

**REPORT ON THE HERODOT LAUNCH CONFERENCE**  
**“Geography Education in an Evolving Europe”**  
**Royal Geographical Society and Imperial College London**  
**Sunday 23<sup>rd</sup> and Monday 24<sup>th</sup> March 2003**

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## **1. Launch Conference Summary**

### **1.1 Day 1: Sunday 23<sup>rd</sup> March – Royal Geographical Society**

The opening session of the HERODOT conference has hosted by the Royal Geographical Society and Dr. Lorraine Craig of the RGS welcomed delegates and presented a brief introduction to the RGS and its activities. Robert Evans MEP, who has been involved in higher education legislation at a European level in addition to teaching some years earlier, officially launched the Network and the Conference.

The project coordinator Karl Donert, whose presentation is available on the web site, presented the aims and expectations of HERODOT. The keynote speaker for the first session was Dr. Hartwig Haubrich from the University of Education in Frieberg, Germany, who spoke on Europe's New Geography and its consequences to Higher Education.

A conference panel spoke on higher education initiatives in the UK:

- Brian Chalkley (University Plymouth): Learning Teaching Support Network
- Andrew Powell (Kingston University): IGU, British Committee
- Mick Healey (University of Gloucestershire): International Perspectives on the professional development of staff
- Bill Chambers (Geographical Association): The Geographical Association.

Mid morning the conference delegates split into three workshops covering the introductory aspects of the following Thematic Pillars:

- TP1: Europeanisation
- TP2: Professional Development
- TP3: Exciting Geography

These groups remained in place for the duration of the conference with sessions aimed at establishing a framework and looking at the current issues within European geography in higher education, followed by planning for future activities.

Plenary discussion at the end of the day was chaired by Nikos Lambrinos (Aristotle University of Thessaloniki). Pillar groups reported back on their activities and discussions.

### **1.2 Day 2: Monday 24<sup>th</sup> March – Imperial College**

The state and significance of Geography in higher education opened day two of the conference and was chaired by Costas Constantinou (University of Cyprus). The first of two guest speakers took the stage with Professor Wendy Davies, Pro-Provost (Europe) at University College London speaking on the Bologna Process and its approaches and the possible future trends in European higher education. Karl Donert (Liverpool Hope University College) then spoke on the future of Thematic Networks in the context of the Bologna Process. The likely role of associations and other organisation in the network were put forward by Ashley Kent (IGU) and Kevin Cook (Geographical Association).

The second keynote speaker, Sarah Bednarz (Texas A&M, USA) presented the changes in higher education taking place within Geography in the USA.

The conference then continued the three group workshops discussing themes such as development of the network and planning for the future of the network. Karl Donert chaired the closing session where each thematic leader presented a summary of their outcomes and plans:

### **1.3 Some notes from keynote presentations**

#### **1.3.1 Prof Wendy Morgan – Bologna Process**

Professor Morgan is one of two UK representatives on the Bologna Promoters Group of the European Universities Association.

##### Main function of the Bologna Process

Signed in June 1999 – agreed now by 29 European Ministers of education, thus it is broader than the EU and seeks to establish a European Area of Higher Education and to promote a European System of Higher Education worldwide.

6 initial objectives:

- readable, comparable degrees – Bologna supplement, transparency
- two main cycles (undergraduate and postgraduate), minimum 3 years undergraduate
- credit system – like ECTS
- promote mobility (of students and staff) in higher education
- cooperation in Quality Assurance
- a European Dimension

Prague meeting added three objectives with a mandate to push forward by 30+3 countries (Cyprus, Croatia, Turkey) and the organisation of follow-up process:

- role of Quality Assurance and accreditation
- role of lifelong learning
- competitive attractiveness of curricula with a European dimension

##### Two central political drivers

- a) to increase the attractiveness of European higher education to overseas students, central to the process
- b) to reduce the cost of the higher education system – especially in continental Europe where there are long degree courses (5-7 years)

There is also the European vision creating an integrated Europe, with the employability of graduates on a Europe-wide basis. A top-down approach. This will have a marked effect, with new structures by legislation.

Study by the EUA (European Universities Association) of the undergraduate and postgraduate systems shows the follow state of play

**Traditional:** UK, Ireland, Malta

**Established:** Iceland, Sweden, Norway, Denmark, Latvia, Lithuania, Estonia, Turkey

**Consolidating:** Czech Republic, Slovenia, Finland, Bulgaria, Poland, Portugal, Cyprus

**New structure:** Italy, Germany, France, Austria, Switzerland, Liechtenstein, Spain, Belgium (Flemish)

**Not following:** Hungary, Romania

**Undecided:** Belgium (French), Greece, Croatia

### Bologna Effects

Two main effects so far:

- a) two-tier structure (Bachelors-Masters) – greatest effect
- b) ECTS use – widespread, influenced by the University Charter

Other likely effects:

- a) Quality Assurance, suggested there might be a super European Quality Assurance Agency, though this is greatly opposed. One European body ENQA (European Network of Quality Assurance) already exists as a liaison body.
- b) TUNING Project, suggesting curriculum convergence and outcomes at subject level considered valuable and interesting. Has led to general levels of agreement, but of non-practical use.
- c) There are doubts about the effectiveness and acceptability of the Bachelors degree when compared with the employability of graduates at this level. In many countries students stay at university until Masters level. Concern over what is the correct period of study, with some countries considering 5 years as acceptable, i.e. 3+2.
- d) Appropriate use of ECTS

Sub degree	60 ECTS	1 year fulltime
	60-120 ECTS	Certificate, Diploma
First degree	180-240 ECTS	Bachelors level
Postgraduate	Under 60 ECTS	Postgraduate certificate, Diploma
	60-120 ECTS	Masters type qualification
	90-120 ECTS	MA, MSc.
	Not credit rated	PhD

### The future

Highly political, so changing rapidly and unstable.. Berlin draft is already available for Ministers meeting September 2003.

- i) Quality Assurance – European Register for QA, regular use of European nationals in the QA process, call for EUA and European Commission to make it happen, pan-European
- ii) Mobility, portability of grants and loans to a member state, to study up to a full degree abroad
- iii) ECTS recommended as **THE** system, appeal to use to the Diploma supplement and in a pan-European context
- iv) Increased cooperation beyond Europe, more scholarships, Erasmus World programme
- v) Doctoral programmes to be integrated

### Opportunities

Considerable opportunities for the Thematic Network:

- a) culture is changing, attitudes changing
- b) Masters degrees are very messy, need to be sorted out, opportunities for joint programme developments between institutions, 2 year Masters programmes, yet 1 year Masters in the UK for the rest of the world, cost considerations
- c) Doctoral degrees incorporated, needs studies and activities
- d) Recognition mechanisms for the worth of overseas study periods, needs assistance for it to happen at national level, the use of ECTS may allow it to happen
- e) Closer links to establish the European Higher Education Area and European research area to establish **Europe of Knowledge**.

### URLs

Berlin Summit <http://www.bologna-berlin2003.de>  
EUA <http://www.unige.ch/eua>  
Student Association <http://www.esib.org>

### **1.3.2 Dr. Sarah Bednarz – Changing Geography in higher education in the USA**

Sarah Bednarz (Texas A&M) presented a review of developments and change in the USA, with the following components:

- teaching and learning perspective versus subject matter
- urgency to review in higher education following 30 years of extensive change
- burden of financing education on parents and family
- aspects of a skilled workforce and the educated citizen
- tendency to blame schools – school-university links important
- prepared professors for 21<sup>st</sup> century needs
- growth of part-time faculty (non-tenure)
- fee for service
- separation of teaching and research (two-tier faculty)
- greater need for teaching
- school Geography undergoing a renaissance (National Geographical Society linked)
- Geography for “life”
- National standards – People, Places, Environment
- Spatial and environmental perspectives

National concerns include

- What is Geography?
- Geography under threat – no child left behind policy removes social studies from the curriculum – the subject left behind

### Driving forces

- GIS and related spatial technologies, shared across mapping sciences
- Environmental Science, shared across GeoSciences

### Resisting forces

- Aging faculty
- Aging curriculum

### GIS growth

GIS in 179 of 195 programmes. Proliferation of course degrees and certificate programmes.

- Issues of pedagogy not addressed. UCGIS model curriculum
- Issues of quality assurance, (college certificates)
- 'Buttonology' versus GIS Science, learning software versus learning concepts

### Geography Needs

- address how learning takes place and ways of monitoring
- learn GIS Science and skills
- address future workforce issues and gender, culture issues
- interdisciplinary initiatives that focus on complex environmental systems
- brand recognition for Geography and Geographers through the professional disciplines

### Conclusion: Positive features

Geography Alliances developing resources and developing faculty

Geography Faculty Development Alliance (University of Colorado)

International Network - INLT (Ken Foote and Mick Healey)

- active pedagogy, enquiry-based learning, teaching with technology
- course planning
- grant writing, publication, tenure and production cycle

Michael Solem (International Geography Education Project) seeking authors for an online course, Global Learning for All.

### **1.3.3 Ways Associations and other organisations should participate in the HERODOT network**

- a) Not all associations are directly involved with the higher education systems. Associations and other organisations need to be involved, as there are shared issues.
- b) HERODOT provides a more open system for discussion in search of answers.
- c) Need to get the message across of the importance of Geography and ensuring involvement in the process and links in a stronger way.
- d) There is a need for an international perspective and to be more outward looking, linking with other organisations, events and conferences.
- e) Finally there is a need to establish major research network in Geography.

Network should seek to link with the IGU (citizenship conference London April 2003, Glasgow conference August 2004 <http://www.meetingmakers.co.uk/igc-uk2004>). Geography Education Commission meeting 13-15 August, Glasgow, contact Alastair Robinson [m.a.robinson@strath.ac.uk](mailto:m.a.robinson@strath.ac.uk)

HERODOT should connect to the AAG and the NCSS (National Council for Social Studies ([www.ncss.org](http://www.ncss.org))) conference in Chicago November 2003, with EUROGEO, the GA and other organisations.

The Journal of Geography in Higher Education is a good way of disseminating the activities of the Network.

INLT has a listserv discussion forum, HERODOT possibly to link in with this, <http://www.glos.ac.uk/gdn/inlt>

Promotes the scholarship of teaching and learning providing legitimacy through discovery, integration, application and teacher (Boyer, 1990). Engaging the scholarly contribution of others, reflecting on teaching practise, communication and dissemination of aspects of practise and theoretical ideas about teaching and learning in general and in the subject discipline (Martin *et al.*, 1999). May lead to other academic considerations, such as Geography alongside language learning.

## **2. Thematic Network Pillar Summaries**

**2.1 TP1: Europeanisation** (led by Karl Donert, Liverpool Hope University College, in the absence of Tatjana Resnic-Planinc, Ljubljana University)

### **2.1.1 TUNING Project**

- Based on a Europe of Knowledge
- A tool to enhance the quality of education
- Reviews generic and subject-based competencies
- Surveys employers, graduates and academics
- Consulting exercise
- Review similarities and differences
- Identify key issues according to countries
- Insisted upon by the European Commission for Years 2 and 3

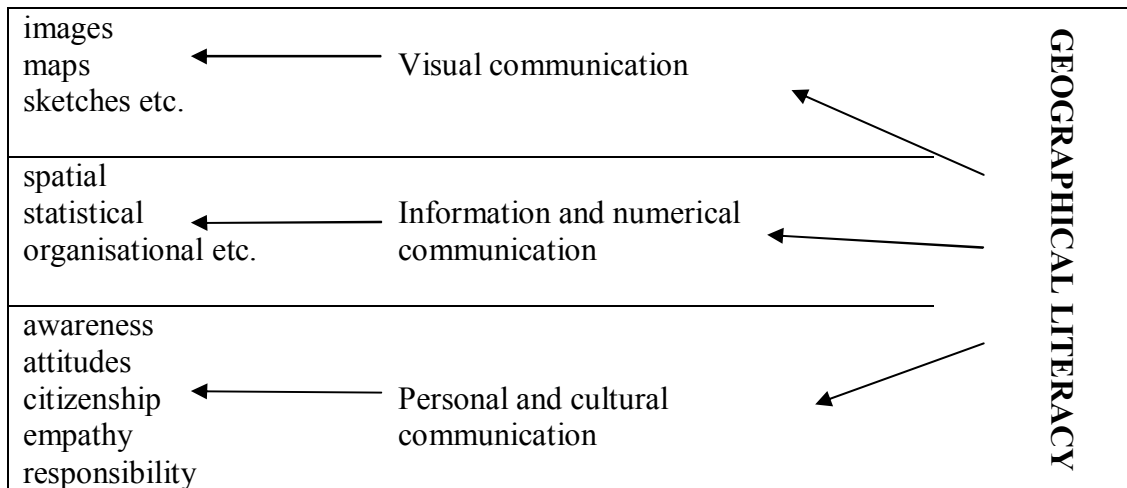
### **2.1.2 Planning Europeanisation**

In addition to the generic questionnaire, HERODOT should identify Geographical components to analyse via the TUNING questionnaire. These subject competencies and unique approaches formed the basis for group discussion. Three groups focused on the conceptual perspectives of Geography, the skills and content that make the subject unique and ought to be included in European Geography at higher education. Discussion was initiated on what should be included, but it was agreed that a further focused meeting of TP1 needed to take place to establish and agree the questionnaire and process. Also a sub-project on a European Dimension to Geography in higher education was proposed as a Socrates curriculum development application for October 2003.

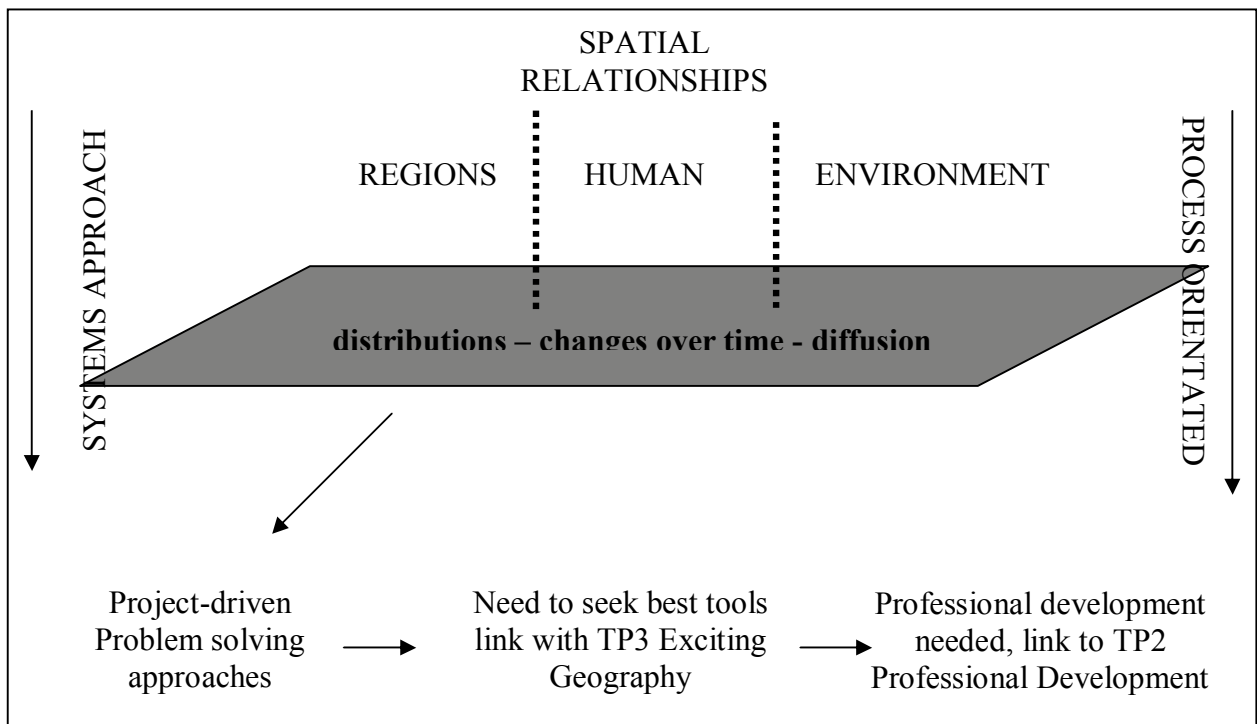
The groups discussed and presented their ideas for the uniqueness of Geography. In summary; Geography students should be able to study:

- regions and their inter-relationships at different scales
- using a systems approach
- human-environment relationships
- provide a unique spatial dimension

## What unique skills can Geography offer to lifelong learning and employability?



## What might a unique Geography curriculum in Europe contain?



### 2.1.3 Conclusions

- It was decided that there would not be a seminar/workshop in Tartu in May 2003, as almost all members of the group were unavailable, this would be postponed.
- Agreed to carry out a generic TUNING questionnaire, with consultation by Tuning, present in other countries. Original survey was questionnaires distributed to graduates, employers and academics. Questionnaires to be translated into other languages (develop and discuss online questionnaire).
- TUNING questionnaire to be provided by Tuning Project in several languages.
- A meeting to discuss and develop the TUNING questionnaire would be held in Malta in June, to be followed up in Tartu next academic year.

- Aim to pilot from September 2003 (if network funded). Significant research needed, Karl Donert to discuss with the TAO (European Commission). Suggested to use OMR (Optical Mark Reading technologies). Send questionnaire by post and email. Should also consider qualitative data collection i.e. an alternative approach.
- Content and features of geography to be discussed and then to be written up and put onto the website for other to discuss.
- Problem solving approaches need to be promoted (which should incorporate TP2 and TP3)
- An application for a Socrates curriculum Development project would be made in October 2003. Those interested would be contacted beforehand to participate. A Masters level review might also be undertaken.
- Olivier Mentz agreed to lead TP1.

### TP3 Group 1: Exciting Geography

<i>Stage in project</i>	<i>Outputs: By the end of this stage we will have achieved / produced</i>	<i>Major Activities leading to this output</i>	<i>Persons involved</i>
Year 2	Pilot survey of generic competences Undertaken survey of generic and subject competences European module application	<ul style="list-style-type: none"> <li>• Meeting in Malta - June 2003 to design survey</li> <li>• Development of survey questionnaire</li> <li>• Meeting/seminar in Tartu of TP1</li> <li>• Write and submit curriculum development bid</li> </ul>	Karl Donert, Olivier Mentz, Antonio Luna-Garcia, Donatas Burneika, Kees DeHeus, Bill Chambers, Kevin Cook, Hans de Jong, Hartwig Haubrich, Vladimir Herber, John Schembri, Maria Attard, Maria Villanueva,
Year 3	Completed surveys in all possible countries. Results analysed and published results. Considered charter for higher education Geography. Module project	Survey data collection Analysis and interpretation  Project to develop European Geography module	Mayte Banzo, Mireia Baylina, Magnfridur Juliusdottir, Michael Rasmussen, Przemyslaw Charzynski, Juri Roosaare, Vladimir Drgona * = Leader The same as above

## **2.2 TP2: Professional Development** (led by Brian Chalkley, University of Plymouth and Mick Healey, University of Gloucestershire).

### **2.2.1 TP2 Discussion**

The TP2 theme focuses on the professional development of geography lecturers in higher education. It seeks to bring together geographers from different parts of Europe who have a common interest in this theme. Its primary aim is to disseminate good practice in professional development and in this way to enhance the quality of

geography courses and improve further the learning experiences of geography students.

At HERODOT's launch conference in London in March 2003, the TP2 group successfully began the task of building our network of communication and co-operation. There was a clear consensus that professional development is essential to improving the provision of geographical education at higher education levels. It was also agreed that we have much to learn from each other on how best to promote the development needed, both among new and established geography academics.

After careful discussion and debate, it was decided that during the next academic year the TP2 group would focus first on conducting an audit of existing staff development provision for geography lecturers in higher education. The purpose of this audit will be to highlight similarities and differences between different European countries and to identify examples of good geography practice which merit wider, cross-national dissemination.

A second focus will be the promotion of geography graduates' employability. There was agreement at the London conference that enhancing graduate employability and careers is a key issue for geography in many European countries. To further improve the employment record of our students will require that geography lecturers share good practice on how best to achieve this. A programme of professional development is essential of geography academics are to design curricula and implement teaching and learning strategies which will prepare our students still more effectively for success in the graduate labour market.

### **2.2.2 TP2: Plan**

In the light of the two priorities identified in London, the TP2 programme for the coming year will focus principally on the activities summarised below.

#### **1) PROFESSIONAL DEVELOPMENT STUDY**

- (a) An audit will be conducted of existing staff development provision for higher education geography staff in different parts of Europe. The HERODOT network will be used to collect information on current levels and patterns of provision across Europe. Strengths and weaknesses will be identified.
- (b) The audit information will be collated and disseminated via the HERODOT website and also through national dissemination channels. This will spread awareness and understanding of the current direction of provision.
- (c) The survey data will provide the basis for a jointly authored paper for publication in a leading geographical journal.

#### **2) GRADUATE EMPLOYABILITY STUDY**

- (a) An audit will also be conducted of geography graduates' employability and careers records in different parts of Europe. This will again use the HERODOT network to collect information both on curriculum design for employability and on the actual experience of geography graduates in the labour market. This audit will then provide the basis for re-thinking aspects of the geography curricula. It will also underpin the staff development needed to help geography academics bring forward the changes needed in teaching and learning practices which promote employability.

- (b) The results of the employability study will again be disseminated through the HERODOT website and through a range of national dissemination channels.
- (c) The survey findings will also be written up and jointly published in a leading geography journal.

### 3) A SYMPOSIUM TO SHARE GOOD PRACTICE

- (a) Building on the two surveys and the HERODOT network, the TP2 group will convene a symposium in the spring of 2002 in Sofia. This will be organised by Dr. Stelian Dimitrov and the Sofia University authorities have already kindly agreed to host this three-day event. Its principal purpose will be to encourage the sharing of good practice in both geography staff development provision as a whole and graduate employability. The symposium will include both keynote addresses and workshops. It will operate as a 'swap shop' in which delegates bring with them examples of good geography practice to exchange with colleagues from other countries.

The symposium proceedings will be written up and published as a key resource for the professional development of higher education geographers across Europe. They will also be disseminated by HERODOT and other national and international websites.

### 2.2.3 Conclusions

Training for professional development of geography teachers is needed and should be explored. TP2 proposes to

- undertake a base line survey of existing staff, and what is being done for geography staff in European countries.
- data should be collected by the end of May
- strengths and weaknesses to be analysed
- data collated and paper written and put onto the website
- perhaps a wider survey will be undertaken later
- this is a very important theme for professional development

It was considered that geographers are not prepared for employability. Many academic geographers have not been in the 'real world' and therefore are out of touch with how to advise students what employment is available for the qualified geographer. So general professional development is needed.

Paper on Employment would be published.

March 2004 TP2 to meet in Sofia – Prague, swap shop where everyone has ideas to exchange.

**2.3 TP3: Exciting Geography** (led by Ashley Kent, Institute of Education, London and Mike Turner, Brunel).

#### 2.3.1 Expectations, concerns and ideas

Expectations and concerns:-

- Learn the processes of geography
- Importance of geography
- Importance of assessment
- A concern for weakness of geography as a compulsory subject in schools

- New technology and teaching methods
- Values of citizenship
- Making new contacts
- Inspiration
- To know how to organise practical teaching programme
- Help restore geography
- Specialist on e-learning
- Web page which can allow teachers to find out about field trips & excursions
- “European landscapes” topic needs for field trips

List of ideas to achieve Clear Aims/ Outcomes/ Activities/  
5 themes

- 1) Workshop – Introduction
- 2) State of Geography – results
- 3) Needs and Expectations
- 4) Working together, website, establishing case studies, and support mechanisms
- 5) Development and Planning – Actions and Outcomes

Aims of Exciting Geography

- Establish state of exciting Geography- what’s happening and where
- To clarify identify outputs and products
- To consider how case studies and good practise can be developed and promoted
- To produce a work plan for the following 2 years seek how to develop TP into a website.
- To develop opportunities for extra funding (EU)
- Organisation of meetings and events 2003-4
- Analysis of questionnaire and the results
- Written submission for the report on the state of Geography in Europe.

Likely Outcomes

- Description and Analysis of concepts of ‘Exciting Geography’ innovative learning and teaching.
- Description analysis and dissemination of existing good practise in institutions
- Development and evaluation of projects in ‘Exciting Geography’
- Development and evaluation of curricula and learning cultures in HE Geography
- Development of improvement methodologies of learning and teaching geography
- Establishing professional development opportunities aiming at the development

Activities

- Planning members meetings
- Workshop/ Seminars
- Annual Network Conference
- Research innovation in Geography learning and teaching

- Collecting examples of ‘good practise’ of dynamic learning cultures.
- Support TP1 TP2 for the production of Handbook
- Evaluation developments in Exciting Geography and specifically in integrating ICT based learning and teaching
- Establishing materials

Short discussion on the definition of didactics and pedagogy as there was slight confusion. Decided that it has to be decided which one we use and which is suitable for Geography. Have to decide what is ‘Exciting Geography’ and for whom, the tutor or the student.

There was a presentation on the by Ian Mack on the school/university transition and the need for exciting and innovative learning and teaching solutions. There was a need for University/ School partnership, improved Teacher Training, university involvement in Textbook production, academic input into exam specifications and a clear link between younger students and universities.

Universities need to communicate more with schools. There appear to be lots of barriers, if schools are making geography boring this therefore is reducing the numbers of students going to university to study Geography. Many universities have difficulties, as they only teach traditional geography (commented on in Austria, Germany and Netherlands).

“Not geography that’s boring, it’s the teaching of geography that’s boring” (Nikos Lambrinos).

### **2.3.2 Group work feedback and possible activities**

Suggestions of what could be investigated in this pillar included:

- GIS development for students
- Exchange board for excursions
- Database of Europe and feelings on Europe
- What is important is to let other countries know about your own country.
- What should students learn about on their own country?
- Dictionary of teaching geography
- Approach students, and develop critical thinking and learning skills, perspectives of myths and narratives as an example.
- Teaching and learning environments
- Fieldwork studies
- Thinking through Geography (Critical thinking)
- University school partnership .....pupils in research
- Understanding Geography and the public
- Making Geography learning relevant
- Assessing learning in Geography

- 1) Geography experience –explanation how and why
- 2) Geography knowledge how things work together relationships. Data, technology, resource, Geography is useful in everyday life.
- 3) Geography used as an extra science.

Possible project activities were discussed:

1. Actual/relevant/living Geography

Case studies, pupil appraised action oriented. Thinking skills critical questioning, distance learning package.

2. Develop theoretical background

What is exciting Geography? New goals for geography curriculum and geography of Europe.

3. University/ School/ Partnership- attitudes

Create opportunities for exchanges of information/narrative make Europe more exciting and interesting.

4. Geography dictionary exchange meaning of words. Pedagogy and didactics.

5. Assessing Geography

6. Geography of knowledge: information and data: how to identify reliable information, GIS, Remote sensing, and E-learning.

7. A project in which all can participate. How children perceive other European countries. Questionnaire and mapping (Raymond Trier to introduce idea) what should children learn about their own and other countries? European Union – differences/ perception of Europe. Questionnaire on Europe. Group needs to help to develop this. Methodology, Research Approach, Writing up

Summary of likely sub-groups in TP3 and their future plans: -

**Group 1**

Actual / Relevant Living Geography

Case Studies/ pupil appraised action orientated

Field Studies

Thinking skills critical questioning

Distance Learning package

**Group2**

Develop theoretical background

What is exciting Geography?

New goals for Geography Curriculum

Geography of Europe

**Group 3**

University / School Partnerships/ Attitudes

Create opportunities for exchange of information/ narrative/make Europe more exciting and interesting.

A possible project:

How children perceive other European countries. Questionnaire and mapping could be used to discover exactly, what should children learn about in their own countries and other countries.

**Group 4**

Geography of knowledge information and data:

How to identify reliable information GIS remote sensing and e learning

**2.3.3 TP3 Plan**

TP3 would plan to meet next in Romania in May 2004.

Year 1 plan to do nothing further,  
Year 2 three projects to addressing the state of the art in technology, GIS, e-learning  
Year 3 to evaluate and assess enquiry to showcase exciting Geography based on innovative teaching and learning

a) Review the state of the art geography teaching and learning.

aim to form a European Database, using website, e-mail and participants in the group.

b) Electronic book

‘Approaches to enhancing and thinking through Geography’

Chapters – post chapters titles on website.

What is Exciting Geography?

Exchange personal ideas first

Framework investigate with students

Focus on Europe

Report on results

Y3 Showcase materials for teachers to encourage exciting geography

#### **2.3.4 TP3 Conclusions**

A total of 34 people attended sessions of the Exciting Geography Pillar. Of these, 28 people committed themselves to one of the subgroups. For each group there are colleagues who will take responsibility for ensuring the progression of their project.

The three sub-groups that would be developed were:

- 1. What is exciting geography? Leaders Iris Pauw and Adwin Bosschaart**
- 2. Using geography to enhance thinking. Leaders David Owen, Sheila Waddington and Costas Constantinou.**
- 3. ICT and CAL in geography. Leaders Harry Rogge and Gregor Falk.**

An e-mail distribution list was in preparation.

TP3 Group 1: Exciting Geography

<b>Stage in project</b>	<b>Outputs: By the end of this stage we will have achieved / produced</b>	<b>Major Activities leading to this output</b>	<b>Persons involved</b>
Year 2	<p>Answers to the question: What does a geography of Europe need for it to be exciting?</p> <p>What is exciting in geography? What is exciting in the geography of Europe?</p>	<ul style="list-style-type: none"> <li>• Exchange of personal ideas on exciting geography</li> <li>• Deriving a framework of investigation</li> <li>• Investigate students aged 19-22 and school pupils</li> <li>• Report on results</li> </ul>	<p>*Iris Pauw, Utrecht, Netherlands Christian Vielhaber, Vienna, Austria Eva Konecnik, Maribor, Slovenia Sybille Reinfried, Zurich Switzerland *Adwin Bosschaart, Amsterdam, Netherlands Alois Hynek, Masaryk, Czech Rep Karl Donert, Liverpool Hope University College * = Leader</p>
Year 3	Concrete material for teaching undergraduate courses including different examples focused on Europe		The same as above

TP3 Group 2: Using Geography to enhance thinking

<b>Stage in life project</b>	<b>By the end of this stage we will have achieved/produced</b>	<b>Major Activities leading to this output</b>	<b>Persons involved</b>
Year 2	E-book: Approaches to enhancing thinking through Geography.	<ul style="list-style-type: none"> <li>• Website area for this project created</li> <li>• Template for chapters place on website + guidance for author from any thematic pillar</li> <li>• Individuals submit chapters to HERODOT web site. Theoretical and case study chapters needed. Chapters volunteered:               <ul style="list-style-type: none"> <li>• <i>Assessment and geography thinking and understanding.</i></li> <li>• <i>Enhancing children's investigative skills through field studies.</i></li> <li>• <i>Experimental work in school geography.</i></li> <li>• <i>Helping teachers to work with pre-conceived ideas through problem based learning.</i></li> <li>• <i>Thinking and values in tertiary level education.</i></li> <li>• <i>Children's collaborative mapping: talking through spatial thinking.</i></li> </ul> </li> <li>• Members of TP3 will post supportive comment and feedback on the chapters submitted in the website</li> </ul>	<p> <a href="mailto:schuerzp@pa-linz.ac.at">schuerzp@pa-linz.ac.at</a>  <a href="mailto:Shelagh.Waddington@may.ie">Shelagh.Waddington@may.ie</a>  <a href="mailto:kamma@ruc.dk">kamma@ruc.dk</a>  <a href="mailto:pbpalm@swedishschool.org.uk">pbpalm@swedishschool.org.uk</a>  <a href="mailto:finn.moeller@cvuwest.dk">finn.moeller@cvuwest.dk</a>  <a href="mailto:d.h.owen@shu.ac.uk">d.h.owen@shu.ac.uk</a>  <a href="mailto:cachinho@mail.doc.fl.ul.pt">cachinho@mail.doc.fl.ul.pt</a>  <a href="mailto:c.p.constantinou@ucy.ac.cy">c.p.constantinou@ucy.ac.cy</a>  <a href="mailto:vanwesemael@geog.ucl.ac.be">vanwesemael@geog.ucl.ac.be</a>  <a href="mailto:donertk@hope.ac.uk">donertk@hope.ac.uk</a> </p> <p>not all email addresses may be accurate</p> <p>           Peter Schuerz            Shelagh Waddington*            Kamma Tulinius            Peter Palm            Finn Moeller            David Owen*            Herculano Cachinho            Costas Constantinou*            Bas Van Wesemael            Karl Donert         </p>
Year 3	Application for Intensive Programme	<ul style="list-style-type: none"> <li>• Application for Intensive Programme.</li> <li>• Editing, reviewing and publishing chapters in electronic form.</li> </ul>	

TP3 Group 3: Computer Assisted Learning

<b>Stage in life project</b>	<b>Outputs: By the end of this stage we will have achieved / produced</b>	<b>Major Activities leading to this output</b>	<b>Persons involved</b>
Year 2	A European database with a) the computer assisted geography teaching and learning methods and activities and b) useful web links that provide information on the subject	Enquiries on the State of the Art in computer assisted geography teaching and learning.	Harry Rogge, Netherlands * Gregor Falk, Germany * Goran Hammer, Sweden Jaromir Kolejka, Czech Republic Peter Andersen, Norway Svein Andersland, Norway Marko Krevs, Slovenia Jacek Kozak, Poland Laurentiu Rozylowicz, Romania Nikos Lambrinos, Greece Karl Donert, UK  Leaders of the stages *
Year 3	a) Showcase of exciting geography projects in computer assisted teaching and learning b) Student research projects	Processing and evaluation of the enquiries	The same as above



### 3. Final Plenary

- c) Some concern was expressed over the 'anglo-centric' nature of the activities and event. Though this was not intended, this comment was accepted but it had not been intended. The Steering Group was mixed but because of unforeseen circumstances, some members were unable to attend or participate in the launch. The coordinator hoped that the use of the Web and communications area and also the next events would provide a balanced approach. Ideas for speakers and activities were requested.
- d) The questionnaire data and *Powerpoint* presentations were to be used for the project. The data result would be entered into a database and they would be made available to all HERODOT members. The presentations would be reviewed and then placed for access on the Web site.
- e) The use of the Web site and discussion area were critical to the future of the network. Some discussion on their use had been undertaken in the groups. Web site access information would be provided by the Web master.
- f) It remained important to disseminate the project and continued growth was anticipated, but diversification was essential (organisations, companies and associations) and higher education institutions from beyond Europe.
- g) Challenged to develop a European Charter for Geography (probably based on the IGU charter and in conjunction with the IGU). The coordinator would approach the IGU education commission at their next conference in London in April. He was presenting the HERODOT network at this event.
- h) The coordinator agreed to send all partners leaflets and information from the launch event. Further questionnaires would be obtained from new members and those who were unable to attend the first meeting.
- i) Reminder of the opportunity to publish the HERODOT activities through the *Journal of Geography in Higher Education* (Martin Haigh).