



Edited by
Ruth L Healey
University of Chester
and
Mick Healey
University of Gloucestershire

Newsletter

INLT Book: *Active Learning and Student Engagement* Published 18th January 2010

This book examines significant issues in geography teaching and learning from the perspectives of an international network of academic geographers and postgraduate students. Drawing on classroom experiences and research in a wide variety of educational settings, the authors describe conceptually interesting and practical applications for enhancing student learning through inquiry, problem-based learning, field study, online collaboration, and other highly engaging forms of pedagogy. Other chapters focus on approaches for improving the experiences of distance learners, strategies for enhancing the employability of geography students, and preparing students to engage ethical issues in the discipline.

An international audience of educators will find much of value through the use of comparative examples, literature reviews encompassing research in multiple national contexts, and an underlying awareness of the diversity of practices in higher education internationally.

This book is a collection of articles previously published in two special issues of the *Journal of Geography in Higher Education* edited by Mick Healey, Eric Pawson and Michael Solem.



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AAG Annual Meeting in Washington, DC: April 14-18, 2010



The AAG invites you to attend the 2010 AAG Annual Meeting in Washington, DC, home of the Association of American Geographers and the heart of the U.S. Federal Government.

In addition to many scholarly presentations, the 2010 Meeting will feature opportunities for interactions with government agencies and will include keynote speakers from nonprofit groups and other influential nongovernmental organizations located in the nation's capital.

Washington, DC and the surrounding region are rich in geographical variety and offer

great opportunities for field trips, excursions, and exploration. The AAG welcomes field trip proposals from all AAG members and registered meeting participants.

The site for the capital of the United States was established in July of 1790. The land for the site was surveyed by Andrew Ellicott with the help of Benjamin Banneker, a self-taught mathematician and astronomer and a free black from nearby Maryland. Banneker's celestial calculations were used to set 40 boundary stones at one-mile intervals to mark the boundaries of the district.

'The cherry blossoms should be in bloom for the 2010 AAG Annual Meeting, which also coincides with spectacular weekend garden tours of the White House, available to the public only twice each year.'

Relevant AAG Sessions

Sponsored by Geography Education Specialty Group:

- *'Best Practices' in the Teaching of the Geography of Food and Agriculture* (organized by Antoinette M.G.A. Winkler-Prins)
- *Best Practices in Applied Geography Education* (organized by Michael N. DeMers)
- *Expanding the responsibilities of educators of study abroad in the developing world* (organized by Suzanne Walther)
- *Student experiences in study abroad in the developing world* (organized by Suzanne Walther)
- *Using Emerging Media in Geographic Education: Strategies, Issues and Examples* (organized by Petra A. Zimmermann)
- *Transformative Approaches to Change in Geography Education* (organized by Janet Stuhrenberg Smith and Erin H. Fouberg)

Sponsored by the Higher Education Research Group:

- *Innovative spaces of learning: debating their origin, nature and pedagogical significance* (organized by Jennifer Hill and Derek France)

The City of Washington was originally a separate municipality within the Territory of Columbia until an act of Congress merged the city and the territory into a single entity. Today, the District of Columbia welcomes approximately 15 million visitors each year to its many historic sites, museums, and memorials.

The city is also home to many popular arts and cultural organizations. Take in a play at Ford's Theater, Arena Stage, or one of DC's many other playhouses. See a production by the Shakespeare Theater Company at the Folger Shakespeare Theater, or a performance by the National Symphony Orchestra, the Washington National Opera, or the Washington Ballet at the Kennedy Center. Explore the Smithsonian Institution's many museums, or visit the National Holocaust Museum. Both the Library of Congress and the National Archives offer extraordinary resources for scholars. Mount Vernon, George Washington's beautiful home and a national historic site, is located only a few miles south of the city on the Virginia side of the Potomac River.

Away from Washington's many celebrated destinations, the city unwinds into a fascinating network of charming neighborhoods, each with its own cultural spaces and festivals, famous eateries, historic homes, and lush parks and gardens. Fans of jazz will want to visit U Street's lively jazz scene, where Duke Ellington and many other greats once performed. The city's international character shines through in its Adams Morgan and Dupont Circle neighborhoods, two prime destinations for eclectic dining and nightlife and the historic center of the city's embassy community.

Washington is renowned for the quality of its many excellent restaurants featuring various types of national cuisine. Popular local favorites are also a strong draw (ask AAG staff members where to go for a great chili dog or the best home cooked southern-style breakfast). A truly cosmopolitan city, over 1.2 million international visitors tour DC annually, and the many ethnicities of the city's residents come from many countries all around the world.

Perhaps Washington's best-known single event is its National Cherry Blossom Festival, celebrated each spring by over one million visitors on the Washington Mall. The festival commemorates the 1912 gift of 3,000 cherry trees from the mayor of Tokyo to the city of Washington. The cherry blossoms should be in bloom for the 2010 AAG Annual Meeting, which also coincides with spectacular weekend garden tours of the White House, available to the public only twice each year.

Full details about the program, registration, and attractions are available at:
<http://www.aag.org/annualmeetings/2010/index.htm>



INLT invites commentary and debate on international higher education issues

The International Network for Learning and Teaching Geography in Higher Education (INLT) is convening nearly 60 geographers and students from more than 13 countries for a workshop in Washington, D.C. on April 12-13, 2010, immediately preceding the 2010 AAG Annual Meeting.

The INLT workshop's theme, "Changing Geography in Higher Education: Towards a Scholarship of Academic Practice", is intended to prompt critical debate and discussion about key issues affecting the discipline in higher education settings worldwide. Workshop participants will be organized into smaller, international groups to develop collaborative manuscripts on the following topics:

- 1) Designing curricula to develop student employability
- 2) Connecting students and departments to the work of community organizations
- 3) Embedding student research and inquiry into the curriculum (two separate groups)
- 4) Enhancing the professional development of early career geographers
- 5) Building collaborations among geographic organizations internationally
- 6) Planning and bringing about change in curricula (two separate groups)
- 7) Promoting synergistic activities between geography and other disciplines

Each working group will produce a working outline (approximately 2,500 words) of a full collaborative manuscript prior to the workshop. Beginning February 2010, the outlines will be available in online public forums for discussion and feedback. This process will hopefully generate substantive commentary that will inform the development of full manuscripts.

Anyone with an interest in the workshop topics is invited and encouraged to join the debate by visiting the 2010 INLT Workshop on the Ning.com social network: <http://inlt2010.ning.com/>

To access the forums, visitors will simply need to create a free account and password upon their first visit to the website. Once registered, visitors will be able to access the forums, download the outlines, and submit comments to the authors. Please direct questions to Dr. Michael Solem (msolem@aag.org), lead organizer of the 2010 INLT workshop.

Active Learning and Student Engagement Book Launch 16th April 2010

Routledge are sponsoring the launch of the INLT Book: *Active Learning and Student Engagement* at AAG currently scheduled for the afternoon of Friday 16th April 2010.

For more information see:
www.routledgeeducation.com/books/Active-Learning-and-Student-Engagement-isbn9780415564922



RGS-IBG Annual Conference in London, September 1-3, 2010: Call for Papers

Four sessions sponsored by the Higher Education Study Group. Each session may form the basis of a JGHE Symposia – discussions are on-going with the editors.

Geography, Community Engagement and Citizenship

In the UK, contexts to graduate skills and employability continue to evolve rapidly and increase in complexity. These embrace issues beyond employability to integrate community engagement, citizenship and all life learning (see National Framework for Greater Citizen Engagement, UK Ministry of Justice, 2009). Critical is the student's learning trajectory that supports both continued learning and their contribution to broader society. While citizenship education has received considerable attention at school level (Crick, 1998), there has been less discussion around the skills for (good) citizenship in Higher Education. This is changing.

There is strong anecdotal evidence that all students can gain significant benefits when their courses include opportunities for engagement with real-world problems, beyond the HEI. Such engagements may involve learning contexts that take the student beyond the University to work with communities in social learning for community development. This arguably provides a more inclusive setting for learning than more traditional perceptions of research informed teaching. Geography has a long history of developing new and different settings for learning and for engaging with diverse communities as part of its delivery. This poses questions about if and how geography can offer settings for innovative and effective learning around community engagement/ citizenship and all life learning.

This session explores the following themes:

- What is the potential of active public or community-student engagement to enhance the geography student's learning experience?
- How can different types of citizenship education be delivered through the geography curriculum? What are the issues surrounding this?
- What can be learnt through research into different models of public/ community engagement activities and their impact on the learning experiences of geography students in HE and other stakeholders?

Transforming learning through geography

While adult learning may be gradual, there is evidence that in certain settings and contexts, learning and world views may have step jumps or exceed critical thresholds that take students into different domains. The terms 'transformational' or 'transformative' learning (TL) have been used to theorise these changes and contest its character (Mezirow, 1978). Mezirow, for example, defines the transformative learning process of 'becoming critically aware of one's own tacit assumptions and of and expectations and those of others and assessing their relevance for making an interpretation' (Mezirow, 2000, p4).

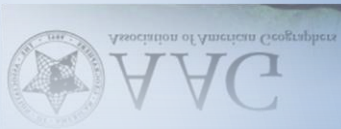
What is clear is TL considers "deep learning," not just content or process learning and can involve learning domains beyond the traditional learning descriptors. It evaluates what it takes for an adult learner to move from a more 'limited knowledge of knowing what they know without questioning' to situations where adults through critical learning incidents, reframe their world-view through the incorporation of new knowledge into their world-view or belief system.' This poses all sorts of questions including the different characters of transformative learning, what TL could look like and how we know that TL has taken place. It is also important to appraise whether settings for transformative learning can be created and replicated and how the varied research in this area can inform teaching and learning strategies in geography.

This session explores the following themes:

1. How can we recognise transformative learning in geography? What makes it different?
2. To what extent is transformative learning a prerequisite for learning in learning for employability, education for sustainable development and local/ global citizenship education in geography?
3. How can we research transformational learning in geography?
4. How can we engage with research into transformational learning as practising geographers in teaching in higher education?

Both sessions aim to attract a diverse set of papers that will engender some lively discussion. If you have done research that broadly sits in either of these areas you are encouraged to submit an abstract.

For further information, or to submit an abstract please contact Lindsey McEwen at lmcewen@glos.ac.uk.



The AAG Journals Exchange Program

The AAG Journals Exchange Program connects members who wish to donate journals and other publications with libraries, university departments, and individuals in need of such materials for their collections.

Donations of hard copies of AAG publications, including the [Annals of the Association of American Geographers](#) and the [Professional Geographer](#), can improve access to academic resources for students and faculty who need them. Such donations can also assist libraries of geography departments overseas build their collections, where online access may be limited or hard copies are difficult to find. Contributions of such materials are greatly appreciated by those who receive them. Donors, who often include many retiring geographers, also appreciate the opportunity to have their journals placed in locations where they will be used to advance geographic education and research. Recently, donations have been shipped to Uganda, Kenya, Panama, and Mexico.

To learn more about this program, including how to participate, please visit: www.aag.org/journals-exchange/index.html.

RGS-IBG Annual Conference in London, September 1-3, 2010: Call for Papers Continued

Innovative spaces of learning: debating their origin, nature and pedagogical significance

Co-sponsored by the Geography of Leisure and Tourism Research Group (GLTRG) and Space, Sexualities and Queer Working Group (SSQWG) of the RGS-IBG

Learning spaces are here defined as locations where learning takes place, anchored in time, and occurring with or without the presence of others. They define spatially elements of teaching, learning, feedback, assessment and personal development. Traditionally, learning spaces for geography in Higher Education referred to classrooms, laboratories and field sites; physical locations designed to support face-to-face interactions between staff and students. But these spaces are evolving as they acquire new functionality via technology. This can challenge the architectural design of such physical spaces as they continue to try to accommodate diverse teaching activities and learning styles.

Moreover, increasing use of information and communications technology (ICT) to aid geography teaching in Higher Education has expanded the boundaries of learning space into virtual, user-defined space. ICT ranges from the more traditional use of PowerPoint and the World Wide Web in support of teaching, to the more advanced integration of Web 2.0 (blogs, social networking sites, wikis, etc), audio/video podcasting, GIS, GPS and PDAs within thematic modules and personal development planning. In technological spaces, learning can be undertaken autonomously by students. By contrast, constructivist approaches to learning recognise the importance of communities of learners and the social construction of knowledge, with competencies developed in active, exploratory and collaborative settings.

So what do evolving spaces of learning mean for effective pedagogy and vice versa? This session aims to encourage a reflexive and critical examination of innovative spaces of learning, including how they are designed/constructed and what their often spatially and temporally fluid nature means for teaching and learning. New and versatile spaces of learning are leading to emerging patterns of intellectual and social interaction. Questions that may be addressed in this session include:

- What is the role of the individual body as a learning space, and how will social interactions between bodies (student-student and student-staff) be altered as learning spaces evolve? Will we experience an evolution in student identity, voice and power relations?
- How can we construct (physically and socially) inclusive learning spaces that enable the safe expression of differences?
- Can we effectively combine autonomous and peer learning in the 'same' space?
- Can we successfully develop cognitive *and* emotive, formal *and* informal spaces of learning?
- What is the significance of ICT in shaping learning spaces? What will learning spaces look like in the future; will they be concrete or abstract, real or virtual?
- What impacts will social networking sites (both spontaneous and deliberate; synchronous and asynchronous) have upon geography education in universities?
- Are there differing perceptions of effective teaching and learning spaces amongst students and staff?
- What do new spaces of learning mean for student mobilities and temporalities?
- What support (e.g. capital investment; campus infrastructure; training for support staff; intellectual property issues) is necessary to make evolving learning spaces successful?

Proposed papers, in the form of an abstract (max. 250 words), should be submitted to the session conveners (Dr Jenny Hill Jennifer.Hill@uwe.ac.uk and Dr Derek France d.france@chester.ac.uk) by **Friday 12 February 2010**. It is hoped that the papers will be brought together as a *Journal of Geography in Higher Education Symposium* collection. More information can be found about the conference at: <http://www.rgs.org/WhatsOn/ConferencesAndSeminars/Annual+International+Conference/AC2010.htm>.



Writing Successfully for Learning and Teaching

A session designed to encourage and enable academics who have undertaken pedagogic research to get their work published and disseminated to the rest of the geographic community. All authors are invited to contribute draft articles or outline proposals to the session. Contributions can be submitted either prior to or at the session.

A panel comprising of editorial board members of a pedagogic journal, such as *Journal of Geography in Higher Education* and/or *Planet*, will review contributions from prospective writers. The panel will provide advice and guidance as well as personal and generic positive feedback. The session will end with a plenary at which panel members will lead an open discussion around the demands of getting published. It should be noted that the proposed running order of the session needs to be flexible to accommodate the needs and level of response from prospective writers.

Session conveners Derek France (University of Chester) and Sharon Gedye (GEES Subject Centre of the Higher Education Academy)

AAG Developing Regions Membership Program

The AAG recognizes that global networks for communication, information sharing and collaboration are becoming an increasingly common – and necessary – element in the work and lives of geographers and other professionals in related fields. As more and more educators, researchers, and practitioners from around the world participate in the AAG's programs and projects, they profoundly enrich the experience and scholarship of the organization's membership as a whole.

To encourage this growing engagement and to foster greater cultural and technical exchange on a global level, the AAG established the Developing Regions Membership Program, through which professionals from eligible countries may join the AAG at the deeply discounted rate of \$20 per year.

Those who join through this program receive the full range of benefits of AAG membership, with the exception that AAG publications are provided in digital online format (hard copies are available for the cost of shipping only).

Membership benefits may be divided into four main areas:

- Subscriptions to AAG publications
- Direct access to the AAG network of over 10,000 members
- Opportunity to establish and participate in collaborative research and educational programs
- Access to professional development resources such as educational materials, as well as information on grants, awards, and employment opportunities

For information on eligibility, benefits, how to apply or how to support the program, please visit the [Developing Regions Membership homepage](#).

'The GEES 10th Anniversary Conference celebrates 10 years of sharing and developing Teaching and Learning practice in the GEES disciplines.'



Upcoming and Recent Conferences

GEES Subject Centre 10th Anniversary Conference at the University of Plymouth, 7-9th July, 2010

'GEES Learning and Teaching to 2020'

The GEES 10th Anniversary Conference celebrates 10 years of sharing and developing Teaching and Learning practice in the GEES disciplines. This event is an ideal time to explore and celebrate progress in GEES learning and teaching in Higher Education, identify the areas for development in our knowledge and understanding and look forward to what can be achieved in the next ten years. The deadline for submissions has been extended until **1st February 2010**. Full details on how to submit can be found at <http://www.gees.ac.uk/events/2010/ac2010/ac2010.htm>

Submissions on the following main themes are invited:

- Supporting 21st Century GEES Staff and their Students
- Using New Technologies for GEES Learning and Assessment

Confirmed Keynote Speakers

- Professor Iain Stewart, School of Geography, Earth and Environmental Science, University of Plymouth. Presenter of BBC1 series *Earth: the Power of the Planet* and the new BBC2 series *How Earth Made Us*
- Bob Digby, Geographical Association, *The changes in A levels for the GEES Disciplines*
- Brian Chalkley, Director of Teaching and Learning, University of Plymouth

Further details about the conference available at:

<http://www.gees.ac.uk/events/2010/ac2010/ac2010.htm>

Network with others using GIS in university administration and university curriculum at the ESRI Education User Conference, San Diego, California, USA, 10-13 July, 2010

Share ideas with educators worldwide about using GIS technology to promote critical thinking and improve decision making in education. More information available at: <http://www.esri.com/educ>.

Positioning Geography Conference: Strategic Issues in Geographical Education. University of Waikato, 19-22 January, 2010

Positioning Geography aims to cultivate an exciting and stimulating environment for geographers to share perspectives and expand understandings of education, learning, knowledge and geography. More information available at: <http://www.waikato.ac.nz/wfass/PositioningGeography/index.shtml>

EUROGEO Seminar: Sustainable Geographies, Charles University, Prague, Czech Republic, 8 May, 2010

<http://www.eurogeography.eu/conference/prague/prague.html>



Explore the Geology of the UK with a new lesson and the new online spatial data from the British Geological Survey

One of my favorite stories is that of William Smith, whose 20 years of labor resulted in the world's first geologic map in 1815, chronicled in Winchester's wonderful book *The Map That Changed The World*. After seeing his map of England and Wales while teaching GIS and GPS in the UK, imagine my delight in reading the recent announcement that the British Geological Survey (BGS) launched an "OpenGeoscience" web site using ArcGIS online and JavaScript API. We in GIS know what a frequent challenge it is to obtain data where it has traditionally been offered for a fee and under strict licensure, so the availability of this data for educational purposes is a welcome part of a growing worldwide movement to release more data into the public sphere. My ESRI colleague Bernie Szukalski describes these BGS resources in his blog.

I first used the online geology viewer to explore. To dig deeper, I brought the fault lines into ArcGIS Explorer, and was immediately struck by their predominance in the north and west. Is this because the geologic layers are more exposed and observable there, or is it because the geologic layers in the south and east are younger with insufficient time to be faulted?

I then brought the data into ArcMap. The BGS layer file contains symbolized faults, dykes, surficial geology, and bedrock geology. I zoomed to one of my favorite places—Beachy Head, in East Sussex, the highest (162 m) chalk headland in England, inserted a hyperlink to a photograph I took there during a Geographical Association conference, added base imagery from ArcGIS Online, and bookmarked the area. What is the surficial and bedrock geology of the famous chalk cliffs?

I also examined a place I have always wanted to visit—the Giant's Causeway in Northern Ireland, an area containing over 40,000 interlocking hexagonal columns of basalt. Sure enough, the rocks there are Palaeogene mafic lava and tuff, according to the bedrock geology, while surficial Quaternary till is absent. Why is this absence a good thing for the Causeway? I encourage you to investigate these new BGS resources in your courses, via the new lesson in the ArcLessons library.

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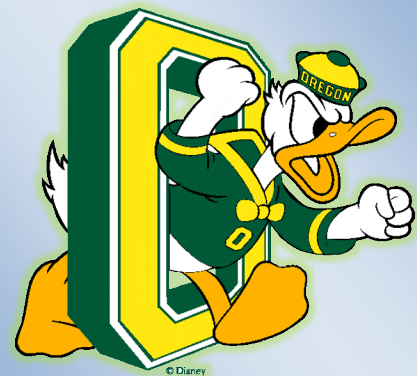
<http://blogs.esri.com/Info/blogs/gisedcom/archive/2009/12/22/investigating-the-geology-of-the-united-kingdom-using-gis.aspx>

For more information contact Joseph Kerski, ESRI Education Manager at jkerski@esri.com.

Summer Graduate Program at the University of Oregon, June 2010

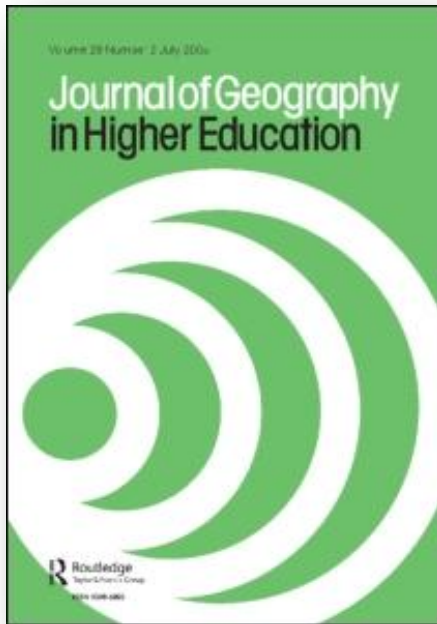
The Department of Geography at the University of Oregon continues its summer graduate program for geography and social studies teachers this June. Each summer, a competitive group of fifteen teachers are selected to participate in this Masters of Science degree program aimed at providing K-12 teachers with training in the content, skills, and perspectives of geography. This program has been in place for more than sixty years and involves both summer courses in residence on campus and the completion of two 100% web-based graduate level classes offered during the regular academic year. Approximately half of all admitted teachers are fully funded for completion of the 45 graduate level credits required for this degree program.

For further information about applying to the program or registering for online coursework, contact Summer Program Coordinator, Susan Hardwick at susanh@uoregon.edu.



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Journal of Geography in Higher Education: Now Four Times per Year



After seven years at the helm, Martin Haigh (Oxford Brookes) has decided to step down as co-editor of the *Journal of Geography in Higher Education*. We are delighted that Derek France (University of Chester) will take over, joining David Higgitt (National University of Singapore) as co-editor. Etienne Nel (University of Otago) has been appointed as Commissioning Editor for Australasia, while Bob and Sarah Bednarz (Texas A&M) continue as Commissioning Editors for North America. The Editorial Board would like to thank Martin for his tireless efforts to promote and internationalize the journal. He will remain on the EB and return to reviewing duties after a short sabbatical.

Starting this year, the journal will be published four times per year (Feb, May, Aug, Nov). This will help to reduce the lag time between acceptance and publication which had been creeping up over recent years because of the limited page space. This also provides new opportunities for special features and the editors welcome suggestions from INLT members. Indeed we expect that the publication process for papers arising from the INLT Workshop in Washington D.C. can be speeded up. We would also like to draw readers attention to a supplementary issue of *JGHE* which was published in 2009. This issue on Teaching Geographical Information Science and Technology, compiled by Nick Tate and David Unwin, can be accessed for free on the journal's website (<http://www.tandf.co.uk/journals/carfax/03098265.html>).

Perhaps triggered by the introduction of the online submission system, the journal editorial board has been going through a renewal process and we are please to welcome Steve Fletcher, Andrew Folkard, Ruth Healey and Helen Walkington to the Europe-based team; David DiBiase, James Dunn, Steve Jennings, Deb Martin, Jan Monk and Jan Smith to the North American team and Ian Fuller to the Australasian team.

Finally, **Alan Jenkins** will be taking this spotlight to deliver this year's **JGHE lecture** at the Royal Geographical Society Annual conference (sponsored by the Higher Education Research Group).

David Higgitt, National University of Singapore
geodlh@nus.edu.sg

Ongoing Projects

Investigating the role of technology in enhancing student fieldwork in Physical Geography

Prof Derek France (Chester University & International Research Visitor at Massey University, Jan 2010) and Dr. Ian Fuller (Massey University) are working on this topic in the context of a 3rd year fieldwork module at Fox Glacier in which students use a range of advanced technologies in directed project work. In addition, students generate video diaries and 'vod-casts'. Lines of our investigation include questionnaire, focus group and reflective video diary. Dr Martin Brook & Dr. Kat Holt (Massey University) are also co-researchers in this project.

HERODOT Project

Final Call for partners to join the HERODOT 3 project proposal
For details, visit
www.herodot.net/herodot3.html



Google Earth Shows Climate Change in Action

9



The University of Wales, Newport has produced a new learning resource that explores the use of Google Earth as a tool in exploring the impact of Climate Change on the planet.

The 'Sands of Time – A Google Earth approach to Climate Change Education' resource includes a free access online video and learning activities to help educationalists and climate change activists look at new ways of making use of the free Google Earth tool to explore the impact of climate change on a global scale.

This sees Newport's University combining two of its strengths - pioneering use of technology to develop educational resources and the championing of sustainable development and global citizenship.

Ongoing Projects

The role of fieldwork in linking teaching and research in Physical Geography

A collaborative project between Massey University (Dr. Ian Fuller, Dr. Martin Brook & Dr. Kat Holt) and Northumbria University (Dr. Tony Mellor and Dr. Jane Entwistle) will use a variety of research-informed field-based modules to address the linkages between teaching and research in fieldwork. Initially questionnaire surveys are planned for fieldtrips in New Zealand and Spain.

"...climate change issues in sustainable development span many spaces and scales, from individual homes to local communities, regions and nations beyond and that requires people to appreciate these diverse contexts, which is a big challenge".

The resource has been developed through collaboration between the University's Institute of Digital Learning and Professor Simon Haslett, Director of the Centre for Excellence in Learning and Teaching.

Professor Haslett said, "climate change issues in sustainable development span many spaces and scales, from individual homes to local communities, regions and nations beyond and that requires people to appreciate these diverse contexts, which is a big challenge".

The publication, developed as part of a contribution to the UK's Higher Education Academy Geography Subject Area research programme, also provides a case study utilising Google Earth in examining climate change impacts and sustainable development issues in North Africa.

"Google Earth is just one of the ways in which the internet is becoming increasingly interactive in its form and content," said Matt Chilcott, Development Director of the University's Institute of Digital Learning. "It is also a great example of how knowledge and information is increasingly in the hands of the people of the world with internet access.



"One of the changing roles for universities is to support organisations addressing people's digital exclusion and to utilise the internet as a tool for digital knowledge transfer," added Matt. "This can empower local and global audiences to respond to our collective challenges, most notably climate change, whilst signposting new opportunities for sustainable social, environmental and economic development."

The Sands of Time publication can be accessed directly from here: <http://idl.newport.ac.uk/celt/sandsoftime>. Further information about other digital knowledge transfer publications available from the Institute of Digital Learning are available at: <http://idl.newport.ac.uk>. Article accessed from: http://www3.newport.ac.uk/news/displayStory.aspx?story_id=438

Awards

Professor Richard LeHeron from the University of Auckland received the distinguished New Zealand Geographer Medal in December 2009.

In November 2009 **Professor Hartwig Haubrich** (University of Freiburg) and **Karl Donert** (Liverpool Hope University) were honoured as part of 90th anniversary celebrations at the University of Ljubljana in Slovenia. They received distinguished international scientific awards presented in recognition of their "*outstanding and intensive international contribution to Geography and the department in Ljubljana*".

Appointments

Congratulations to **Professor Carolyn Roberts** who was appointed Director of the Environmental Sustainability Knowledge Transfer Network at the University of Oxford. The post is within the Earth Sciences Department, funded by the Technology Strategy Board (part of Peter Mandelson's empire) and involves linking academic staff with good ideas in UK universities, with environmental technology businesses.

Promotions

Many congratulations to **Professor David Higgitt** who has been awarded tenure and promotion to full professor at National University of Singapore.

Investigate the World's Scariest Road Using 2-D and 3-D GIS tools

What is the scariest road you have ever been on? I spent three weeks at geography field camp during graduate school along Shelf Road, which hugs the cliffs above Fourmile Creek between Cripple Creek and Canon City, Colorado. I created a map of it using the ESRI Mapping For Everyone site on: <http://bit.ly/6hh247>. Other candidates are the Going to the Sun road at Glacier National Park and the road on the south side of Haleakala Volcano on Maui, Hawaii, that I drove on a few months ago after I co-taught a GIS-GPS institute with the Maui Economic Development Board's Women in Technology project.

Let's consider the Yungas Road that connects La Paz and Coroico, Bolivia, named El Camino de la Muerte, or "Death Road." I used the ESRI Education Community's Sketch-A-Map tool to create an overview map of this road:

I then started ArcGIS Explorer and accessed the Measure tool to measure the length of the scariest sections based on the terrain, which yielded 46 kilometers. Driving 15 km per hour, this could be a harrowing three hour trip. I wanted to dig deeper, so I accessed ArcGIS Online's ArcGIS Explorer Labs and added the "Terrain Profile Add-in." Back in ArcGIS Explorer, I used my new Terrain Profile tool to trace along the road to obtain a cross-section profile. This showed a 3,000-meter elevation drop from west to east, for an average gradient of $3000/46000 = 6.5\%$. But that's not what sends 100 people to their deaths annually along this road. Measuring from a typical ridge to the valley below gives an incredible 51.6% average slope—the road is cut into this sheer cliff, as my link to the photographs attest.

'Of course, 'scary' is subjective: Some might relish observing these marvels of human engineering and wonderful vistas.'



Of course, "scary" is subjective: Some might relish observing these marvels of human engineering and wonderful vistas. Indeed, several touring companies now offer bicycle trips down this road!

This lesson resides on the ArcLessons library and serves as a model classroom discussion and investigation about an interesting and geospatial topic using several different geotechnologies.

Accessed from: <http://blogs.esri.com/Info/blogs/gisedcom/archive/2009/12/03/examining-the-scariest-road-in-the-world-with-arcgis-explorer.aspx>

For more information contact Joseph Kerski, ESRI Education Manager at jkerski@esri.com.

European Journal of Geography: Call for Papers

The European Journal of Geography (EJG) seeks original manuscripts for publication. EJG is an international, peer reviewed, online journal focussing on all aspects of research and application of Geography with a European Dimension including teaching and learning Geography (i.e. Geography and Interdisciplinarity, Geography – Geographers and the Labour Market, Geography Education, Digital Geography, Geography and the Bologna Process etc)

The journal will be published bi-yearly with the first issue due for publication in early 2010. Papers for publishing in the first 2010 issue should be received by Nov. 30 2009. All papers should be sent by email to koutsop@survey.ntua.gr

The Editorial Panel encourages submissions from researchers in disciplines and domains that include studies related to Geography in Europe and European Geography. That is, although the European Journal of Geography is primarily targeted at Geography, research associated with other related areas will be favourably considered. Papers will be accepted in English.

If you are interested in submitting a paper or have questions regarding the journal or the review process, please contact: koutsop@survey.ntua.gr.

Schools and GI network in Europe

Call for European partners to join the digitalearth.eu project proposal
For details, visit www.eurogeography.eu/digital-earth.html
Contact: eurogeography@yahoo.co.uk



International Network for Learning and Teaching Geography in Higher Education

The International Network for Learning and Teaching (INLT) Geography in Higher Education was formed in 1999 to improve the quality and status of geography in higher education internationally. INLT does this by:

- Promoting innovative, creative, and collaborative research as well as critical reflection on geography learning and teaching;
- Facilitating the exchange of materials, ideas, and experiences about geography learning and teaching, and to stimulate international dialogue;
- Creating an inclusive international community in higher education aimed at raising the profile and status of geography learning and teaching.

To join (it's free!) please sign up on the INLT website:

www.geog.canterbury.ac.nz/inlt/

Co-chaired by Mick Healey (University of Gloucestershire, UK); Eric Pawson (University of Canterbury, NZ) and Michael Solem (Association of American Geographers, US).

Please send copy for next newsletter to Ruth Healey at r.healey@chester.ac.uk by 19th July 2010



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