

**HERODOT Working Conference**  
*Geography for Society: putting Bologna  
into action*

*State of Geography in Europe:  
results from the HERODOT  
network*

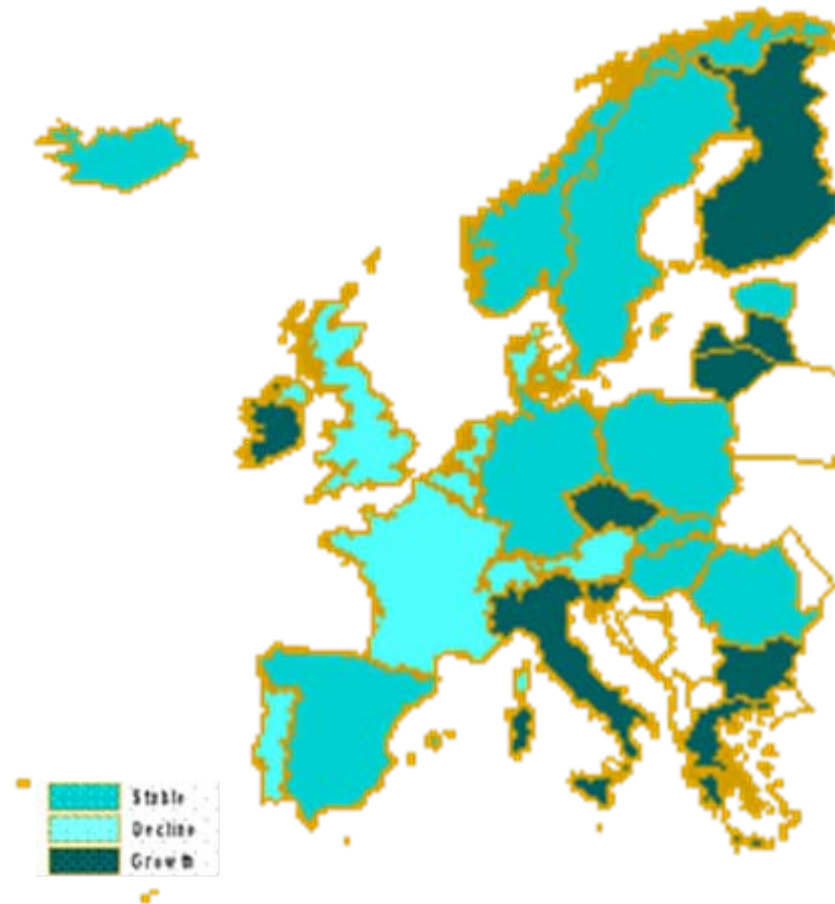
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*National Teaching Fellow*

*Liverpool Hope University, UK*

# State of Geography

- results available online
- survey - 67 universities and teacher training departments
- state of Geography in higher education



# State of Geography


- Agreed national statement for Geography in 29 European countries
- Status of Geography
- Employability
- Challenges
- Threats
- Recent Changes

The State of Geography in Europe	HERODOT Thematic Network 2007
<hr/>	
<b>Country</b>	
<b>Status of Geography in XXXX</b>	
<b>Employability</b>	
<b>Challenges</b>	
<b>Threats</b>	
<b>Recent Changes</b>	

# State of Geography


## Detailed Questionnaire – rich data

- National aspects
- Departmental aspects
- Subject aspects
- Individual aspects
- Developments
- Needs and opportunities



Appendix 1: HERODOT Questionnaire Survey

**HERODOT Thematic Network for  
Geography in higher education**



Dear colleagues,

As part of our contract with the European Commission (who have enabled us to establish and develop the HERODOT network), we are asked to gather data on the situation of Geography in higher education in our different countries. This information will then be used to undertake a European needs analysis, so that the network may best serve its members in future years and to publish and promote the network to a wider audience. The information you supply will also inform and support us in more fully preparing the launch conference and other activities and events.

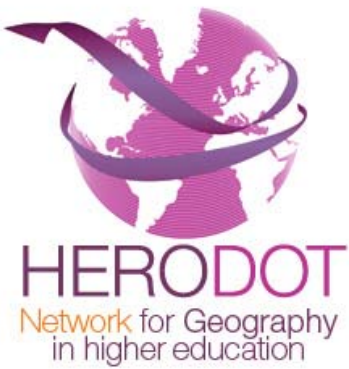


# State of Geography

## Current HERODOT

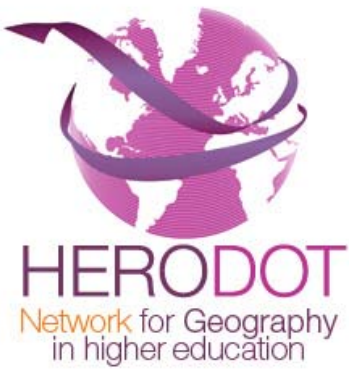
- Aspects of learning and teaching in Geography departments
- Teaching methods, learning approaches
- What Geography courses and research
- Teaching in non-geography departments, or the curriculum, network
- Geographical information technology, Field courses and international Activities
- Professional aspects –associations - professional needs – graduate employability
- Recent changes in higher education, Initiatives
- Role of HERODOT

## network goals



# TUNING Geography: survey objectives

- establish a basis for **wide discussion** of competences
- **gather information** on competences in Geography in different countries
- identify **commonality and diversity** between competences between survey groups – academics – employers – recent graduates
- to encourage **debate** in the subject discipline.



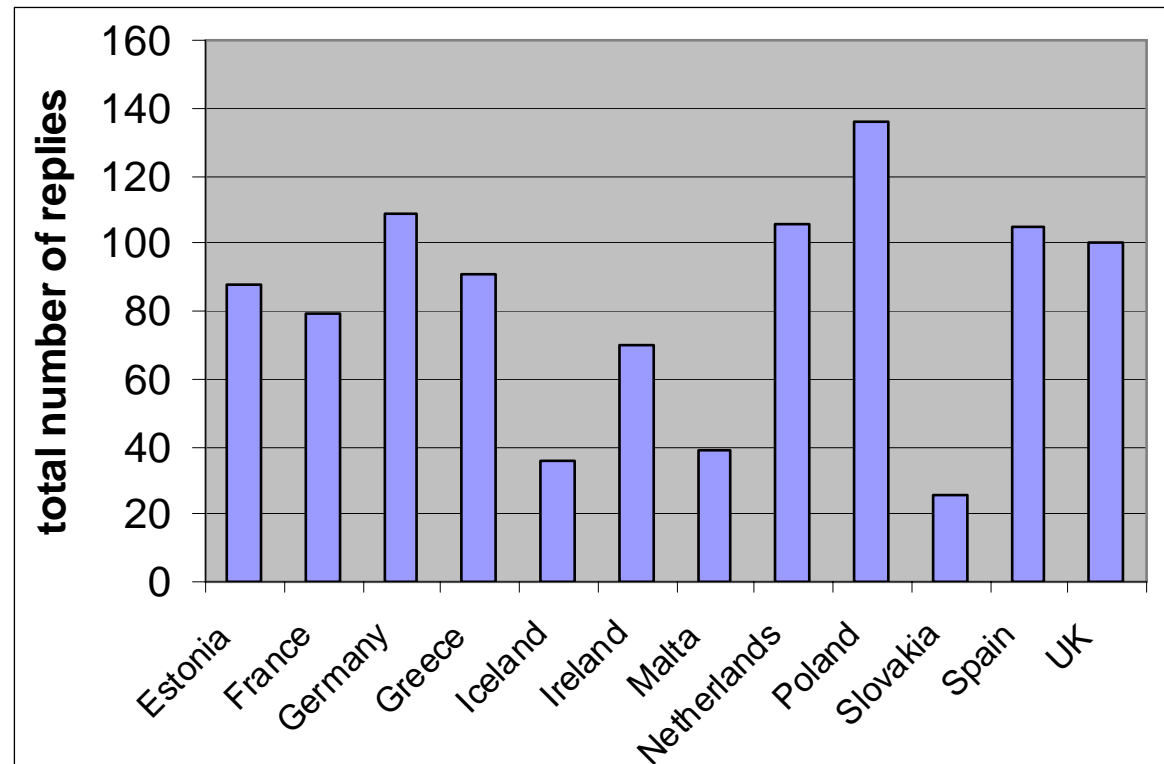
# TUNING Geography

- Accepted European methodology
- TUNING workshop – London 2003
- HERODOT workshops in 2003 and 2004
- Pilot Survey
- Full survey
- Open to all interested members

# TUNING Geography

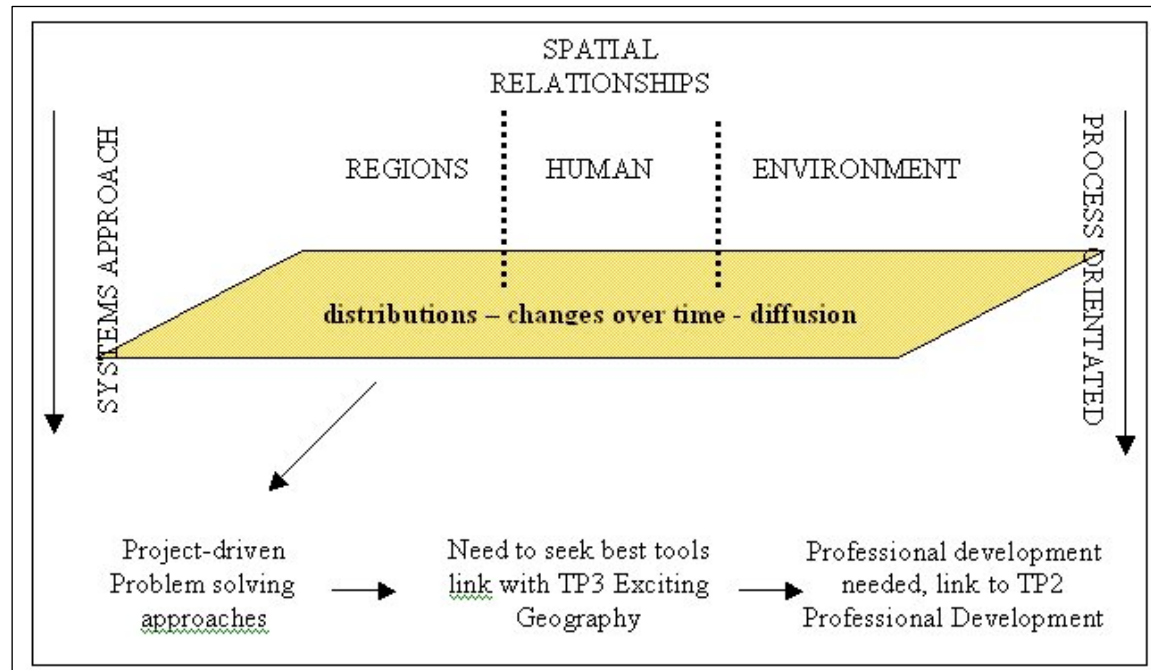
	academics	employers	graduates	total
Total	301	231	453	<b>985</b>

12 countries  
980+ responses  
from graduates,  
employers and  
academics



# TUNING Geography

- Workshop -what is special about Geography?
- 12 subject-specific competences



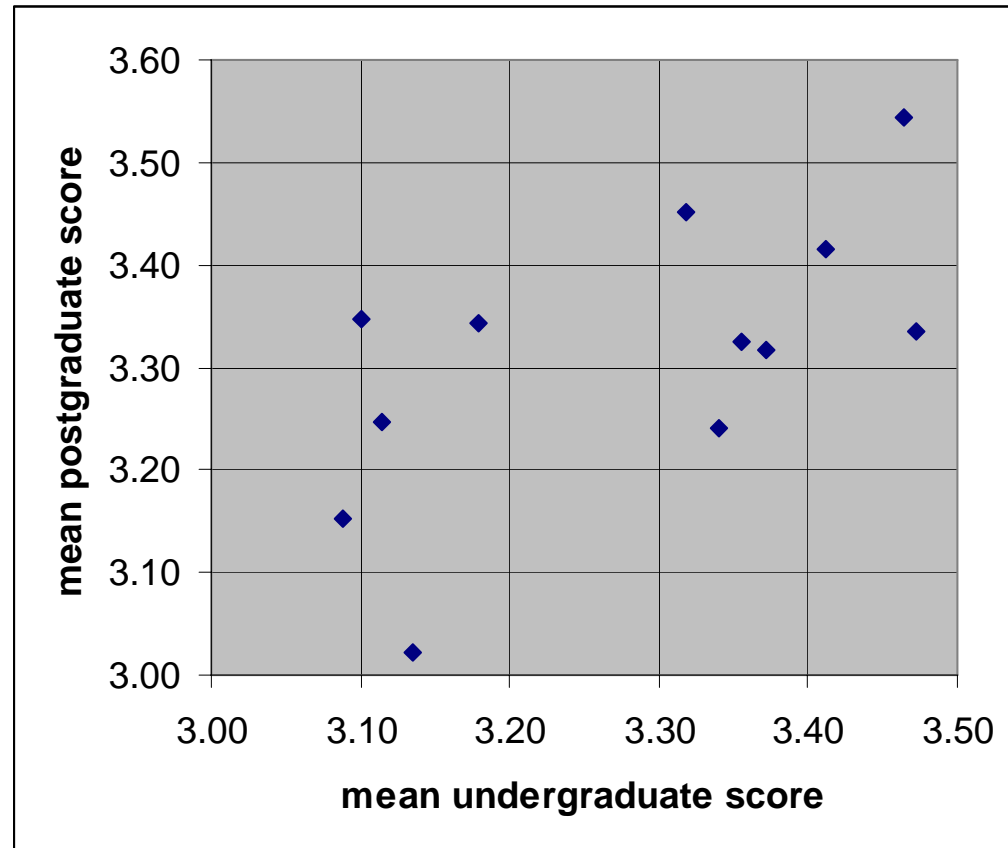
# TUNING Geography

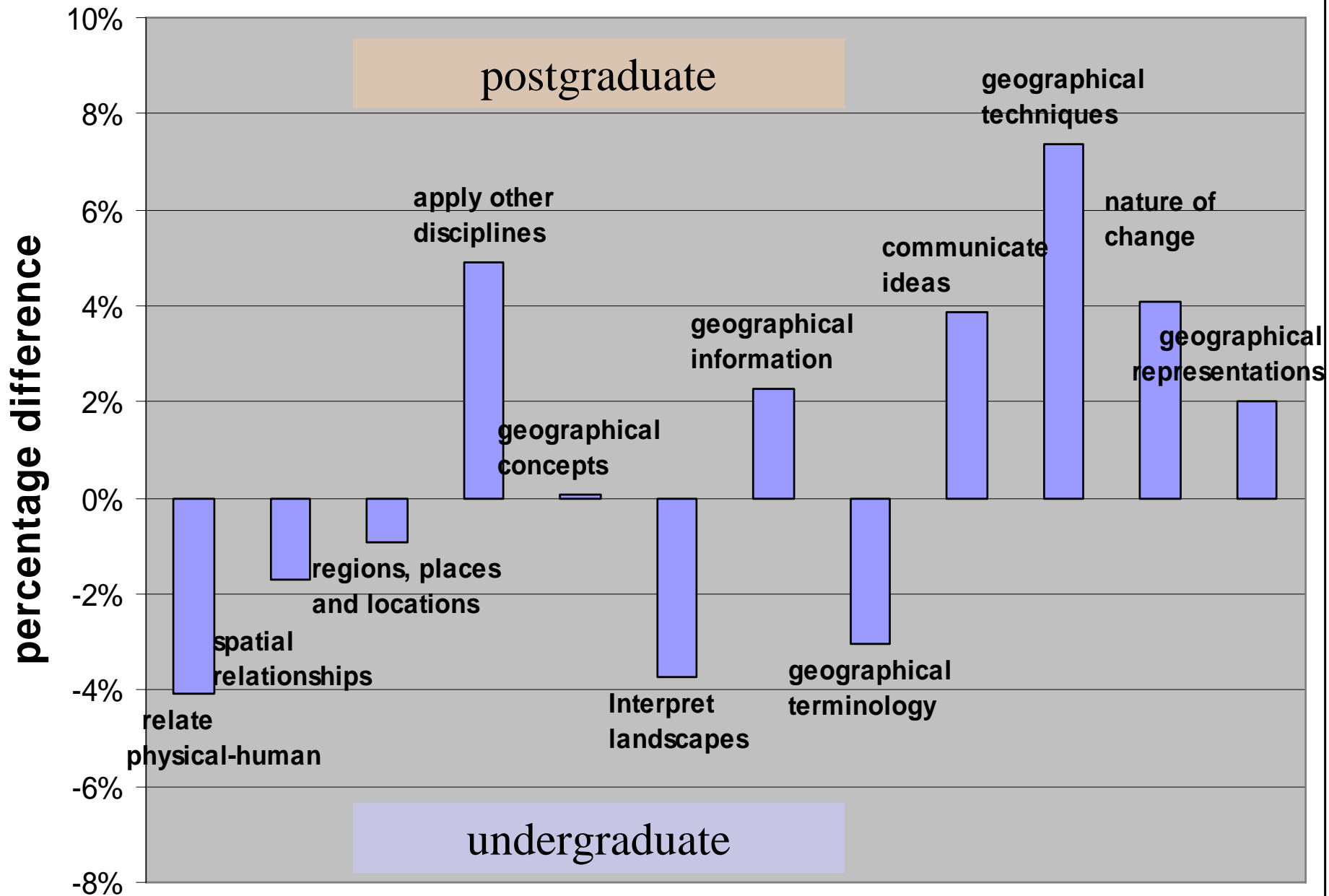
- subject-specific competences

<b>images, maps sketches etc.</b>	<b>visual communication</b>	<b>GEOGRAPHICAL LITERACY</b>
<b>spatial statistical organisational etc.</b>	<b>information and numerical communication</b>	
<b>awareness, attitudes citizenship, empathy responsibility</b>	<b>personal, social and cultural communication</b>	

# TUNING Geography

- subject-specific competences surveyed in terms of their relative importance for undergraduate and postgraduate courses
- What competences are mainly Bachelors?
- What competences are mainly Masters and PhD?





# TUNING Geography

generic competences measured by:

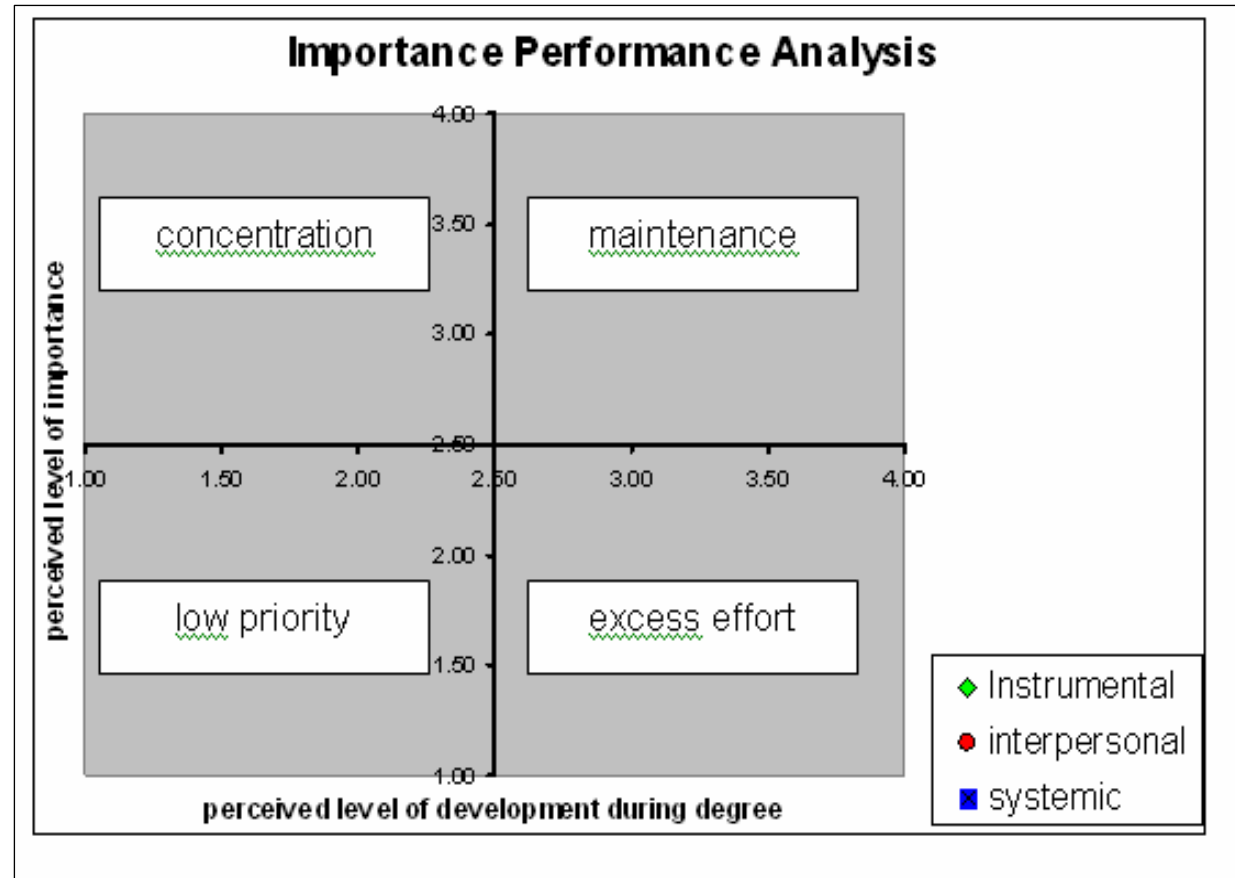
- perceived importance of the competence and
- the level to which the competence was developed by the university degree

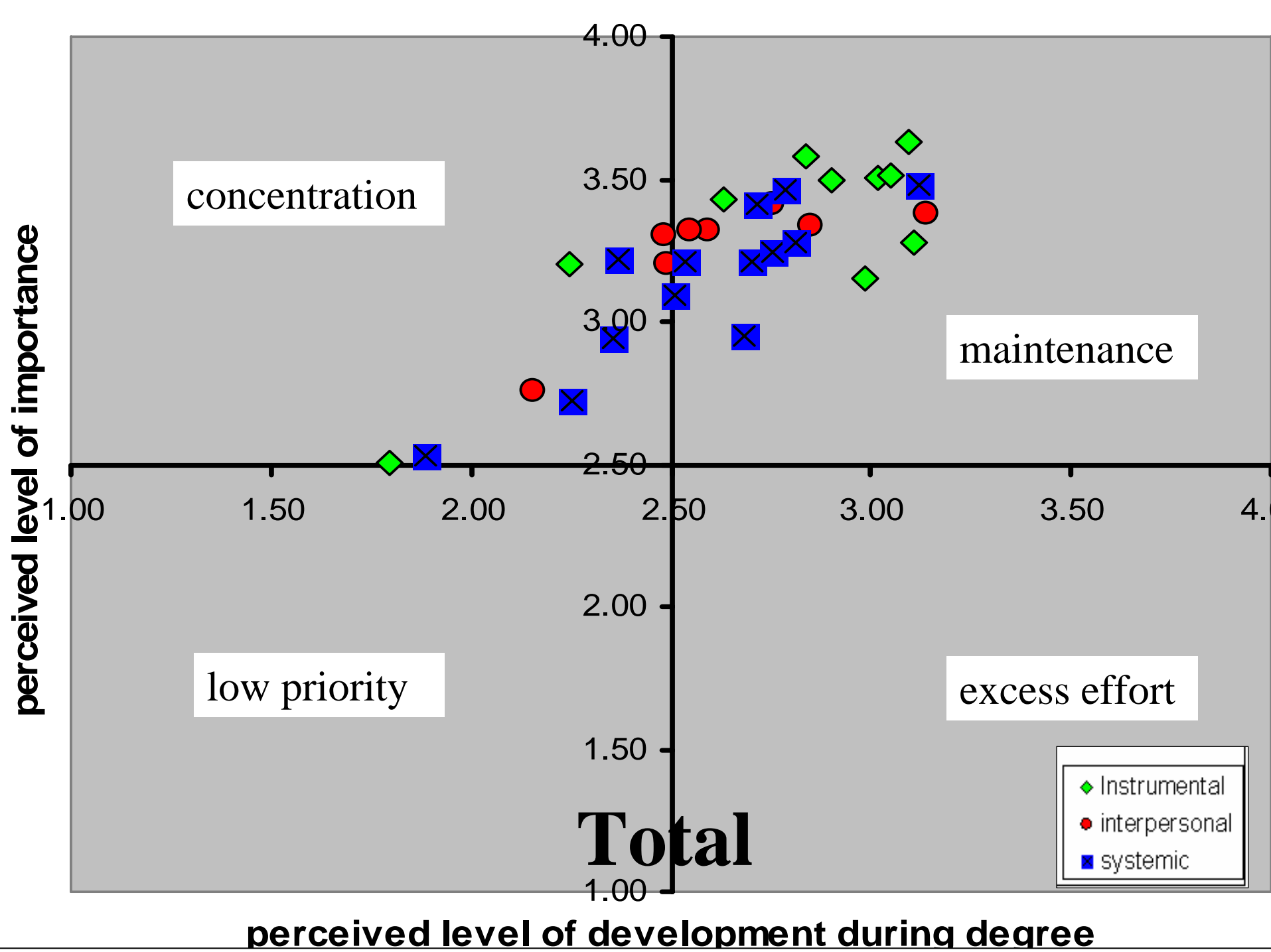
Three types:

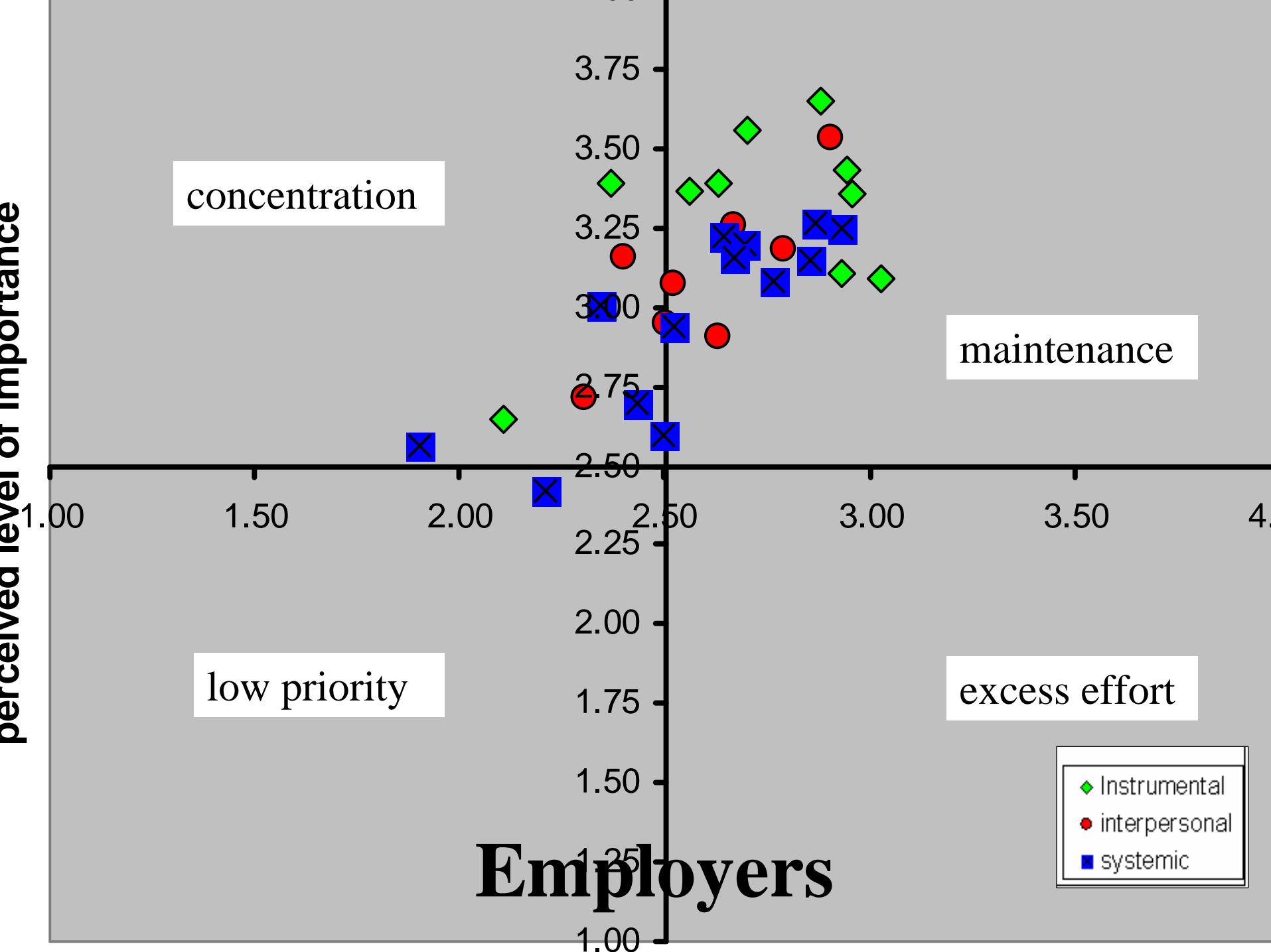
- **Instrumental** – cognitive, methodological, technological, linguistic
- **Interpersonal** – individual abilities, social skills
- **Systemic** - skills and abilities concerning the whole learning system

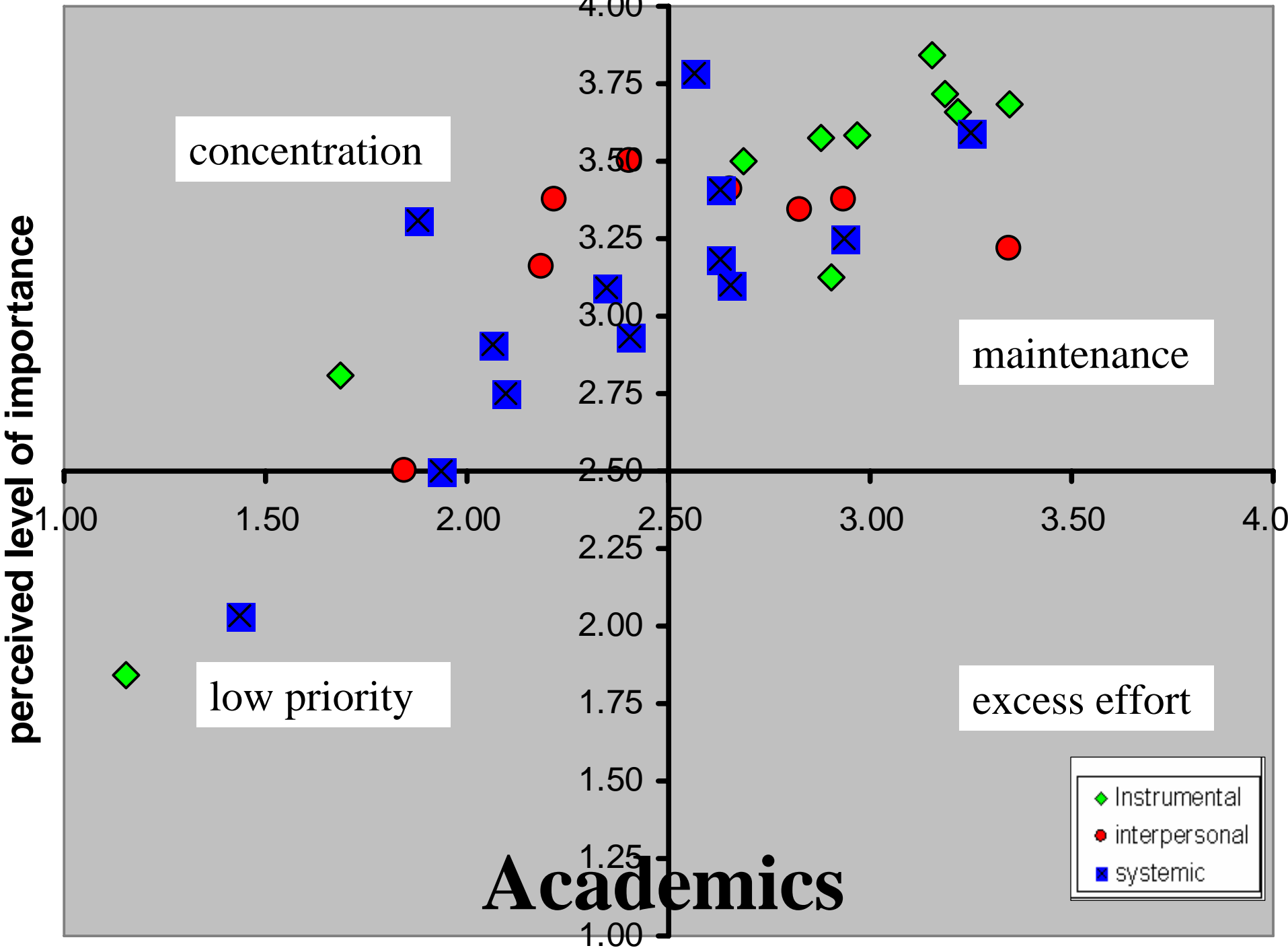
# TUNING Geography

Allows an importance – performance analysis of Geography as a university degree



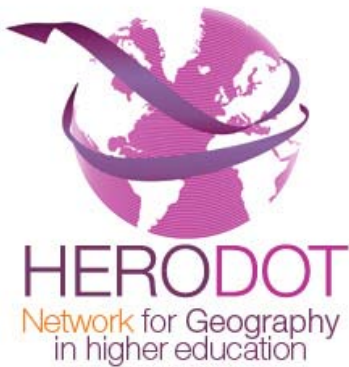






Academics	Employers	Graduates	Whole sample
Planning and time management	Capacity for analysis and synthesis	Knowledge of the profession in practice	Knowledge of the profession in practice
Critical and self-critical abilities	Capacity for applying knowledge in practice	Capacity to adapt to new situations	Capacity to adapt to new situations
Capacity to adapt to new situations	General knowledge in the field of study	Decision-making	Capacity for generating new ideas (creativity)
Capacity for generating new ideas (creativity)	Research skills	Ability to work in interdisciplinary team	Decision-making
Ability to communicate effectively with non-experts (in the field)	Capacity for generating new ideas (creativity)	Ability to communicate effectively with non-experts (in the field)	Ability to work in interdisciplinary team
Ability to work on own initiative	Project design and management	Dealing with uncertainty	Ability to communicate effectively with non-experts (in the field)

Instrumental  
Interpersonal  
Systemic



# TUNING Geography outcomes

- established **an agreed set of competences**
- use to review and inform curriculum development
- **all subject competences considered important**
- **employers believed Geography degree courses should focus more on instrumental skills**
- **recent graduates considered that systemic competences need more development**
- must also consider opportunities for systemic skills including project work, case research, real-world problem solving and work experience

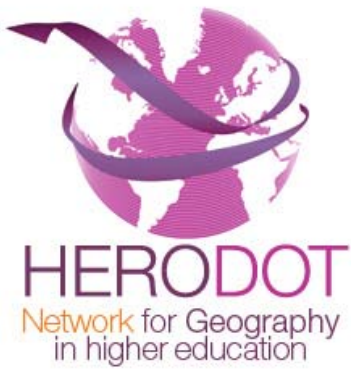
# Reference Points, Benchmarks

## Benchmarks

- can be established for qualifications
- provide a common language from which courses and programmes can refer to
- set out general standards for the award of a qualification
- are based on agreed learning outcomes and competences
- Consider discussion for subject-specific and subject related competences

# TUNING: next steps

- The **first phase** of the TUNING of Geography
- Is there commonality in our degree programmes?
- State of Geography showed that **Geography exhibits great diversity**
- The **flexibility** we show also **offers Geography vitality and dynamism**



# TUNING: next steps

**What next?**

**What s the role of HERODOT?**