

1  
2  
3  
4  
5  
6  
7  
8  
9



**SYMPOSIUM**

10  
11  
12  
13  
14  
15  
16  
17

## **From Hawaii to Glasgow: The International Network for Learning and Teaching Geography in Higher Education (INLT) Five Years On**

18  
19 MICK HEALEY

20 Centre for Active Learning in Geography, Environment and Related Disciplines, University of  
21 Gloucestershire, UK

22  
23 **ABSTRACT** *This paper examines and reflects on the activities of the International Network for*  
24 *Learning and Teaching Geography in Higher Education (INLT) from its founding at the Association*  
25 *of American Geographers' Annual Conference in Hawaii in 1999 to the post-International*  
26 *Geographical Congress workshop in Glasgow five years later. It provides a context and introduction*  
27 *to the following six papers, which resulted from the Glasgow workshop. It is suggested that, despite*  
28 *some of the proposals in Hawaii proving over-ambitious, several other projects have emerged and*  
29 *the INLT continues largely to meet the goals and purposes set out in 1999. Although the desire of the*  
30 *INLT to move beyond its Anglo-American and Australasian origins largely remains a challenge to be*  
31 *met, the INLT has established itself as a valuable forum for the geography higher education*  
32 *community to identify and reflect on similarities and differences in national practices, to engage in*  
33 *debate virtually and face-to-face on issues concerned with learning and teaching, and to bring*  
*geographers from different countries to work together on educational projects.*

34 **KEY WORDS:** International Network for Learning and Teaching Geography in Higher Education,  
35 INLT, discipline-based network, scholarship of teaching and learning, community of practice,  
36 collaborative projects

37  
38 Establishing the network was the easy bit; the challenge resides in developing and  
39 sustaining it to meet its intended aims. (Healey *et al.*, 2000a, p. 219)

40  
41 **Introduction**

42 The International Network for Learning and Teaching Geography in Higher Education  
43 (INLT) was founded at a workshop held prior to the Association of American  
44

45  
46 *Correspondence Address:* Mick Healey, Centre for Active Learning in Geography, Environment and Related  
47 *Disciplines, University of Gloucestershire, Francis Close Hall, Swindon Road, Cheltenham GL50 4AZ, UK.*  
Email: mhealey@glos.ac.uk

48 Geographers' Annual Conference in Hawaii in April 1999 (Shepherd, 1999; Hay *et al.*,  
 49 2000). The idea for the Network developed from a discussion the previous April between  
 50 two of the organizers (Ken Foote and Mick Healey) about ways in which national  
 51 networks concerned with learning and teaching geography in higher education, such as the  
 52 Virtual Geography Department (USA) and the Geography Discipline Network (UK),  
 53 could be encouraged to collaborate and an international dialogue be stimulated (Garcia-  
 54 Ramon & Monk, 1997; Healey, 1998a; Foote, 1999; Healey *et al.*, 2000a). Iain Hay was  
 55 invited to join the organizers and a call was sent out for interested participants. It was  
 56 agreed in preparatory electronic discussions, and confirmed at the one-day pre-AAG  
 57 conference meeting by the 28 geographers present, that the goal of the INLT would be "to  
 58 improve the quality and status of learning and teaching of geography in higher education  
 59 internationally" (Hay *et al.*, 2000, p. 224). Three main purposes were set for the INLT:

- 60 ● to promote innovative, creative and collaborative research as well as critical  
 61 reflection on the learning and teaching of geography;
- 62 ● to facilitate the exchange of materials, ideas and experiences concerning the  
 63 learning and teaching of geography and to stimulate international dialogue;
- 64 ● to create an inclusive international community in higher education aimed at  
 65 raising the profile and status of learning and teaching of geography.  
 66

67 In the discussions leading to the establishment of the Network, it was useful to reflect on  
 68 the previous experience of international teaching and learning initiatives in geography,  
 69 such as the ERASMUS programme on geography and gender (Drooglever Fortuijn, 2002)  
 70 and the National Centre for Geographic Information and Analysis Core Curriculum  
 71 project. Since the first workshop the INLT has run sessions at five different conferences,  
 72 three in the United States and two in the United Kingdom. In addition it held a 48-hour  
 73 workshop, following the International Geographical Congress (IGC), in Glasgow in  
 74 August 2004. One of the outputs of that workshop is the set of papers in this *JGHE*  
 75 *Symposium*. The aim of this article is to contextualize these papers by reviewing the  
 76 activities of the INLT in the five years since it was established. But to understand how  
 77 the INLT has developed it is necessary to examine it in the context of some of the  
 78 other higher education teaching and learning initiatives which have affected geography in  
 79 this period.  
 80

### 81 **The Wider World of Teaching and Learning in Higher Education**

82  
 83 The five years 1999–2004 have seen many changes in the wider world of teaching and  
 84 learning in higher education, which provide a background to the development of the INLT.  
 85 Encouragingly there are indications, at least in some countries, that a more strategic and  
 86 scholarly approach is being taken to the development and enhancement of teaching and  
 87 learning. In the UK the largely government-funded Institute for Learning and Teaching in  
 88 Higher Education (ILTHE) and the Learning and Teaching Support Network (LTSN) both  
 89 developed in this period and in 2004 merged into the Higher Education Academy. A not  
 90 dissimilar body, the Carrick Institute for Learning and Teaching in Higher Education, was  
 91 established in Australia in 2004. In New Zealand the *Tertiary Education Strategy* calls for  
 92 "a research culture within which undergraduates learn to take a research-based approach to  
 93 their lifelong educational development" (Ministry of Education, 2002, p. 60) and in 2005  
 94 is funding teaching and learning research and development through the *Teaching Matters*

95 *Forum*. In the United States, where government higher education policy is decentralized,  
96 the American Association of Higher Education and the Carnegie Foundation for the  
97 Advancement of Teaching have both undertaken significant nationwide initiatives.  
98 For example, the jointly run Carnegie Academy for the Scholarship of Teaching Campus  
99 Program has a presence at over 200 universities.

100 Prestigious awards for excellence in teaching have also been established in the 1990s  
101 and the first few years of the twenty-first century. These include the Australian Awards for  
102 University Teaching, the 3M Teaching Fellowship Program (Canada), the National  
103 Teaching Fellowship Scheme (UK) and the National Science Foundation (NSF) Award for  
104 Distinguished Teaching Scholars (US). The US also has the Carnegie Scholars Program  
105 but this is not an award for teaching excellence; nor is it a teaching-improvement  
106 workshop. Its purpose is, rather, to bring together outstanding academic staff committed to  
107 investigating and documenting significant issues in the teaching and learning of their  
108 disciplines.

109 Although most education policy initiatives are restricted to particular countries, the  
110 development of the scholarship of teaching and learning (SoTL) is beginning to spread  
111 from one country to another. SoTL is characterized by a critical reflection on practice,  
112 contribution to the pedagogical development of the subject, researching the learning and  
113 teaching of the discipline, and disseminating its findings (Healey, 2000; 2003a; Breslow  
114 *et al.*, 2004). Although stimulated by the Boyer (1990) report, the way it has developed  
115 varies between countries. For example, in the US the issue of roles and rewards has been  
116 important (e.g. Abler *et al.*, 1995), while in the UK the discussion has been dominated by  
117 the relationship between research and teaching and the impact of the Research Assessment  
118 Exercise (e.g. Jenkins, 2000). A few attempts have been made to stimulate an international  
119 debate on the nature and practice of the SoTL. For example, the International Conference  
120 of Educational Developers was established in 1993, and three years later the Conference  
121 founded the *International Journal for Academic Development*. In October 2004 the  
122 International Society for the Scholarship of Teaching and Learning held its inaugural  
123 conference in Bloomington, Indiana.

124 Nearly all the above initiatives are predominantly generic. The period has also seen the  
125 growth of interest in discipline-based approaches to educational development and the  
126 scholarship of teaching and learning (Jenkins, 1996; Healey, 2000, 2003b; Healey *et al.*,  
127 2000; Huber, 2000; Healey & Jenkins, 2003). This trend is based on the arguments that,  
128 first, for most academic staff their primary allegiance is to their discipline, and, second,  
129 that it is important not to separate pedagogic developments from the disciplinary contexts  
130 in which they are to be implemented. The clearest example of the recognition of the power  
131 of this argument was the establishment of 24 national subject centres in the UK in 2000 by  
132 the LTSN. The Geography, Earth and Environmental Sciences (GEES) Subject Centre  
133 quickly established itself as one of the leading centres, being one of the first to introduce an  
134 annual discipline-based residential workshop for new staff (Clark *et al.*, 2002) and to  
135 develop pedagogic research capacity among its community (Cousin *et al.*, 2003). It also  
136 contributed to the LTSN 'Linking teaching and research through the disciplines' project  
137 (Healey, 2005). It was able to 'hit the ground running' because of the relatively long  
138 history of innovation in teaching and learning in its constituent disciplines, particularly  
139 geography (Healey, 2003b).

140 Specific geography-related projects include the US NSF-funded project 'The  
141 Geography Faculty Development Alliance' based in Boulder, Colorado (Solem &

142 Foote, 2004) and the UK Higher Education Funding Council for England (HEFCE) funded  
 143 ‘Supporting disabled students undertaking fieldwork and related activities’ project and the  
 144 ‘Inclusive Curriculum Project’ run by the Geography Discipline Network (GDN) based at  
 145 the University of Gloucestershire (Gravestock & Healey, 2002; Hills & Healey, 2005).  
 146 Particularly exciting, not least for the size of funding they have attracted, are four  
 147 geography-related programmes funded by HEFCE under their Centres for Excellence in  
 148 Teaching and Learning initiative: Centre for Active Learning (CeAL) in Geography,  
 149 Environment and Related Disciplines (Gloucestershire); Education for Sustainable  
 150 Development (Plymouth); Experiential Learning in the Environmental and Natural  
 151 Sciences (Plymouth); and SPLINT: Spatial Literacy in Teaching (Leicester). Each centre  
 152 will attract up to £4.5 million between 2005 and 2010 for a mixture of capital and recurrent  
 153 expenditure. All of them refer to international links. For example, CeAL plans to develop  
 154 joint student projects with 10 overseas universities.

155 A number of other specifically international geography-related projects have started in  
 156 the last few years. These include: the ‘The Online Center for Global Geography  
 157 Education’, run from the Association for American Geographers; the ‘DialogPlus Digital  
 158 Libraries in Support of Innovative Approaches to Learning and Teaching in Geography’  
 159 project involving the Pennsylvania State University and the University of California,  
 160 Santa Barbara in the US and the University of Southampton and the University of Leeds in  
 161 the UK; and the HERODOT Thematic Network for Geography Teaching and Training in  
 162 higher education across Europe, run from Liverpool Hope University. Together these  
 163 various developments and initiatives show an increased interest in the scholarship  
 164 of teaching and learning in higher education, and geography specifically, over the last few  
 165 years. More attention is also beginning to be given to developing international  
 166 perspectives. It is in this context that the development of INLT needs to be interpreted.  
 167 A list of useful web resources is provided in Table 1.

### 169 **Hawaii Revisited**

171 Geography was one of the first disciplines to establish an international network for  
 172 learning and teaching (Healey *et al.*, 2000b). Six ‘projects’ were identified from the 1999  
 173 Hawaii symposium (Hay *et al.*, 2000, pp. 225–226):

- 174 1. Publication of discussion papers in *JGHE*.
- 175 2. Establish a communication network.
- 176 3. Develop a database and clearinghouse.
- 177 4. Explore and establish links with other organizations and projects.
- 178 5. Link student projects internationally.
- 179 6. Establish a pilot project to explore learning and teaching strategies.

181 Of these, the first, second and fourth have largely been achieved. The nine discussion  
 182 papers, plus an introduction, were published in *JGHE* 24(2) (Healey *et al.*, 2000a).  
 183 A listserv was established at Flinders University (currently over 250 members); an INLT  
 184 website was constructed at the University of Texas at Austin;<sup>1</sup> and a twice-yearly  
 185 *INLT Newsletter* was established and edited from the University of Gloucestershire.  
 186 Since the first workshop, five events have been held as part of the meetings of  
 187 professional geography organizations (Annual Conference of American Association of  
 188 Geographers (AAG) at Hawaii, 1999; Annual Conference of Royal Geographical Society

Table 1. Useful websites

189	
190	Carnegie Foundation for the Advancement of Teaching
191	<a href="http://www.carnegiefoundation.org">http://www.carnegiefoundation.org</a> .
192	Carnegie Academy for the Scholarship of Teaching and Learning:
193	<a href="http://www.carnegiefoundation.org/CASTL/highered/index.htm">http://www.carnegiefoundation.org/CASTL/highered/index.htm</a>
194	The Carrick Institute for Learning and Teaching in Higher Education
195	<a href="http://www.dest.gov.au/sectors/higher_education/policy_issues_reviews/key_issues/learning_teaching/national_institute.htm">http://www.dest.gov.au/sectors/higher_education/policy_issues_reviews/key_issues/learning_teaching/national_institute.htm</a>
196	DialogPlus Digital Libraries in Support of Innovative Approaches to Learning and
197	Teaching in Geography project: <a href="http://www.dialogplus.org/">http://www.dialogplus.org/</a>
198	Geography Discipline Network: <a href="http://www.glos.ac.uk/gdn/">http://www.glos.ac.uk/gdn/</a>
199	Geography, Earth and Environmental Sciences Subject Centre: <a href="http://www.gees.ac.uk">http://www.gees.ac.uk</a>
200	Geography Faculty Development Alliance:
201	<a href="http://www.colorado.edu/geography/gfda/gfda.html">http://www.colorado.edu/geography/gfda/gfda.html</a>
202	HERODOT Thematic Network for Geography Teaching and Training:
203	<a href="http://www.zgis.at/herodotnet/">http://www.zgis.at/herodotnet/</a>
204	Higher Education Academy: <a href="http://www.he.ac.uk">http://www.he.ac.uk</a>
205	International Network for Learning and Teaching Geography in Higher Education
206	(INLT): <a href="http://www.glos.ac.uk/gdn/inlt/index.htm">http://www.glos.ac.uk/gdn/inlt/index.htm</a>
207	INLT archived site: <a href="http://www.colorado.edu/geography/inlt/index.html">http://www.colorado.edu/geography/inlt/index.html</a>
208	INLT pre-Glasgow Internet Discussion:
209	<a href="http://www.gees.ac.uk/events/2004/inlt/iguevent.htm">http://www.gees.ac.uk/events/2004/inlt/iguevent.htm</a>
210	International Consortium for Educational Development:
211	<a href="http://www.osds.uwa.edu.au/about/activities/hosted_sites/iced">http://www.osds.uwa.edu.au/about/activities/hosted_sites/iced</a>
212	International Geographical Union Commission on Geographical Education:
213	<a href="http://igu-cge.tamu.edu/">http://igu-cge.tamu.edu/</a>
214	International Society for the Scholarship of Teaching and Learning:
215	<a href="http://www.issotl.indiana.edu">http://www.issotl.indiana.edu</a>
216	Online Center for Global Geography Education:
217	<a href="http://www.aag.org/education/center">http://www.aag.org/education/center</a>
218	<i>HEFCE-funded Centres for Excellence in Teaching and Learning in Geography and related disciplines</i>
219	University of Gloucestershire, the Centre for Active Learning in Geography,
220	Environment and Related Disciplines (CeAL): <a href="http://www.glos.ac.uk/ceal/">www.glos.ac.uk/ceal/</a>
221	University of Leicester with University College London and the University of
222	Nottingham, Spatial Literacy in Teaching (SPLINT): <a href="http://www.geog.le.ac.uk/splint/">http://www.geog.le.ac.uk/splint/</a>
223	University of Plymouth Experiential Learning in Environmental and Natural Sciences:
224	<a href="http://www.plymouth.ac.uk/cetl/el">http://www.plymouth.ac.uk/cetl/el</a>
225	University of Plymouth Centre for Excellence in Teaching and Learning for
226	Education for Sustainable Development: <a href="http://www.plymouth.ac.uk/cetl/esd">http://www.plymouth.ac.uk/cetl/esd</a>
227	
228	
229	
230	
231	
232	
233	
234	
235	

with the Institute of British Geographers (RGS-IBG) at Plymouth, 2001; Annual Conference of AAG at Los Angeles, 2002; IGC at Glasgow, 2004; and Annual Conference of AAG at Denver, 2005), while the INLT Glasgow workshop was held following the IGC. Links with other organizations were established largely through holding joint meetings. For example, the sessions at the IGC were a joint meeting of the INLT, the International Geographical Union's Commission on Geographical Education (IGU-CGE), the Higher Education Research Group (HERG) of the RGS-IBG and the *JGHE*. Other links were established through undertaking a survey with the Geography Discipline Network (GDN) of the ways in which national geography organizations support the professional development of teaching of geography in higher education (GDN, 2000).

236 The remaining three projects (3, 5 & 6) never really got off the ground. However,  
237 two other international collaborative projects emerged from discussions generated by  
238 INLT. One examined learning styles and concepts of geography among students in 12  
239 universities in Australia, New Zealand, the UK and US (Milicich *et al.*, 2003; Bradbeer  
240 *et al.*, 2004; Healey *et al.*, 2005; Kneale, 2005). The other is a Web-based international  
241 collaborative learning project that led to the founding of the Online Center for Global  
242 Geography Education. Several of the participants in both these projects were at the  
243 Glasgow workshop.

### 245 **Glasgow Explored**

246 The success of the structure of the Hawaii workshop, with pre-written papers discussed on  
247 the Internet and a publication output, encouraged the organizers<sup>2</sup> of the Glasgow  
248 workshop to follow a similar process. Invitations were sent out in July 2003 on various  
249 listservs asking for expressions of interest to participate in the 48-hour workshop  
250 immediately following the IGC in Glasgow, either in person or at a distance. Potential  
251 delegates were asked to select from a range of topics those that they would be interested in  
252 working on in groups. The six most popular topics were chosen:

- 254 1. fieldwork;
- 255 2. problem-based learning;
- 256 3. ICT, distance learning and the curriculum;
- 257 4. enhancing employment, key skills and the curriculum;
- 258 5. teaching for social transformation, including diversity issues (e.g. race,  
259 disability);
- 260 6. linking research and teaching.<sup>3</sup>

261 Thirty-eight delegates from 10 different countries expressed an interest in participation  
262 and they were allocated to topic groups according to their expressed preferences so that  
263 each group consisted of approximately six to eight people from as wide a range of  
264 countries as possible. One person in each group was invited to act as chair and convenor  
265 for their group. Over the next few months, some delegates dropped out and some others  
266 joined. Altogether 32 people from 10 different countries (Australia 1, Canada 1, Chile 1,  
267 Finland 1, Hungary 1, Italy 2, Netherlands 1, New Zealand 5, Singapore 1, United  
268 Kingdom 12 and United States 6) participated in person at the workshop with groups  
269 varying in size from three to eight participants. An indication that the INLT is attracting  
270 new participants is that over 80 per cent of the people participating in person at Glasgow  
271 had not been present in Hawaii. Each group had a further one to three people who,  
272 although unable to be present, participated to a greater or lesser extent at a distance in the  
273 pre- and post-workshop deliberations.

274 The key pre-workshop activity was the preparation of a 2500-word outline paper on the  
275 group's topic. This was intended to stimulate discussion. To kick-start the groups the  
276 organizers circulated a list of some key references on each topic. The outline papers were  
277 put on the INLT main event pages of the GEES website and each delegate was asked to  
278 comment on at least one paper—two-thirds of whom contributed between one and 10  
279 messages. The discussion was also advertised on various geography and educational  
280 listservs. Over the four weeks the discussion was open, a total of 61 contributions were  
281 received, all but five of which were from the organizers or members of the groups.  
282

283 However, many other people visited the pages. In the months of July and August the INLT  
284 main event page was the second most popular page on the site (with over 550 hits);  
285 only the site's home page received more hits. The most popular paper, on PBL, was  
286 downloaded more than 150 times.

287 Delegates at the workshop had two main tasks. On the first day feedback from the  
288 Internet discussion was reviewed and the implications for revising each paper and who  
289 was going to do what were discussed in preparation for submission of this edited  
290 collection. On the second day the task was to devise a draft international project to which  
291 group members could contribute, which would address one or more of the areas identified  
292 for further work in the review paper. Group work was interspersed with plenary sessions at  
293 which the groups presented on progress and discussed common themes arising from the  
294 discussions. Various social events, including a visit to the Glasgow School of Art's Rennie  
295 Macintosh designed building and an INLT dinner in one of the grand late nineteenth-  
296 century buildings of the University of Glasgow, provided opportunities for delegates to  
297 meet informally.

298 The emphasis on discussion, reflection and social interaction was critical in attempting  
299 to encourage people to work together effectively and take ownership of their tasks, as  
300 most people had not previously met other members of their group, let alone the other  
301 delegates. The feedback on the event itself was very positive. However, perhaps  
302 inevitably, once the euphoria of the event had dissipated, other priorities intervened and  
303 not everyone felt able to contribute to completing the drafts of their group's papers and  
304 project proposals. This applied particularly, but not exclusively, to those who were  
305 participating electronically. As with students, some groups worked more effectively than  
306 others, but unlike most student groups the 'assessment' was voluntary and there was no  
307 system in place for redistribution of 'marks' between team members, except for possible  
308 non-inclusion in the list of authors (Healey & Addis, 2004). Nevertheless, despite these  
309 papers being co-authored internationally by people, most of whom had not met before,  
310 all the groups managed to submit papers to this symposium. Although the Internet  
311 discussion was invaluable, the feedback emphasized the key role of face-to-face contact  
312 in preparing the papers.

313 The participants at the Glasgow workshop were highly positive about the event and its  
314 organization, structure and purpose. Hence it is planned to operate the next INLT  
315 workshop, to be held in Brisbane following the IGC meeting in 2006, in a similar way.  
316 Early expressions of interest suggest a significant increase in participation.

317

### 318 **Reflections Five Years On**

319

320 A year after the founding of the INLT the co-chairs listed five challenges the new  
321 organization faced (Healey *et al.*, 2000b). The extent to which these are being met is  
322 reflected on in this section.

323

324

#### 325 *(1) Meeting the Needs of Participants*

326

327 One indication that needs continue to be met is that similar numbers of people participated  
328 in the Hawaii and Glasgow events. There were, respectively, 55 and 61 contributions to  
329 the pre-workshop Internet discussions, and 28 and 32 people who participated in person  
at the workshops.

330 (2) *Promoting and Increasing Numbers of Participants*

331 It might be thought that it was disappointing that there was only a slight increase in  
332 participants between the two events. However, to maintain the small-group activities,  
333 bookings for the Glasgow workshop were closed when they reached the low thirties.  
334 Perhaps a better indication that INLT is meeting the needs of its participants and attracting  
335 a growth of interest in its activities is the numbers who have signed up to the listserv.  
336 These have increased gradually from 188 in 2000, to 223 in 2002, and 252 in 2004.  
337

338  
339 (3) *Extending Beyond its Anglo-American and Australasian Origins*

340 This remains a challenge and only modest inroads into diversifying membership have been  
341 achieved in the period (Shepherd *et al.*, 2000). In 2004, 87 per cent of the INLT members  
342 were from Australia, Canada, New Zealand, the UK or USA. In 2000, members' email  
343 addresses indicate participants from at least 16 different countries; by 2004 this had  
344 increased to 21.<sup>4</sup> The number of different countries represented in person increased from  
345 four at the Hawaii workshop to 10 in Glasgow. All proceedings at INLT events are in  
346 English. This may discourage some delegates from non-English-speaking countries from  
347 participating, although this practice is in line with most other international conferences,  
348 whether they are about geography or about teaching and learning in higher education.  
349 Holding meetings outside the 'usual' countries is a possibility, but viability is a critical  
350 issue. The best opportunity may be to link with a major international conference, such as  
351 the IGC, when it meets outside Anglo-America and Australasia. Meetings that coincide  
352 with academic terms may also make it difficult for participants from some countries to  
353 participate.  
354

355  
356 (4) *Raising Finance and Sponsorship to Support Projects*

357 The INLT has no resources of its own and is dependent on members finding their own  
358 funding to attend events, which for the same reason are deliberately held in connection  
359 with major conferences. This may also help, at least in part, to explain the almost complete  
360 dominance of Western countries as regards the origin of the participants at these events.  
361 Apart from relatively small amounts of sponsorship for events and projects from  
362 organizations such as *JGHE* and *GEES*, realistically the best that INLT can do is to  
363 support members' applications for funding for travel grants to participate in INLT events  
364 and for INLT-related project grants from national and international bodies, such as NSF,  
365 Fulbright and the European Union. The only occasion on which a fee has been charged for  
366 a meeting was for the Glasgow workshop and this was set at a level so that it could be  
367 waived for a few deserving cases for delegates who could not afford to participate  
368 otherwise.  
369

370  
371 (5) *Persuading Volunteers to Put in the Time and Effort Needed to Maintain and Develop*  
372 *the INLT*  
373

374 An organization like INLT is entirely dependent on interested colleagues being prepared  
375 to undertake and organize its activities. Fortunately, several different colleagues have  
376 volunteered in this way. The continuing challenge will be to bring new people into

the INLT, some of whom will be prepared to take a leadership role in organizing events. Encouragingly two new co-chairs of the INLT began work in 2005, Michael Solem and Eric Pawson, who replaced Ken Foote and Iain Hay respectively.

### Conclusion

In conclusion the INLT appears to have established itself on the geography scene over the last five years. It complements the predominant, nationally focused teaching and learning networks in higher education and the IGU Commission on Geographical Education, whose main focus is on pre-university education and school teacher training. It is encouraging that most of the INLT events have been undertaken in collaboration with other educational groups. Despite some of the proposals in Hawaii proving over-ambitious for the level of commitment delegates were able to provide, several other projects have emerged and the INLT continues largely to meet the goals and purposes set out in 1999. Although the desire of the INLT to move beyond its Anglo-American and Australasian origins largely remains a challenge to be met, the INLT has established itself as a valuable forum for the geography higher education community to identify and reflect on similarities and differences in national practices, to engage in debate virtually and face-to-face on issues concerned with learning and teaching, and to bring geographers from different countries to work together on educational projects.

### Acknowledgements

The author is very grateful to all those who have participated in the activities of the INLT over the last five years and particularly those who were involved in person or at a distance in the INLT Glasgow 2004 workshop. Special mention should be made of Iain Hay, Ruth Healey and Eric Pawson for their comments on an earlier version of this paper.

### Notes

- <sup>1</sup> The website subsequently moved to the University of Colorado. This site has now been archived. Current information on the INLT, along with copies of past Newsletters, may be found on the INLT Web pages on the Geography Discipline Network site at the University of Gloucestershire (see Table 1). The site for the INLT pages is due to move to the University of Canterbury, New Zealand by early 2006.
- <sup>2</sup> The Glasgow INLT workshop was organized by Mick Healey (INLT), Brian Chalkley (GEES), Martin Haigh (*JGHE*) and Pauline Kneale (RGS-IBG HERG). Steve Gaskin (GEES) was the pre-conference manager and Ruth Healey managed the event itself. Mike Sanders (GEES) designed the workshop web pages and managed the web discussion. We gratefully acknowledge the financial support of GEES and *JGHE*.
- <sup>3</sup> As the titles of the following papers indicate these topics were interpreted by each group.
- <sup>4</sup> An exact figure is not possible because approximately 5 per cent of INLT members use non-country-specific email addresses, such as hotmail.

### References

- Abler, R., Adams, J. S., Booker-Gross, S., Conkley, L., Fernald, E., Griffin, E., Mercer, J. & Moline, N. (1994) Reconsidering faculty roles and rewards in geography, *Journal of Geography in Higher Education*, 18(1), pp. 7–18.
- Boyer, E. L. (1990) *Scholarship Revisited* (Princeton University NJ: Carnegie Foundation for the Advancement of Teaching).

- 424 Bradbeer, J., Healey, M. & Kneale, P. (2004) Undergraduates geographers' understanding of geography,  
425 learning and teaching: a phenomenographic study, *Journal of Geography in Higher Education*, 28(1),  
426 pp. 17–34.
- 427 Breslow, L., Drew, L., Healey, M., Matthew, B. & Norton, L. (2004) Intellectual curiosity: a catalyst for the  
428 scholarships of teaching and learning and educational development, in: L. Elvidge (Ed.) *Exploring*  
429 *Academic Development in Higher Education: Issues of Engagement*, pp. 83–96 (Cambridge: Jill Roger  
430 Associates).
- 431 Clark, G., Healey, M., Jenkins, A., Blumhof, J., Chalkley, B., Gravestock, P., Honeybone, A., King, H. &  
432 Thomas, N. (2002) A national discipline-based workshop for new lecturers in higher education, *Active*  
433 *Learning in Higher Education*, 3(2), pp. 128–144.
- 434 Cousin, G., Healey, M. & Jenkins, A. with Bradbeer, J., King, H. and other members of the Learning to  
435 Do Pedagogic Research Group (2003) Raising educational research capacity: a discipline-based approach,  
436 in: C. Rust (Ed.) *Improving Student Learning: Theory and Practice—10 years on*, pp. 296–306 (Oxford:  
437 Oxford Centre for Staff and Learning Development, Oxford Brookes University). Available at: [http://www.  
438 gees.ac.uk/pedresfw/pedresfw.htm#reading](http://www.gees.ac.uk/pedresfw/pedresfw.htm#reading) (accessed September 2005).
- 439 Drooglever Fortuijn, J. (2002) Internationalising learning and teaching: a European experience, *Journal of*  
440 *Geography in Higher Education*, 26(3), pp. 263–273.
- 441 Foote, K. (1999) Building disciplinary collaborations on the World Wide Web: strategies and barriers, *Journal of*  
442 *Geography*, 98(3), pp. 108–117.
- 443 GDN (Geography Discipline Network) (2000) National organizations supporting the professional development of  
444 teaching of geography in higher education. Available at: <http://www.glos.ac.uk/gdn/inlt/index.htm> (accessed  
445 September 2005).
- 446 Garcia-Ramon, M. D. & Monk, J. (1997) Editorial. Infrequent flying: international dialogue in geography  
447 in higher education, *Journal of Geography in Higher Education*, 21(2), pp. 141–145.
- 448 Gravestock, P. & Healey, M. (Eds.) (2002) *Providing Learning Support for Disabled Students Undertaking*  
449 *Fieldwork and Related Activities*, 6 vols. Produced under HEFCE's Improving the Provision for Disabled  
450 Students' Programme. (Cheltenham: University of Gloucestershire, Geography Discipline Network).  
451 Available at: <http://www.glos.ac.uk/gdn/disability> (accessed September 2005).
- 452 Hay, I., Foote, K. & Healey, M. (2000) From Cheltenham to Honolulu: the purposes and projects of the  
453 International Network for Learning and Teaching Geography in Higher Education, *Journal of Geography*  
454 *in Higher Education*, 24(2), pp. 221–227.
- 455 Healey, M. (1998a) Editorial: developing and internationalising higher education networks in geography, *Journal*  
456 *of Geography in Higher Education*, 22(3), pp. 277–282. Available at: <http://www.glos.ac.uk/gdn/jghe/>  
457 Healey (accessed September 2005).
- 458 Healey, M. (2000) Developing the scholarship of teaching: a discipline-based approach, *Higher Education*  
459 *Research & Development*, 19(2), pp. 167–187.
- 460 Healey, M. (2003a) Promoting lifelong professional development in geography education: international  
461 perspectives on developing the scholarship of teaching in higher education in the twenty-first century,  
462 *Professional Geographer*, 55(1), pp. 1–17.
- 463 Healey, M. (2003b) The scholarship of teaching: issues around an evolving concept, *Journal on Excellence in*  
464 *College Teaching*, 14(1/2), pp. 5–26.
- 465 Healey, M. (2005) Linking research and teaching to benefit student learning, *Journal of Geography in Higher*  
466 *Education*, 29(2), pp. 183–201.
- 467 Healey, M. & Addis, M. (2004) Use of peer and self-assessment to distribute group marks among individual team  
468 members: ten years' experience, in: M. Healey & J. Roberts (Eds) *Engaging Students in Active Learning:*  
469 *Case Studies in Geography, Environment and Related Disciplines*, pp. 116–121 (Cheltenham: University of  
470 Gloucestershire, Geography Discipline Network and School of Environment).
- 471 Healey, M., Foote, K. & Hay, I. (Eds) (2000a) *JGHE* Symposium: international perspectives on learning and  
472 teaching geography in higher education, *Journal of Geography in Higher Education*, 24(2), pp. 217–298.
- 473 Healey, M., Foote, K. & Hay, I. (2000b) Developing the International Network for Learning and Teaching (INLT)  
474 Geography in Higher Education, in: International Geographical Union Commission on Geographical  
475 Education (Ed.) *Geographical Education at the Cross-roads: Directions for the Next Millennium*,  
476 Proceedings of the Kyongju Symposium, Korea, 6–13 August, pp. 203–207. Available at: [http://www.glos.  
477 ac.uk/gdn/confpubl/kyongju.htm](http://www.glos.ac.uk/gdn/confpubl/kyongju.htm) (accessed September 2005).
- 478 Healey, M. & Jenkins, A. (2003) Academic development through the disciplines, in: R. Macdonald & H. Eggins  
479 (Eds) *The Scholarship of Academic Development*, pp. 47–57 (Milton Keynes: Open University Press).

- 471 Healey, M., Jenkins, A. & Kneale, P. (2000) Small worlds on an interconnected planet: teaching and learning  
 472 geography in higher education, in: C. Rust (Ed.) *Proceedings of the 1999 7th International Symposium on*  
 473 *Improving Student Learning: Improving Student Learning through the Disciplines*, pp. 125–134 (Oxford:  
 474 Oxford Centre for Staff and Learning Development, Oxford Brookes University). Available at: <http://www.glos.ac.uk/gdn/confpubl/isl.htm> (accessed September 2005).
- 475 Healey, M., Kneale, P. & Bradbeer, J. with other members of the INLT Learning Styles and Concepts Group  
 476 (2005) Learning styles among geography undergraduates: an international comparison, *Area*, 37(1),  
 477 pp. 30–42.
- 478 Hills, M. & Healey, M. (Eds) (2005) *Inclusive Curriculum Project*, 9 vols. Produced under HEFCE's Improving  
 479 the Provision for Disabled Students' Programme. (Cheltenham: University of Gloucestershire, Geography  
 480 Discipline Network). Available at: <http://www2.glos.ac.uk/gdn/publ.htm> (forthcoming).
- 481 Huber, M. T. (2000) Disciplinary styles in the scholarship of teaching: Reflections on the Carnegie Academy for  
 482 Scholarship of Teaching and Learning, in: C. Rust (Ed.) *Proceedings of the 1999 7th International*  
 483 *Symposium on Improving Student Learning: Improving Student Learning through the Disciplines*, pp. 20–31  
 484 (Oxford: Oxford Centre for Staff and Learning Development, Oxford Brookes University). Available at:  
 485 <http://www.carnegiefoundation.org/eLibrary/docs/disciplinarystyles.htm> (accessed September 2005).
- 486 Jenkins, A. (1996) Discipline-based educational development, *International Journal for Academic Development*,  
 487 1(1), pp. 50–62.
- 488 Jenkins, A. (2000) The relationship between teaching and research: where does geography stand and deliver?,  
 489 *Journal of Geography in Higher Education*, 24(3), pp. 325–351. Available at: <http://www.brookes.ac.uk/genericlink/documents/Alan-JGHE2000.pdf> (accessed September 2005).
- 490 Kneale, P., Bradbeer, J. & Healey, M. (2005) Learning styles, disciplines and enhancing learning in higher  
 491 education, in: R. Simms & S. Simms (Eds) *Learning Styles and Learning: A Key to Meeting the*  
 492 *Accountability Demands in Education* (Hauppauge, NY: Nova Science Publishers) (forthcoming).
- 493 Milicich, M., Stringer, C. & Le Heron, R. (2003) Learning styles of Auckland geography students—some  
 494 preliminary findings, *New Zealand Journal of Geography*, 115, pp. 49–52.
- 495 Ministry of Education (2002) *Tertiary Education Strategy, 2002–07* (Wellington, New Zealand: Office of the  
 496 Associate Minister of Education (Tertiary Division)).
- 497 Shepherd, I. D. H. (1999) Editorial: from distant writing to distance learning: some reflections from Hawaii,  
 498 *Journal of Geography in Higher Education*, 23(2), pp. 141–146.
- 499 Shepherd, I. D. H., Monk, J. J. & Droogleever Fortuijn, J. (2000) Internationalising geography in higher  
 500 education: towards a conceptual framework, *Journal of Geography in Higher Education*, 24(2),  
 501 pp. 285–298.
- 502 Solem, M. N. & Foote, K. E. (2004) Concerns, attitudes, and abilities of early-career geography faculty, *Annals*  
 503 *of the Association of American Geographers*, 94(4), pp. 889–912.
- 504
- 505
- 506
- 507
- 508
- 509
- 510
- 511
- 512
- 513
- 514
- 515
- 516
- 517