

# INLT Newsletter - Issue 2

## April 2000

Edited by Phil Gravestock and Mick Healey

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## **INLT NEWS**

### **INLT WEB SITE NOW ON-LINE**

INLT now has a web site at <http://www.inlt.org/>. This is a new Internet domain established for INLT that will be used to post information and resources. In addition to the homepage, the site includes a calendar and a discussion area (a threaded discussion list), pages containing information about INLT projects, participants in the network, the INLT listserve and links to online publications and resources. We would like to add more information, resources, and features in coming months as the INLT projects develop. If you have suggestions for additional material or comments on the design, please contact Ken Foote at [k.foote@mail.utexas.edu](mailto:k.foote@mail.utexas.edu).

### **WHAT TOPICS WOULD YOU LIKE COVERED AT THE 2ND INLT SYMPOSIUM IN PLYMOUTH?**

Brian Chalkley will shortly be sending out a request for views on what should be covered at the next Symposium on the INLT listserve. So if you haven't already joined please do so! You will find the link to the instructions of how to do this at the end of this Newsletter.

### **HONOLULU PAPERS TO BE PUBLISHED IN JULY**

The revised papers prepared for the 1<sup>st</sup> INLT Symposium in Honolulu are due to be published in the *Journal of Geography in Higher Education* in Vol 24 (2) in July 2000.

The collection, entitled "*International Perspectives on Learning and Teaching Geography in Higher Education: A JGHE Symposium*", is edited by Mick Healey, Ken Foote and Iain Hay.

- 1) *From Cheltenham to Honolulu: the purposes and projects of the International Network for Learning and Teaching (INLT) Geography in Higher Education*

by Iain Hay (Flinders University, Australia), Ken Foote (University of Texas at Austin, USA) and Mick Healey (Cheltenham and Gloucester College of Higher Education, UK)

- 2) *Delivering Geography Courses Internationally*  
by Derek Reeve (Huddersfield University, UK), Susan Hardwick (Southwest Texas State University, USA), Karen Kemp (University of California, Berkeley, USA), and Teresa Ploszajtska (Liverpool Hope University College, UK)
- 3) *Geography Teaching in Higher Education: quality, assessment and accountability*  
by Brian Chalkley (University of Plymouth, UK), Eric Fournier (Samford University, USA), and David Hill (University of Colorado, USA)
- 4) *International Perspectives on Fieldcourses*  
by Karen Nairn (Otago University, New Zealand), David Higgitt (University of Durham, UK) and Dominique Vanneste (Institute for Social and Economic Geography, Belgium)
- 5) *International Virtual Field Trips: a new direction?*  
by John Stainfield (University of Plymouth, UK), Peter Fisher (University of Leicester, UK), Bob Ford (Westminster College of Salt Lake City, USA) and Michael Solem (University of Colorado, USA)
- 6) *Collaboration and the Successful Use of Information and Communication Technologies in Teaching and Learning Geography in Higher Education*  
by David C Rich (Macquarie University, Australia), Geoffrey Robinson (University of Leicester, UK) and Robert S Bednarz (Texas A&M University, USA)
- 7) *An International Perspective on Developing Skills through Geography Programmes for Employability and Life: narratives from New Zealand and the United States*  
by Richard Le Heron (University of Auckland, New Zealand) and James T. Hathaway (Slippery Rock University, USA)
- 8) *The International Network for Learning and Teaching Geography: developing links with school education*  
by Sarah Bednarz (Texas A&M University, USA) Sue Burkill (College of St. Mark and St. John, UK), John Lidstone (Queensland University of Technology, Australia) and Eleanor Rawling (University of Oxford, UK)
- 9) *Internationalising Geography in Higher Education: Towards a Conceptual Framework*  
by Ifan D H Shepherd (Middlesex University, UK), Jan Monk (University of Arizona, USA) and Joos Droogleever Fortuijn (Universiteit van Amsterdam, The Netherlands)

## **ESTABLISHING PILOT PROJECTS TO EXPLORE LEARNING AND TEACHING STRATEGIES**

Efforts this winter and spring have been directed toward funding opportunities. Ken Foote has submitted one proposal to the US National Science Foundation under the Information Technology Research initiative to fund work on the indexing and cataloging of online instructional materials. Two other proposals will be submitted to the NSF this spring, one for to the Geosciences Education program and one to the Division of Undergraduate Education, Course, Curriculum, and Laboratory Improvement Program. All of the proposals include an element of international collaboration and, if funded, would help support a number of INLT initiatives.

## **INLT SURVEY**

The Geography Discipline Network (GDN) are currently undertaking a survey of National Organisations Supporting the Professional Development of Teachers of Geography in Higher Education. A letter has been sent out to over 100 national organisations asking them to promote the INLT among their members and requesting that they complete a one-sided questionnaire about the ways in which they support geography teachers in higher education. Details for each organisation that replies will be put on the GDN and INLT Web pages.

## **INTERNATIONAL DATABASE**

Geoff Robinson (Leicester), Ken Foote (University of Texas) and Sarah Bednarz (Texas A&M University) continue to guide the INLT project to develop an international database focussed on learning and teaching geography. We set ourselves three subtasks: (1) to profile four geography programs in different world regions; (2) to search for external funds; and (3) to complete a literature review on international higher education.

Ken Foote has been very busy writing grants and looking for funding sources with which to continue this work. Geoff Robinson is completing a large-scale project and is preparing to begin to develop the detailed profile of geography within the UK system. Sarah and Ken have committed to completing the U.S. profile by mid-summer. We still seek volunteers from other world regions to develop rich and detailed profiles of geography programs. The kinds of information that might be relevant include degrees offered, programmatic emphases, curricular organization, the structure and nature of the learning experiences offered students, types of pedagogy, links to relevant web sites with additional information, and so on.

We also would deeply appreciate any suggestions on sources of information and citations for literature comparing higher education internationally. A quick question might be what books or monographs are read by professors interested in improving their teaching in other nations? In the UK, of course, there is the marvellous series published by GDN. In the US, McKeachie is read widely for generic teaching tips. Are there comparable pieces elsewhere?

We look forward to hearing from the network and look for volunteers. Please contact any or all of us directly. Geoff Robinson ([gef@leicester.ac.uk](mailto:gef@leicester.ac.uk)); Kenneth E. Foote ([k.foote@mail.utexas.edu](mailto:k.foote@mail.utexas.edu)); Sarah Bednarz ([s-bednarz@tamu.edu](mailto:s-bednarz@tamu.edu)).

## **GEOGRAPHY EDUCATION NEWS**

### **SUBJECT CENTRE FOR GEOGRAPHY, EARTH AND ENVIRONMENTAL SCIENCES ESTABLISHED**

A major new higher education initiative has been launched in the UK which may well be of interest to academics in other countries too. The UK Higher Education Funding Councils have committed £30 million over five years to establishing a Learning and Teaching Support Network (LTSN) consisting of 24 Subject Centres. Each one will have the aim of promoting and disseminating best practice in a particular discipline or set of cognate disciplines. The Centre for Geography, Earth and Environmental Sciences is located at the University of Plymouth in Devon and will be working in close collaboration with the three discipline-based communities and with the relevant professional bodies and subject associations. The Chair of its Steering Group is Dr. Rita Gardner who is the Director of the Royal Geographical Society with the Institute of British Geographers (RGS/IBG). There will be two Vice-Chairs drawn from the Earth Science and Environmental Science Steering Group members.

The Centre's main focus will be on the identification and sharing of best practice. Particular emphasis will be given to ways of enhancing the quality of the students' learning experience, to promoting key skills and employability as the foundations for lifelong learning and to encouraging the wider adoption of C&IT approaches. Much of the Centre's work will be designed to promote the professional development of teaching and support staff.

The Centre aims to become a major national and international hub in the exchange of knowledge on learning and teaching in the three disciplines. It will therefore be seeking to identify good practice and looking for interesting innovations both in the UK and more widely. It will be encouraging the development of national and international networks and will certainly wish to collaborate with the Geography INLT group launched in Hawaii last year. While the Funding Councils' primary objective is to enhance the quality of higher education in the UK, mutually beneficial international links can play an important part in achieving this goal.

Some of the Centre's work will deliberately attempt to promote inter-disciplinary collaboration across our three subjects: other efforts will be directed at the particular needs of each individual discipline. The Centres principal activities will include the following kinds of services:

- conferences and workshops
- an electronic news service
- databases of good practice
- registers of expertise
- good practice guides

- an enquiry/advice service

At present the new Centre is in the throes of appointing staff and finalising its accommodation arrangements. Within the next couple of months, however, we expect to have a team of five in place (three full-time and two part-time posts). In addition, to the staff based in Plymouth, the Centre is 'buying-in' the support of four specialist Senior Advisors, one covering C&IT and one for each of the three disciplines. These Advisors (0.2 posts) will be located in their own institutions but will play an important role in enabling the Centre to benefit from expertise based elsewhere and to connect directly into the existing discipline-focussed and C&IT networks. These Advisors are:

- Jenny Blumhof (Environmental Science): University of Hertfordshire
- Prof. Mick Healey (Geography): Cheltenham & Gloucester College of Higher Education
- Geoff Robinson (C&IT): Leicester University
- Dr. Neil Thomas (Earth Science): Kingston University

The Centre is obviously still in its launch phase but will become fully operational during the coming few months. The next INLT conference, is, of course, scheduled to take place in Plymouth in January 2001 (in parallel with the main RGS/IBG event). Delegates will be able to visit the new Centre, to meet its staff and to see its work at first hand. We look forward to welcoming you, and whether or not you are coming to Plymouth, if you would like to know more about the Centre, please do not hesitate to get in touch (e-mail: [bchalkley@plymouth.ac.uk](mailto:bchalkley@plymouth.ac.uk)).

## **GEOGRAPHER WINS NATIONAL UNIVERSITY TEACHING AWARD**

On December 1, 1999 Dr Richie Howitt (Macquarie University, Sydney) received the Social Science award in the Australian Awards for University Teaching. The prestigious awards were presented by the Minister of Education, Dr David Kemp, and reported in *\*The Australian\** (Higher Education Supplement). A review article was published in the HES on December 22. The following comments were compiled by Richie as part of a media release circulated by Macquarie University after the awards were announced.

"To be acknowledged as an outstanding teacher by one's colleagues and students is a humbling experience. For some, this award will look a lot like a prize in a competition. But in many ways teaching is the antithesis of competition. Any outstanding teacher is part of a cooperative community. Universities are not just competitive pressure cookers of individual excellence. They also nourish cooperative excellence. Through access and equity programs, flexible, student-centred learning, and pastoral care, they provide society with diverse education - a valuable public good. I want to thank my own nourishing communities. My academic colleagues in Human Geography and Aboriginal Studies at Macquarie University, community and

indigenous colleagues, graduate and undergraduate students, family and discipline have all given me support, criticism, and opportunities to develop as a teacher. In an era of dumbing down to achieve the demands of neo- and pseudo-liberalism, I have been privileged to have support from these communities. I look forward to a time when all outstanding teachers in our universities, and in schools and colleges and training centres, are rewarded with respect and support that lasts longer than the momentary glow of awards and honours such as this. Nevertheless, the momentary glow is also very nice!"

## **TEACHING AND LEARNING INNOVATION GRANT**

Iain Hay has won a Teaching and Learning Innovation Grant at Flinders University, Adelaide. Iain is leading a large multidisciplinary team comprising geographers, sociologists, historians, lawyers, archaeologists, economists and others working to develop Student Transferable Skills Portfolios for use in the Bachelor or Arts degree at the University. The project aims to assist students to identify those transferable skills they develop in university topics; to acknowledge and track student skills achievements within discipline-based topics; and thereby better prepare students for their search for employment. The outcome will be a simple, sustainable procedure intended to encourage students to produce detailed and indexed personal skills portfolios and staff to reflect on their skills teaching. The project's ambitions have been highly commended by a number of major employer groups in South Australia.

## **GEOGRAPHY BENCHMARKED**

The Quality Assurance Agency for Higher Education (QAA) is in the process of producing 'benchmark statements' for academic subjects in the UK and institutions are producing 'programme specifications' for each of the courses they run. This is part of the new procedures for 'academic review'. Teams of subject specialists wrote the benchmark statements and the QAA have undertaken an extensive process of consultation with HEIs on the content of the statements. The statements provide an interesting view of how different subject communities perceive the content and skills students studying for degrees in their disciplines should receive in the early twenty-first century. Copies of the draft (and soon the final) documents for 'Geography' and for 'Earth Sciences, Environmental Sciences and Environmental Studies' are available on the GDN pages at: <http://www.chelt.ac.uk/gdn/qaa/>. Some examples of programme specifications are about to be put up at the same location.

## **GDN WINS HEFCE PROJECT ON DISABLED STUDENTS AND FIELDWORK**

The Geography Discipline Network recently bid successfully to the Higher Education Funding Council for England Improving Provision for Disabled Students Funding Programme for a £50,000 project on Learning Support for Disabled Students undertaking Fieldwork and Related Activities. Most of the grants went to institutional projects, the GDN was the only discipline-based consortium to receive funding. The GDN are currently undertaking a survey of all HEIs in the UK offering geography, earth and environmental sciences to explore their experience of providing such learning support. We would welcome hearing from colleagues in HEIs outside the UK about how you have tackled the issues involved. Please contact Phil Gravestock if you have some relevant experience. Further details about the project outputs and the people involved are available on the GDN Web pages (<http://www.chelt.ac.uk/gdn/>).

## **NEW LECTURERS RESIDENTIAL WORKSHOP FULL-UP**

A course for recently appointed staff in geography, earth and environmental sciences in the UK to be held on 23-24 May is already oversubscribed. The workshop is designed to supplement the generic learning and teaching courses that many new staff now receive within their institutions. It has been designed as a pilot course, which in future will be run by the Subject Centre for Geography, Earth and Environmental Sciences. If successful it may be taken up as a model for other Subject Centres to adopt. The workshop is funded by the Higher Education Funding Council for England and will be evaluated by the Institute for Learning and Teaching. Further details are available at: <http://www.chelt.ac.uk/gdn/>.

## **JOURNAL ABSTRACTS ON-LINE**

Abstracts of all articles published in the *Journal of Geography in Higher Education* are available on the GDN Web pages at <http://www.chelt.ac.uk/gdn/journal.htm>. Abstracts of articles on higher education from the *Journal of Geography* and the *International Research in Geographical and Environmental Education* are in the process of being added.

## **GOOD PRACTICE RESOURCE DATABASE EXTENDED**

The GDN Resource Database is being extended to include earth and environmental sciences and is being developed in association with the Subject Centre for Geography, Earth and Environmental Sciences. We would like this to develop as a major international resource for teachers of these subjects in higher education. There are currently over 150 examples on the database, including examples from Australia, Canada, New Zealand, and the US (any more?) as well as the UK. We would urge INLT members to send Phil Gravestock brief descriptions (200-500 words) of practices that would be of interest to other members. Please follow the format in the examples on the database (<http://www.chelt.ac.uk/el/philg/gdn/resdata.htm>).

## **LEARNING CYCLES AND LEARNING STYLES**

The latest additions to the GDN Discussion Papers address the question of the suitability of learning cycles and learning styles (<http://www.chelt.ac.uk/gdn/discuss/index.htm>). The main focus is on Kolb's experiential learning theory. The section contains two papers. The first, by Mick Healey and Alan Jenkins, reviews the main features of Kolb's theory and discusses how it can be applied in geography in higher education. The second paper, by David Robotham, presents a critical review of learning style theory with particular reference to Kolb's theory. Readers are invited to send their comments on these two papers to Phil Gravestock for adding to the GDN Web pages.

## **THE TALESSI PROJECT**

### **Teaching and Learning at the Environment-Science-Society Interface**

#### **Overview of the Project**

Based at the University of Greenwich, the TALESSI Project aims to enhance interdisciplinarity, critical thinking and values awareness in Environmental Higher Education (EHE). It mainly operates within the Environmental Studies/Science and Geography subject areas, but has participants from across the Sciences, Social Sciences and Humanities.

The project is supported financially by the Higher Education Funding Council for England (HEFCE) under Phase I of the Fund for the Development of Teaching and Learning (FDTL) initiative.

Recent debates about (for example) genetic modification show that environmental 'knowledge claims' are frequently uncertain and contested, either scientifically and/or in terms of values. 'Claims-makers' include politicians, business interests and academics themselves. We argue that students should develop a critical approach to knowledge - and, in particular, should learn to make informed judgements about how much 'authority' and 'credibility' attaches to any particular 'knowledge claim'. In encouraging students to think critically about others' knowledge claims, however, we should also assist them in thinking critically about their own claims - and thereby, in making their academic writing more credible and authoritative.

Our main objectives are:

- To develop, in collaboration with members of the environmental higher education community, a range of teaching and learning resources [TLRs] which use active learning to promote interdisciplinarity, values awareness and critical thinking.
- To pilot these TLRs in a cross-section of institutions and, following feedback, to amend and disseminate them for use across the EHE community.

- To provide support for the adoption and use of TLRs, particularly in the form of workshops.
- To engage the EHE community in a debate about teaching and learning, and to encourage the sharing of good practice.

Some key outputs include:

- A website providing access to TLRs, and other information about the project.
- TLRs made available, where required, on disk or as hard copy.
- Papers published in the Journal of Geography in Higher Education, and elsewhere.

## **Teaching and Learning Resources**

Each TLR is self contained, and most are presented in terms of a standard format which specifies, inter alia:

- aims and intended learning outcomes
- proposed learning activities
- stimulus materials and/or other resources required
- academic level of the TLR, along with pre-requisite knowledge/skills
- preparatory and follow-up activities, including recommended reading and related TLRs.

TLRs are variable in the scale of their proposed learning activities - from, for example, those which might form the basis of a single seminar (along with preparatory and follow-up work), to those which provide for an extended project-based learning experience.

Many TLRs are intended principally for students operating at academic level 3. However some allow for 'differentiated outcomes' - that is, they could be used by students operating at a variety of levels, provided tutors' expectations are adjusted accordingly. Furthermore it is recognised that the TALESSI project's educational aims should ideally be cultivated continuously from level 1 onwards.

Most TLRs are based on 'active', or student-centred, learning - for example, seminar discussions, role plays and problem-based exercises.

A list of the available TLR's can be found on the project's Web pages at <http://www.greenwich.ac.uk/~bj61/talessi/tlindex.html>.

## **Team Members and Contact Details**

The TALESSI team members are Colette Balmain (Project Officer), June Balshaw (Project Manager), Peter Jones (Project Director), Cheryl Levett (Assistant Project Manager) and Quentin Merritt (Assistant Project Director)

Contact us in the following ways:

Visit our website: <http://www.greenwich.ac.uk/~bj61/talessi>

Email us: [fdtl38@gre.ac.uk](mailto:fdtl38@gre.ac.uk)

Telephone us: +44 (0)20 8331 8967

Fax us: +44 (0)20 8331 8805

Write to us: School of Humanities, University of Greenwich, Woolwich Campus, London SE18 6PF

## **CONFERENCE REPORTS**

### **KEY SKILLS IN GEOGRAPHY SEMINAR REPORTS**

The Geography Discipline Network (GDN) seminar '*Key Skills in the Geography Curriculum*', the second national event for the '*Key Skills in Geography in Higher Education*' project, took place at the annual conference of the Royal Geographical Society with the Institute of British Geographers. A report from the meeting can be found on the GDN Web pages at <http://www.chelt.ac.uk/el/philg/gdn/conf/sussex2.htm>.

A report from the third seminar on '*New Perspectives on Developing Key Skills in Geography*', held on 29 March at University College Northampton, will be available shortly.

## **FORTHCOMING CONFERENCES**

### **INTERNATIONAL GEOGRAPHICAL UNION COMMISSION ON GEOGRAPHICAL EDUCATION, 6-12 AUGUST 2000**

The (IGU-CGE) are meeting prior to the main IGU Congress in Kyongju, Korea. The theme of the meeting is "Geographical Education at the Cross Roads: Directions for the next millennium". Further details are available at: <http://plaza.snu.ac.kr/%7Eigu/>. The INLT Co-Chairs have submitted a paper on '*Developing the International Network for Learning and Teaching (INLT) Geography in Higher Education*', which will be presented by Mick Healey.

### **INTERNATIONAL GEOGRAPHICAL UNION CONGRESS, 13-19 AUGUST 2000**

The main IGU Congress is being held in Seoul, Korea. Among the sessions are '*Developing Geographical Educators for the 21st Century*' and '*Geography Education*

*in the 21st Century*'. Mick Healey is giving an invited plenary address on 'Promoting lifelong professional development in geographical education: developing the scholarship of teaching in higher education in the twenty-first century'. Further details are available at: <http://www.geog.snu.ac.kr/IGC2000/start.html>.

## **PROBLEM-BASED LEARNING IN UNDERGRADUATE AND PROFESSIONAL EDUCATION, 29-31 OCTOBER 2000**

This conference is being sponsored by Samford University in Birmingham, Alabama USA. For further information, please see the web site at: <http://www.samford.edu/pbl/> or contact Clair Major [ccmajor@samford.edu](mailto:ccmajor@samford.edu).

## **INLT SECOND SYMPOSIUM, 2-5 JANUARY 2001**

The Second INLT Symposium is being held in Plymouth, UK at the same time as the RGS-IBG Annual Conference. A guest lecture is planned on the evening of the 2 January and full day sessions are being held on the 4th and 5th January. The RGS-IBG Higher Education Study Group has sessions on the 3rd January, so a full conference of geography education is on offer. The convenor is Brian Chalkley ([bchalkley@plymouth.ac.uk](mailto:bchalkley@plymouth.ac.uk)). See also item at beginning of this Newsletter.

## **PUBLICATIONS**

### **NEW GUIDE FOR GEOGRAPHY STUDENTS STARTING UNIVERSITY**

*'Geography @University: making the most of your geography degree and courses'* by Gordon Clark and Terry Wareham, is the first of the GDN Guides to be published from the Key Skills in Geography project funded by the Department for Education and Employment. The guide is aimed at students who are about to start on a geography degree, or who have already started one. It explains how to get the most out of the course with the aim of becoming a better geographer and more employable. Copies are available from Phil Gravestock and cost £3.95 (plus 10% p&p in UK; 20% p&p overseas). An order form is available at: <http://www.chelt.ac.uk/gdn/>.

### **GEOSKILLS: AN INTRODUCTION TO SPATIAL DATA**

Alan Jones, Honorary Fellow in Geography and Planning, School of Human and Environmental Studies at the University of New England, Armidale, Australia has completed *'Geoskills: An Introduction to Spatial Data'*. This is a CAL package

available on CD and operates on pc and Mac platforms. The contents are suitable for students who need to be aware of:

- how maps are produced
- the assumptions and errors that arise in creating models of the real world
- how digital spatial data relate to the conventional printed map and how they differ
- how Geographic Information Systems (GIS) and remote sensing may be used in inventorying and monitoring environmental data and
- any application that involves knowing where things are.

It will be an invaluable tool for students where GIS and remote sensing are being taught as Geoskills provides a framework of the theory that needs to be understood before GIS and remote sensing can be used properly. An understanding of topics such as map projections that have fallen out of favour are essential in the era of digital maps.

A sample of the program is available at:

<http://www.une.edu.au/ajones/geoskills/gskftp.htm>

Geoskills is published by New Horizons, PO Box 658, ARMIDALE, NSW 2350, AUSTRALIA

Phone: (02) 6771 1005

Australian freephone: 1 800 023 069

Fax: (02) 6771 1050

Australian freefax: 1 800 808 656

Email: [info@nh.com.au](mailto:info@nh.com.au)

Web Site: <http://www.nh.com.au>

## **NATIONAL REPORT**

### **THE CZECH HIGHER GEOGRAPHICAL EDUCATION: THE KOUNIC PALACE EXPERIENCE**

*Alois Hynek, Department of Geography, Faculty of Science, Masaryk University, Kounic Palace, Brno, Czech Republic/the Czechlands. Email: [hynek@porthos.geogr.muni.cz](mailto:hynek@porthos.geogr.muni.cz)*

Ten years after "the velvet revolution" the former wind of changes in geographical education is not so strong, rather coming down to earth after throwing out the baby with the bathwater. Where's the problem? Geography teachers of primary and secondary schools, their Syndicate of geography teachers, were "successful" in throwing geographical principles, ideas, theories, models and issues out of teaching geography. Notwithstanding the International charter on geographical education (IGU, 1992), they prefer traditional encyclopedic descriptive regional style in

teaching geography - an account of rivers, mountains, industries, etc. ("Gott im detail"). Governmental ministry of schooling, youth and sports culture accepted their demands in spite of objections from university geography didacticians. Contemporary situation is quite different: ministerial "Challenge for 10 million" as a starting point for societal debate on the Czech education excludes geography from the secondary schools curriculum.

For very limited response to global/local/regional challenges, issues, tasks, themes in the Czech geography teaching at primary/secondary schools, the social construction of geography fits to the banal version at primary/secondary geography teaching/learning. We can hardly find a country all over the world with over 130 geography textbooks for primary/secondary geographical teaching, vague standards - attainment targets, prevailing lectures, statistical data, pupils/students memorizing the collections of facts. Czech teaching geography practice is not a key for understanding the world, globalization, social and environmental issues at local/regional and global levels. Banality and triviality without geographical thought, confused standards, lack of fieldwork, both physical and social/cultural, makes geography "a wicked subject" in primary/secondary schools curricula.

And what about the Kounic Palace? It is the seat of Geography Department, Faculty of Science, Masaryk University, right in the centre/CBD of the city of Brno, the Czechlands, their regional part called Moravia, my department. It is also a seat of the Czech Geographical Society, South Moravian Branch and now a coordinating centre of national grants for higher geographical education as "Skills in training geography educators", "Geographical Advisory Workshop", "Sustainable Development in Geographical Education", "Urban and Rural Studies in Training Geography Educators". Each of the Czech university didacticians of geography joined in these grant projects. Our ambition is to change geographical education by "washing downstairs", removing "populist quiz geography", verbal memorizing, "sitting/talking" to accepting alternative professional skills for teaching geography:

<b>Teaching</b>	<b>Learning</b>
lecture	cooperative learning
brainstorming	role plays, simulation
debates/discussions	field trips, observation
snowballing	projects
case/pilot studies	testing, evaluation
community resource person	creativity
soap boxing, hot seat	graphicacy
demonstration	critical thinking
summary, review	reading/writing

The department of geography at Kounic Palace also organizes joint training of geography together educators with the Centre for Further Education of Masaryk University, Czech Geographical Society - section for geographical education, the Brno Forum of Geography Educators (monthly sessions) at Kounic Palace. Tens of talented young geographers from secondary schools attend courses held by the geographers of Kounic Palace.

The Greater Brno Area offers opportunities, not far from Kounic Palace (hot geographical spot in the Czechlands), for training skills in higher geographical education and geography educators, both undergraduate and postgraduate, enter geographical projects.

**Table 1: Geographical opportunities for training skills**

Rural area, villages, Natural park Depopulation Climatic gradient Biocorridors and biocentres	District centre Slow growth In 1949-1989 basin with buttes Public administration	Satellite subcentre Industry, transport State prison Recreation	District centre Rapid growth In 1949-1989 Valleys and ridges Rocks sections	Interior periphery Recreation Fieldwork centre - study base Drainage basins
Water reservoir Water management Multiple use Pollution Transport conflicts R43 road	Suburban/subrural transition transport	Landscape transect study area "Beverly Hills" Environmental perception & imagination	Moravian Karst Landscape protected area Tourism, recreation Conflicts of interests	Limestone quarry cement works landscape diversity landscape catena natural park
Brno massif Horsts and grabens Forestry, agriculture Grand prix vs. nature protection & recreation	Neighbourhoods Recreation, leisure Trade fair, Old Brno	Masaryk University Dept. of Geography Kounic Palace Brno-city Monument Area Noise, air pollution CBD transformation	"brown fields" industrial decay social inequality Roma (Gipsy) population	Suburban/subrural transition Satellite subcentres
Satellite subcentres Rural development	Urban/suburban residential area, orchards & highway	New shopping centres, leisure Transport, terraces Offices, stores,	Terrace, airport gravel pits & waste satellite	Monotonous large blocks of fields Napoleon's battlefield

Highway, agriculture Slope processes	Paleogeographic studies : loess	industry Growing investment	subcentres The view from the top	Tourism, development
Revitalization of industrial area Cultural heritage River confluence Biodiversity, reserves Deep valleys	Natural park forestry, agriculture river terrace Soil erosion Landforms evolution Tick calamity biocorridors	Multiple corridor floodplain/terraces water management subrural subcentre Rivers, underground water, biocorridors	Monotonous agricultural land Highway Rural development Fertile soils Controversial biocentre, landslides	Rural landscape diversity, folklore Soil erosion flysch formation

## JOINING INLT

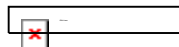
Details on how to participate in INLT projects and how to join the INLT listserv are available at: <http://www.inlt.org/> and at: <http://www.chelt.ac.uk/gdn/inlt/>.

## DEADLINE FOR INLT NEWSLETTER 3

Items for the next Newsletter should be sent to Phil Gravestock ([pgravestock@glos.ac.uk](mailto:pgravestock@glos.ac.uk)) by 15 September 2000.

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