Learning Progressions in Geography Education: An International Perspective

A Volume in the International Geography Education Series

The Gilbert M. Grosvenor Center for Geographic Education
The National Center for Research in Geography Education

Editors
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CALL FOR AUTHORS

Purpose

As an approach to educational research, learning progressions offer considerable potential for understanding how children develop understanding of geographic concepts and practices across grade bands and in relation to national geography standards. The purpose of this book is to inform an international audience of teachers, scholars and policymakers about the development of learning progressions for primary and secondary geography education in various countries and regions of the world.

The book will represent an important contribution to learning progressions research and practice. Chapters will explore how curriculum standards and frameworks in different countries portray progress and sophistication in the learning of geography. The book will serve the purpose of comparing educational systems and how teachers and curriculum developers use the concept of "learning progression" to guide educational practices.

This book will be part of the International Geography Education Series (IGES), coordinated and published by The Gilbert M. Grosvenor Center for Geographic Education and the National Center for Research in Geography Education to promote Geography and Geography Education around the world.

Scope

IGES-Learning Progressions will consist of approximately 13-15 chapters, each describing fundamental issues related to learning progressions in geography education. The book will begin with an introduction in which the editors will analyze the general conditions of learning progressions within the context of a globalized world. Important themes will be addressed in subsequent chapters such as: knowledge acquisition in formal education; measuring learning progressions in informal settings; learning progressions for one curriculum standard or several standards; conditions to assess progression in the learning of facts, concepts, and skills; and multiple pathways for understanding or learning geography.

Structure

Each chapter will be structured around two main themes in which the contributors will respond to important critical questions regarding their own countries:

1. Context: Past and present conditions
   What is the context of learning progressions (LP) in schools?
   i. The approach, if any, to measure LP
   ii. The national curricula, standards, and assessment to learn geography.
   iii. The empirical data provided to analyze how students' knowledge and skills are developed.

2. Prospects: Future conditions given increasing globalization
   What are major issues concerning LP in schools?
   i. The most adequate approach to measure LP
   ii. The major barriers to developing precise understanding of concepts and skills
   iii. Major recommendations for interdisciplinary research

Style

Each chapter should coincide approximately with the outline above, but contributors should propose new ideas to the editors regarding themes that are not contained in the outline but which might operate to better illustrate the status of learning progressions in geography education.

All chapters will be written in English, but abstracts must be prepared in English and the language most widely used in each country. Each chapter manuscript should be approximately 6000 words in length, including references, figures and tables. American Psychological Association (APA) style[1] should be used to prepare the manuscript. Abstracts should be approximately 100-150 words in length.

The editors will encourage strongly the inclusion of figures and tables. All figures will be prepared as high quality images (black and white).

Deadlines

June 30th, 2015 Deadline for contributors to confirm interest in the IGES-Learning Progressions Volume and disposition to complete their chapters within the prescribed timeframe. By this date, contributors should provide:

- Name of author and co-authors (if more than one author)
- Contact information (first author)
- Abstract (maximum 150 words) of the proposed chapter
- Biographical sketches of author and co-authors (if more than one author)

Application materials should be emailed to Dr. Osvaldo Muñiz-Solari: o.muniz@txstate.edu

Important Subsequent Dates:

October 30th, 2015 Contributors submit completed chapters to the editors.

November 30th, 2015 Editors return comments to contributors with requested revisions

January 15th, 2016 Contributors submit final version of chapters to editors

February 5th, 2016 Proposed date for editors to submit the final book to the publisher

April - May, 2016 Expected publication of the book.

Supporting geography educators everywhere with current digital resources. Menu.Â This story map will introduce you to ways to get the most out of my Geography Education websites. Updates are available on social media via Twitter, Facebook, and Pinterest. You can also find articles specifically about regional geography (GEOG 200) or for an introduction to geography (GEOG 101). A road map for learning progressions research in geography. Journal of Geography, 114(2), 69â€“79. doi: 10.1080/00221341.2014.935799. National Research Council [NRC].Â A geography teacher needs to be able scaffold student learning of fieldwork skills and provide a progression to direct each studentâ€™s development in this area. I was interested to investigate how the available research could inform the teaching of fieldwork skills over the course of a studentâ€™s Year 7 to 10 geography education.Â Articles from Australia, United States and England were looked at to give an international perspective. AusVELS curriculum documents have also been referred to due to their significance in guiding teaching in Victoria, despite not being peer reviewed research articles. Global Perspective on Education. Current Issues in Education. Universal Education: Growth and Function. Marriage, Family, Alternative Lifestyles.Â When researchers compare the performance of American students to their international counterparts, the United States scores low compared to other industrialized nations. In a frequently quoted study, 13â€yearâ€olds in Korea and Taiwan scored highest in math and science exams. Thirteenâ€yearâ€olds in the United States scored near the bottom of industrialized nations.