs

Reviewing and action planning

Presentation, pooled OHP – poster – individual review – action planning sheets

Paired review – interview – co-counsel – 5 mins each way

One thing I've realised is

Something I want to work on is

One idea I am thinking about is

As a result of this I

Action Planning

Small, short timescale, independent

Detailed implementation of **ONE** of these – what exactly, when, what deliverables

Larger, longer timescale

What

Stages (with schedule)

Resources

Who can help

What can block

How will you know if you have been successful

What fallback position?

Evaluation

Purpose

Workshop – facilitator – client – problem – change direction

Timeout ... questionnaire – start/stop – comments – poster – post-it

Follow Up

Identify common goals – TASK

Attitudes and opportunities

5 sessions

Sunday 23rd	
11.30-13.00	<u>Thematic Groups: <i>Introductory Aspects</i></u> Introduction to TG Context – the activities and the bid = goals = what are we trying to achieve Aims of TG and of the 5 sessions Icebreaker Keynote speaker
14.00-15.30	<u>Thematic Groups: <i>Establishing a Framework</i></u> Introduction to framework – activity and opportunities Review of questionnaire findings What are the needs? Activity Individual reflection – my/our needs- in pairs share them, in fours - pool the key features on an acetate Prepare Feedback to main group – create needs list Skills and interests of participants - activity Discussion
16.00-17.30	<u>Thematic Groups: <i>Issues in Geography</i></u> Presentations from some participants - 5 mins. each Consider own context - activities and examples Reaction and discussion
Monday 24th	
11.00-12.30	<u>Thematic Groups: <i>Developing the network</i></u> Presentations from participants Discussion of own context - activities and examples Reaction and discussion Comparison and analysis Respond to checklist
13.30-15.00	<u>Thematic Groups: <i>Planning for the future</i></u> Respond to TG plan = products and activities Problem scenario Design and develop measure to collect information Planning activity for products Future activities = what happens next and how?

Instructions

What
Why
How long
Outcome
What next
Written reminder

Timing
Group process
Modelling