

Student teachers and teacher educators  
at work with a new approach for teaching  
geography in primary teacher education

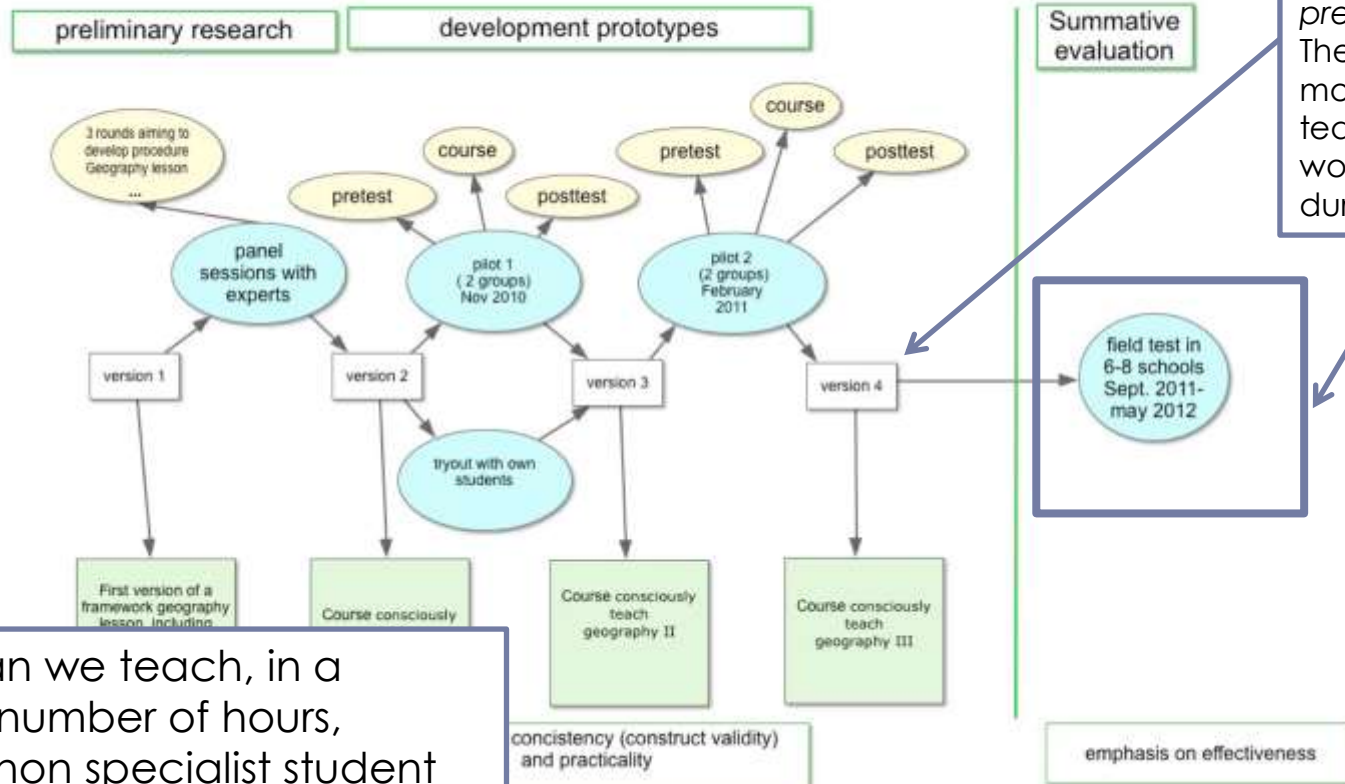
# Program

- Introduction
- My research (the big picture)
- The question for today
- The (experimental) course: How to teach geography
- Discussion



# My research: How to teach geography

## Research design



Focus of this presentation:  
The experimental module and how teacher educators worked with it during the fieldtest.

How can we teach, in a limited number of hours, mainly non specialist student teachers to teach good geography lessons in primary school?

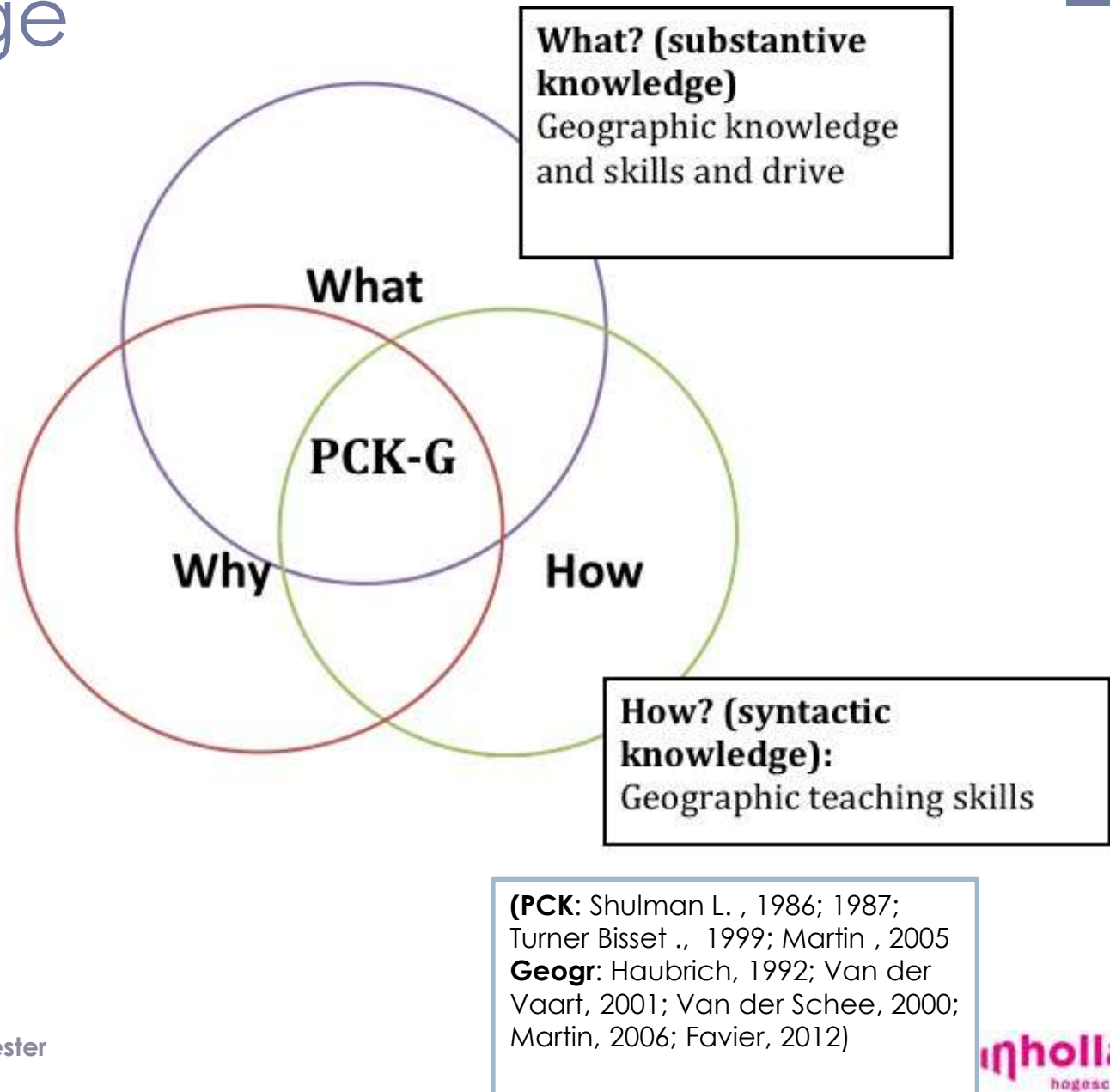
# Question

How capable are teacher educators to apply characteristics of good geography teaching, model their way of working and stimulate the development of metacognitive skills of their students?

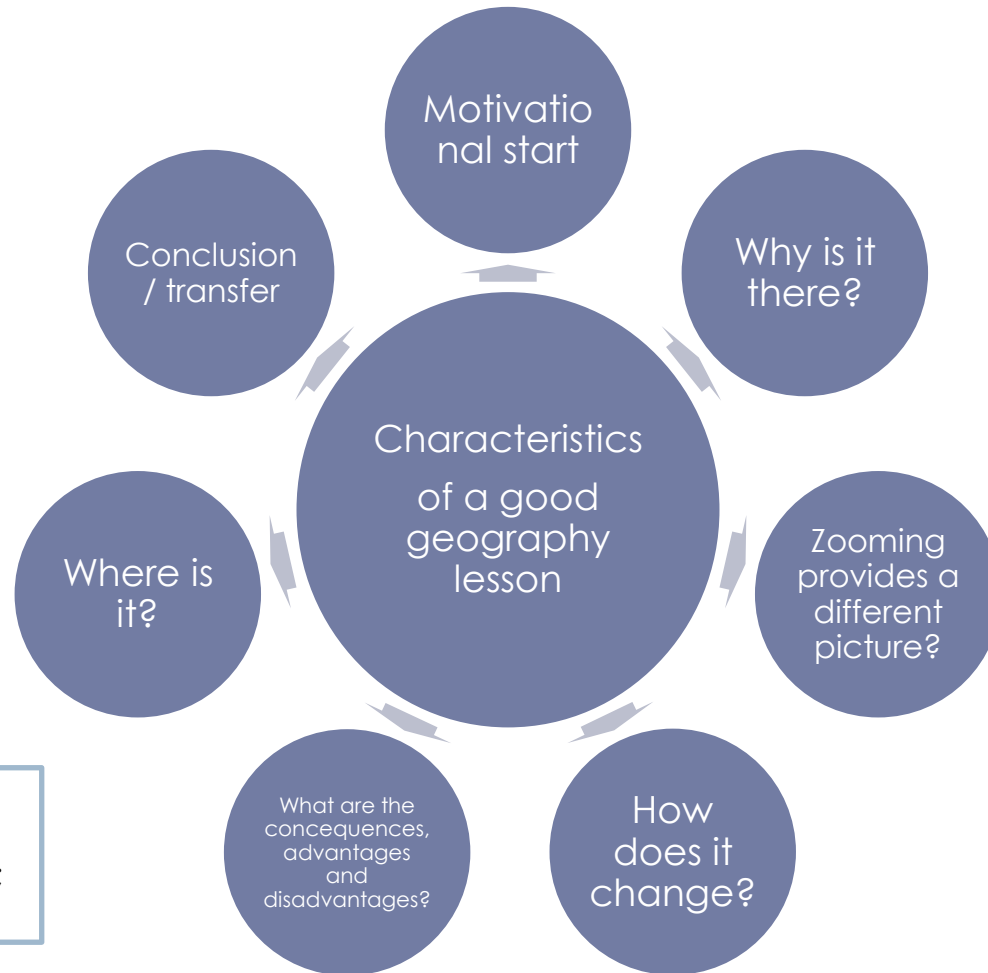


# Pedagogical Content Knowledge

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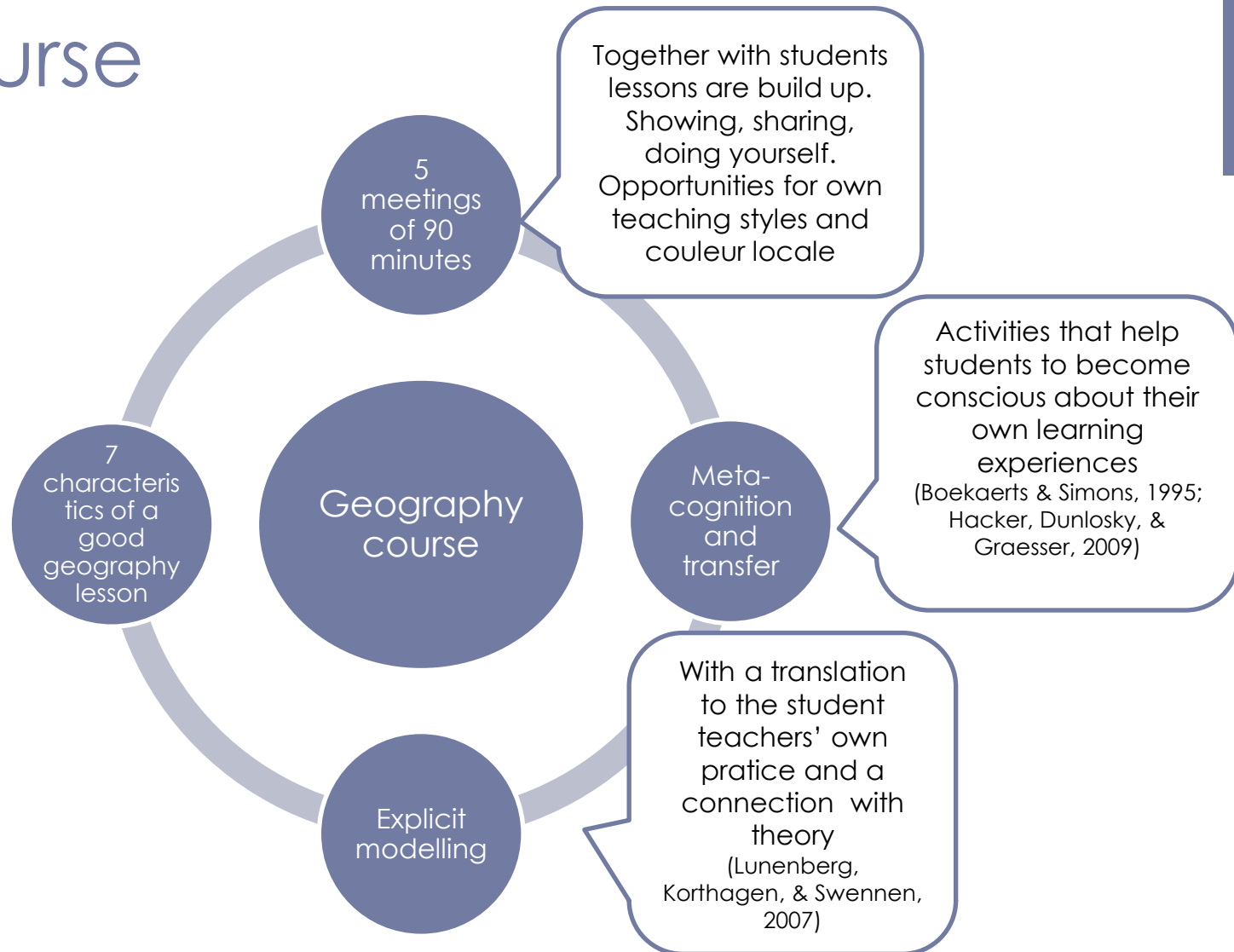


# 7 characteristics of a good geography lesson



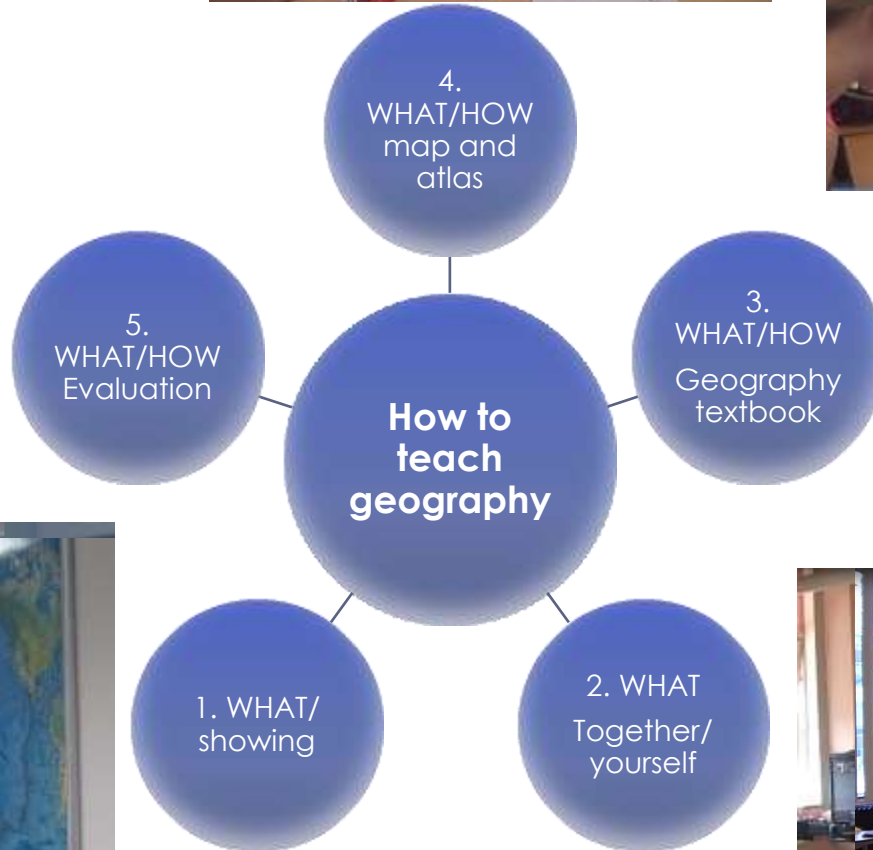
(Haubrich, 1992; Van der Vaart, 2001; Van der Schee, 2000; Martin, 2006; Favier, 2012)

# Characteristics of the course



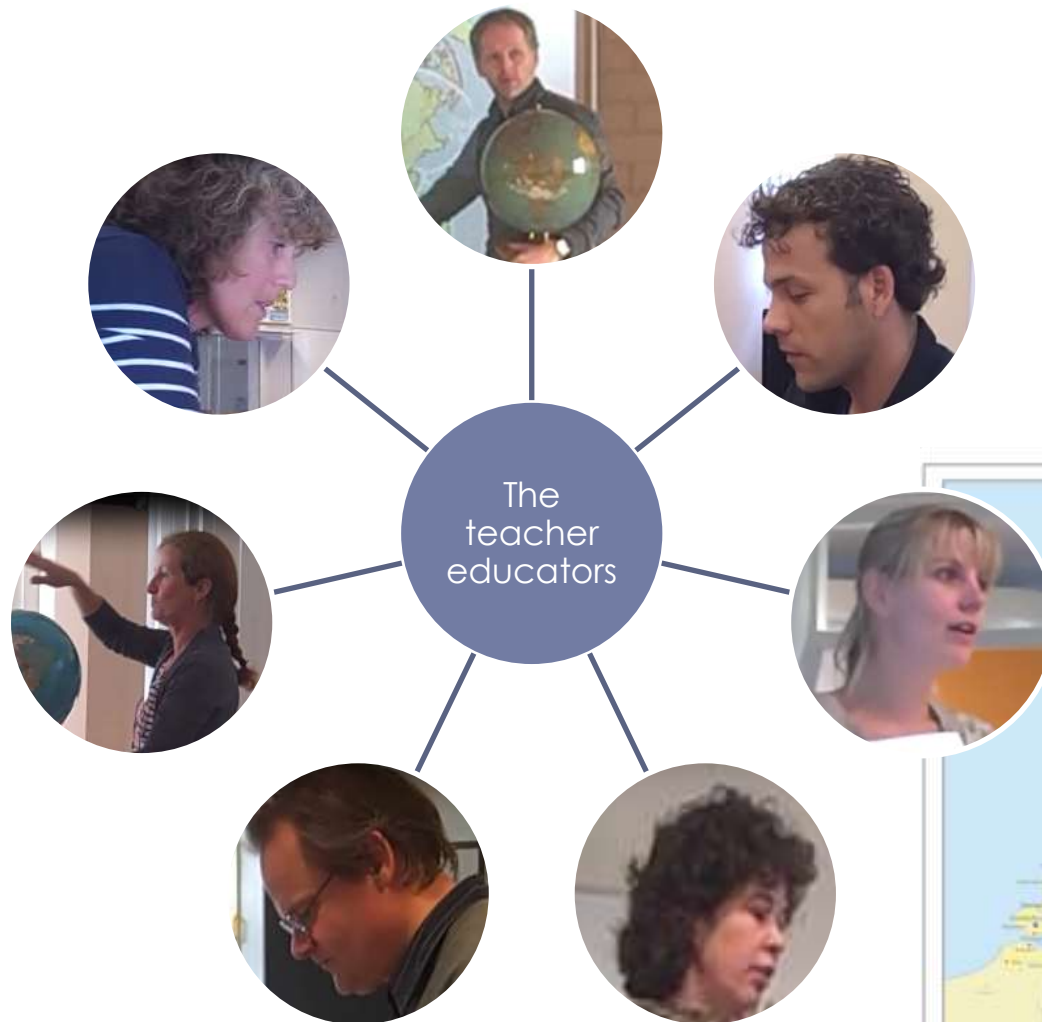


# Learning to teach geography: 5 meetings





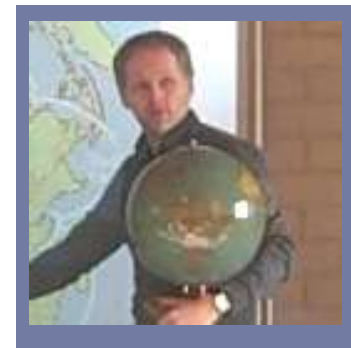
How did they  
work with the  
course?



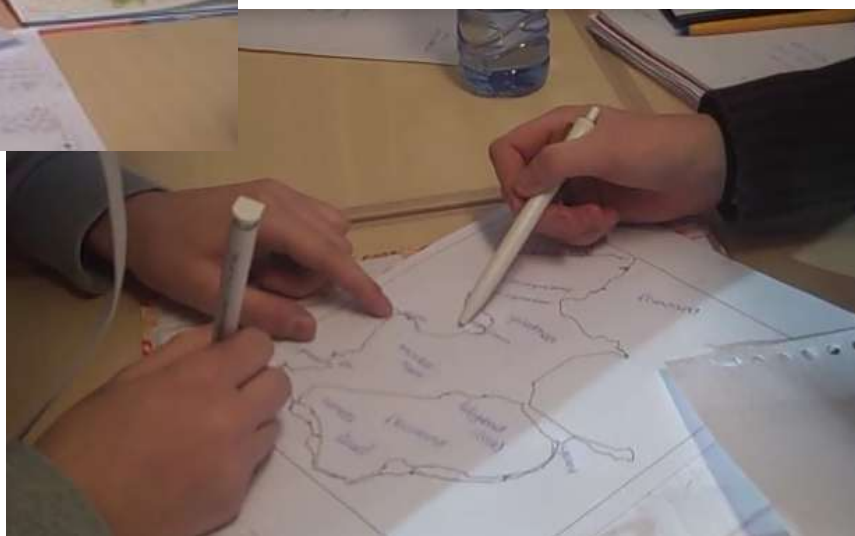


Rianne

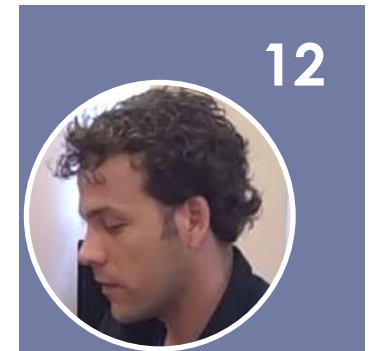




Erik



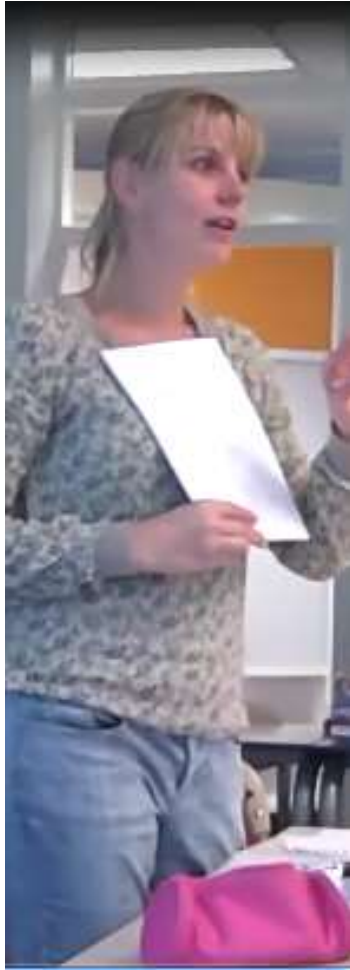




Johan

# Were they capable to apply....

- characteristics of good geography teaching?
- model their way of working?
- stimulate the development of metacognitive skills of their students?
- and two years later?



## Discussion/ Questions?

- Is this approach also useful in an international context?
- What is useful/ What should be changed?



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# Slides voor handout

De volgende slides zijn uitwerkingen van slides in de presentatie en in de handout bij de presentatie verwerkt.

# Characteristics of a good geography lesson

(Haubrich, 1992; Van der Vaart, 2001; Van der Schee, 2000; Martin, 2006; Favier, 2012)

## Geographic characteristics

- |   |   |
|---|---|
| 1. Where is it?   | Describe what you see where, preferably using e.g. a map an atlas or a globe etc.           |
| 2. Why is it there?   | Explain what you see (through the relationship man – nature)                                |
| 3. How can I zoom in and out?                               | At other levels of scale you may see different things/ Zooming provides a different picture |
| 4. How does it change?                                      | Describe the situation in the past and/or in the future.                                    |
| 5. What are the consequences, advantages and disadvantages? | The effects (or pros and cons) are viewed from different perspectives.                      |

## Instructional characteristics

- |  |   |
|--|---|
| 6. How can I start the lesson in a motivating way  | The lesson starts in a way that pupils are challenged to participate in class. (Everyday spatial problem)                 |
| 7. How can I end the lesson in a way transfer takes place? (Talking about 'the special and the general') | At the end of the lesson there is a discussion about the usefulness of knowing something about the subject of the lesson. |

# How to teach geography

## 5 meetings: content

Meeting	Content
1	Brainstorm in groups: What is geography?
	<b>Demonstration of a geography lesson:</b> Where did you go on holiday?
	Linking the 7 characteristics of good geography teaching to the example lesson.
	Developing <b>together with the students</b> a lesson about volcanoes based on the 7 characteristics.
	Conclusion of the lesson: what did we learn today and what do we take to practice?
2	<b>Sample lesson</b> about chocolate: what was on your bread this morning (together with the students) based on the 7 characteristics.
	Students in couples <b>develop a geography lesson</b> with the title: Can your school flood?
	Conclusion of the lesson: what did we learn today and what do we take to practice?
3	Together with the students: <b>sample lesson</b> about globalization (Where was your jeans made?) based on the 7 characteristics.
	<b>Seven characteristics and a geography textbook:</b> which characteristics of good geography teaching are applied in the chosen chapter?
	Conclusion of the lesson: what did we learn today and what do we take to practice?
4	<b>Seven characteristics and maps:</b> how can we apply the 7 characteristics while working with a map or an atlas? Example: Flevoland.
	Conclusion of the lesson: what did we learn today and what do we take to practice?
5	Evaluation

Meeting	Content	Why so
1	Brainstorm in groups: What is geography?	In this way students show their perception of the subject. Is it mainly knowledge based or do students mention everyday experiences?
	Demonstration of a geography lesson: Where did you go on holiday?	Everyday geographic example (motivation)
	Linking the 7 characteristics of good geography teaching to the example lesson.	Giving metacommentary and being explicit (Modelling)
	Developing together with the students a lesson about volcanoes based on the 7 characteristics.	Modelling
	Conclusion of the lesson: what did we learn today and what do we take to practice?	By looking back at the way you have approached the lesson, at the usefulness of knowledge building around a particular subject and by turning a bridge to practice, students are stimulated to consciously think about applying learning in a new situation. (Metacognition and transfer)
2	Sample lesson about chocolate: what was on your bread this morning (together with the students) based on the 7 characteristics.	Motivating start with another everyday geographic example. Modelling the 7 steps.
	Students in couples develop a geography lesson with the title: Can your school flood?	Apply the 7 characteristics on a new subject.
	Conclusion of the lesson: what did we learn today and what do we take to practice?	Metacognition and transfer
3	Together with the students: sample lesson about globalization (Where are your jeans made?) based on the 7 characteristics.	Motivation start by means of an everyday geographic example. Modelling.
	Seven characteristics and a geography textbook: which characteristics of good geography teaching are applied in the chosen chapter?	Students research a chapter from a geography textbook.
	Conclusion of the lesson: what did we learn today and what do we take to practice?	Metacognition and transfer.
4	Seven characteristics and maps: how can we apply the 7 characteristics while working with a map or an atlas? Example: Flevoland.	Modelling.
	Conclusion of the lesson: what did we learn today and what do we take to practice?	Metacognition and transfer
5	Evaluation	During the evaluation student teachers are asked to formulate: what they found the most important learning point from the course. They share these points with their colleague students.

# Sample lesson on globalization: where are your jeans made

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**Learning Objective: Students acquire a geographic image of the textile industry.**

What does the teacher	What do the students	Why do we do that in this way?
<p>The teacher hangs some jeans in front of the classroom and wonders aloud where and how this clothing is made!</p> <p>The teacher asks: where is this clothing made?</p>	<p>The students will search for the origin of clothing. They search at the labels in their cloths for names of areas and search those areas on a map.</p>	<p>A motivating start is important. Make a connection with the world of the children. (Everyday geography) (characteristic 6)</p> <p>This is the geographic question 'where'? Map and Atlas are to determine where an area is located. (characteristic 1)</p>
<p>The teacher asks: Why are those cloths made there?</p>	<p>The students together think about explanations such as a big labour force and low wages.</p>	<p>This is the geographic question why there? (characteristic 2)</p>
<p>The teacher asks: From which country most clothing comes?</p> <p>The teacher takes e.g. China as an example country because many jeans are produced in China and asks: where and how are those jeans produced in China?</p> <p>The teacher shows a video clip (e.g. China Blue) of a clothing factory.</p>	<p>The students count common locations on clothing labels and view the video clip of China.</p>	<p>This is zooming in and out. On another scale, you can see other things. On a global scale, you see that some countries have more clothing industry than others. Zooming in on China shows that China has many textile factories, but those you will find in certain parts of China. (characteristic 3)</p>
<p>The teacher asks: What are the advantages and disadvantages of the textile industry in China?</p>	<p>The students think of the advantages and disadvantages for the government, the workers, the consumers in and outside China, the people living near the factory, etc.</p>	<p>These are effects of the textile industry. On the one hand there are benefits such as work and income. On the other hand there are disadvantages such as environmental pollution and poor working conditions. It is therefore important to look from different perspectives. (characteristic 4)</p>
<p>The teacher asks: what did you do with the knowledge that you have learned in this lesson?</p>	<p>The students ask themselves which clothes you should buy. Students wonder if other production is similar to that of clothing.</p>	<p>This is to reflect on behaviour and to reflect on knowledge transfer. (characteristic 7)</p>