

Geography & Education Research Group

Royal Geographical Society (with IBG)

**Launching the 'Geography & Education Research Group'
of the Royal Geographical Society**

'Geography and the student experience'

16th December 2019

10:00-17:30

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Overview of Programme

Start Time	Activity
10:00	Tea and coffee available
10:30	Introductions
10:35	Keynote speakers and discussion
12:00	Break - Tea and coffee available
12:10	Incubator discussion sessions (2-3 minute context presentations followed by discussion)
12:30	Lunch
13:45	Presentation sessions (15 minute presentations followed by 5 minutes for questions and discussion)
15:30	Break – Tea and coffee available
16:15	Liquid Café – Identifying the research priorities for the group over the next three years
17:30	Close of day

Conference Organising Committee

Ruth Healey (University of Chester)
 Harry West (University of the West of England)
 Heather Barrett (University of Worcester)
 Matt Finn (University of Exeter)
 Derek France (University of Chester)
 Lauren Hammond (University College London)
 Grace Healy (University College London)
 Jenny Hill (University of the West of England)
 Claire Jarvis (University of Leicester)

Conference Venue

Department of Geography & Environmental Management (Q-Block)
Frenchay Campus
University of the West of England, Bristol
Coldharbour Lane
Bristol
BS16 1QY

Travelling to UWE Frenchay Campus

Travelling by Car

If you require parking **please email harry.west@uwe.ac.uk** and you will be **sent a parking pass** for the day which you will need to print out and display in your car windscreen – if you park on campus without this pass displayed you will receive a fine. We recommend that you request your pass by **13th December 2019** to guarantee that you are able to print it in advance of the event.

Delegates with a printed pass will be able to park in Car Parks **21, 22** or **23**. Please arrive on campus via the **North Entrance** (BS34 8QZ for your sat nav) and follow the signs to these designated car parks. Please note that these car parks cannot be accessed via the East Entrance.

Travelling by Train

The nearest major rail station to UWE Frenchay Campus is **Bristol Parkway**. Parkway is a 15-minute or so walk, or 5-10 minutes by bus (19, 19A, 10 or 625). If travelling from the station by bus or taxi, see below.

Travelling by Taxi

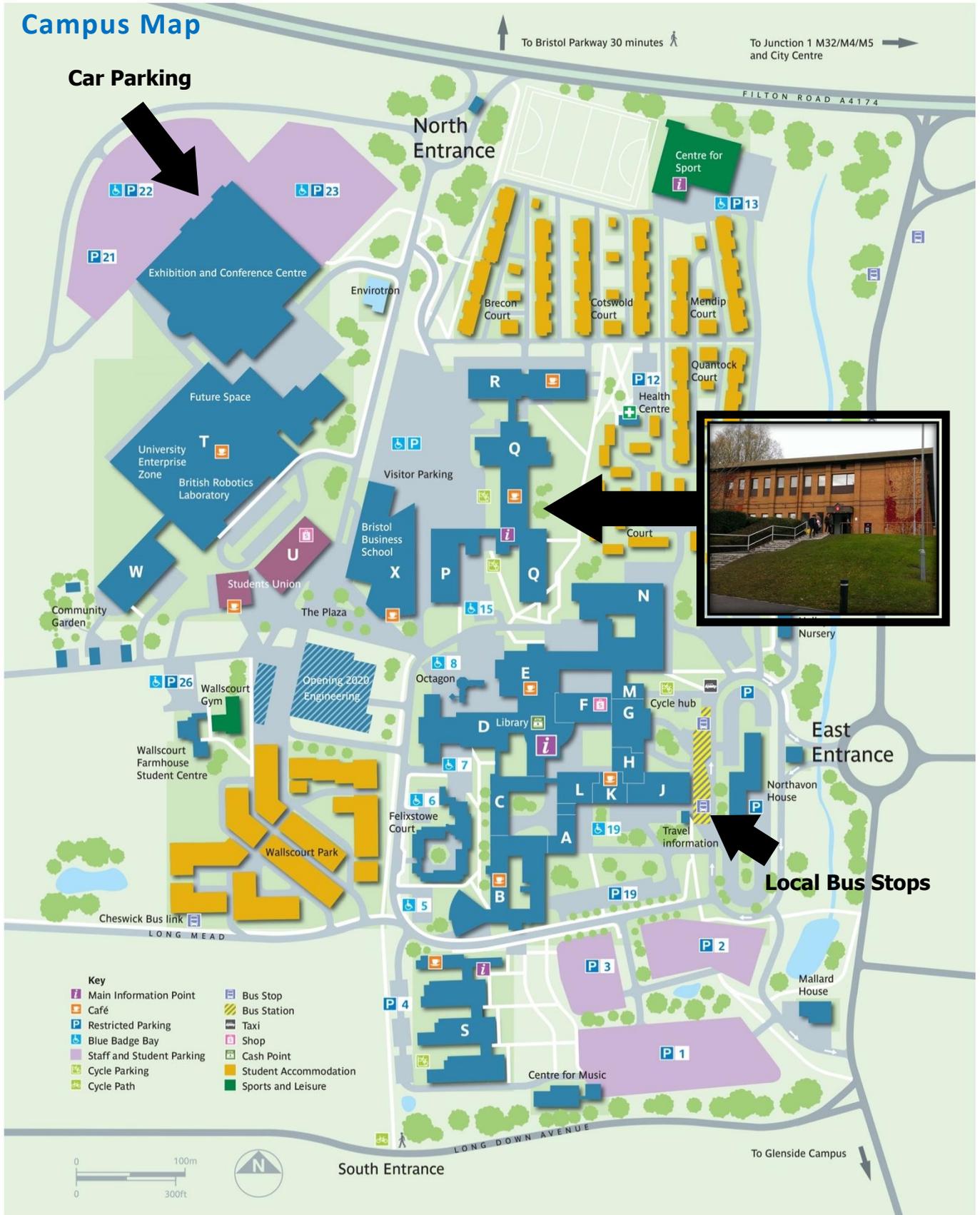
If you are travelling to campus via a taxi or Uber, please ask to be dropped off at the Frenchay Campus **North Entrance**.

Travelling by Bus

Bus information for travel to campus can be found here: <https://travelwest.info/bus/services-information/uob-uwe-services>. Local buses will arrive via the **East Entrance**.

Finding the Venue

Once you have arrived at Frenchay Campus please follow signs and campus map (see below) to **Q-Block** (a red brick building). Once you arrive at Q-Block there will be signs posted at all entrances and throughout the building directing you to room **4Q05**.



Catering Information on Campus

A map and information regarding the various catering options on Frenchay Campus can be found [here](#). The vast majority of these venues will be open during the event for you to purchase lunch (if any of these are not available this will be announced on the day to aid your planning).

One item missing from the UWE map above is the Students Union campus shops. These sell a range of cold items (including sandwich meal deals etc.). On the full Campus Map above these are located in F and U Blocks and are marked by a small shopping bag.

Detailed Programme

Start Time	Activity	Chair	Room
10:00	Tea and coffee available		
10:30	Introductions	Ruth Healey	4Q05
10:35	Keynote speakers and discussion	Ruth Healey	4Q05
	<i>Peter Kraftl</i> : 'Thinking from (and beyond) the social in geographies of education'		
	<i>Jenny Hill</i> : 'Geography and education: A personal account of intersections'		
	<i>Alan Kinder</i> : 'The intersection of geography education research with school geography'		
12:00	Break - Tea and coffee available		
12:10	Incubator discussion sessions		
	How can we connect across Geography Education - taking COBRIG forward (Pauline Kneale, Steve Brace, & Catherine Souch) (Abstract p7)	Jenny Hill	4Q05
	Methodological challenges for teachers' professional practice research (Victor Salinas-Silva) (Abstract p8)	Lauren Hammond	4Q04
12:30	Lunch (please see information on catering above for where to purchase lunch)		
13:45	Presentation sessions		
	Session A	Derek France	4Q04
	GeoCapabilities: framing the potential of a geography education (Richard Bustin) (Abstract p8)		
	Geographical fieldwork – as a collaged narrative (Sharon Witt & Helen Clarke) (Abstract p9)		
	Vagabond learning through a mobile shepherd's hut: challenges of an itinerant educational approach within a PhD research methodology (Christian Hanser) (Abstract p9)		
	Geographers-in-the-making going 'into the field': travels, networks and questions of scale in the undergraduate geography dissertation (Mette Bruinsma) (Abstract p10)		
	Learning by teaching: students experience and public geography (Monica De Filpo, Epifania Grippo, Sandra Leonardi & Riccardo Morri) (Abstract p10)		
	Session B	Heather Barrett	4Q07
	Ten Salient practices of research mentoring: easing the transition to university through mentored school based research opportunities (Helen Walkington & Elizabeth Rushton) (Abstract p11)		
	Pedagogical and Cultural Transitions for International Students in New Higher Education Contexts (Vicky Johnson) (Abstract p11)		
	Geography and the Student Experience (Cath White) (Abstract p11)		

	Teaching Intimacies: Reflections on posters, conversations and safe learning spaces (Rachel Colls & James Todd) (Abstract p12)		
	International Higher Education mobilities: Student recruitment experiences and processes (Suzanne Beech) (Abstract p12)		
	Session C	Matt Finn	4Q05
	Towards an outdoor geography teaching model: Trekking, winter sports and live-action role-playing games (Giulia Chiara Ceresa) (Abstract p13)		
	'Rio de Janeiro is inside the Planet Earth': Children's geographies and geography in Early Childhood Education in Brazil (Thiago Bogossian & Jader Janer Moreira Lopes) (Abstract p13)		
	Truly children's geographies? Past, present and future (John H. McKendrick & Lauren Hammond) (Abstract p13)		
	Geographies of secondary school pupils with English as an Additional Language (EAL) (Ellen Bishop) (Abstract p14)		
	Discussion		
15:30	Break – Tea and coffee available		
16:15	Liquid Café - Identifying the research priorities for the group over the next three years	Ruth Healey	4Q05
17:30	Close of day		

Keynote Presenters

Peter Kraftl

'Thinking from (and beyond) the social in geographies of education'

Peter Kraftl is a Professor of Human Geography at the University of Birmingham, and Honorary Professor in Education at RMIT, Melbourne. His work focuses on children's geographies and geographies of mainstream, alternative and informal education.

Jenny Hill

'Geography and education: A personal account of intersections'

Jennifer Hill is an Associate Professor at the University of the West of England, Bristol, where she teaches, researches and develops curricula and practice in geography. She is a National Teaching Fellow, a Principal Fellow in the UKPSF and the 2019 recipient of the RGS-IBG Taylor & Francis Award for sustained contributions to teaching and learning in higher education. Jenny has chaired the RGS-IBG Higher Education Research Group and is currently a member of the International Editorial Board for *Journal of Geography in Higher Education*.

Alan Kinder

'The intersection of geography education research with school geography'

Alan Kinder is the Chief Executive of the Geographical Association. He has played a key role in advising government on curriculum matters over many years and has had a significant influence on the content and structure of the national curriculum for geography.

Abstracts

Incubator Discussions

Discussion A

How can we connect across Geography Education - taking COBRIG forward

Pauline E Kneale, Steve Brace & Catherine Souch

Royal Geographical Society

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The Council of British Geography (COBRIG) was established in 1988 to co-ordinate, and as appropriate initiate and act on behalf of geography in education, research and public policy, and over issues where the views of geographers ought to be made known. The Council is has representatives from all the major geographical organisations in the UK, linking HE with school and FE geography, the examination boards, OfSTED and the British Science Association. It meets twice a year, ideally in the different nations. I think that in the last few years COBRIG's role and opportunities have become largely invisible to most in HE geographical education. This two-minute presentation will provide a brief introduction to COBRIG and its recent activities – but the discussion should be around what next, what does HE and FE geography need to know about schools, curriculum and vv. Post-it Notes will be involved. Ideas, short and long-term needed.

Discussion B

Methodological challenges for teachers' professional practice research

Victor Salinas-Silva
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My doctoral research studies rural teachers' beyond-the-classroom practices and how these practices can be understood from a geographical perspective. This focus on research has raised methodological challenges. The first challenge involves understanding the frontiers of teacher practice as a phenomena. In studying teachers' beyond-the-classroom practices I have encountered a difficulty to base my research on geography education literature even though the issue has been raised in discussions (Arenas, et al 2016; Bednarz, et al, 2013; GA, 2009) and research (Brooks, 2016). The second challenge is on how to observe this phenomena. Gericke and others (2018) have raised the issue of the need for empirical studies across school subjects. However, this involves questions on how we understand professional practice research in Geography Education and to what extent is an issue of Geography of Education. Lesson observations do little to reveal information on this issue and further discussion on instruments reliability is required to link professional and classroom practice.

Presentation Papers

Session A

1: GeoCapabilities: framing the potential of a geography education

Richard Bustin
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The nature, purpose and status of geography as a school subject varies over time and space. Based on recent research, this session argues that geography, taught by subject specialist and properly trained teachers as part of a knowledge led curriculum is the key to helping young people understand the complexities of the world. The framework of ideas uses and critiques Michael Young's three Futures heuristic, and notions of 'powerful knowledge' to outline and develop the nature of these arguments. The session then applies Amartya Sen's 'capability approach' to curriculum thinking; through education, a young person develops 'capabilities' to make positive choices about how to live as autonomous individuals. 'GeoCapabilities' expresses the role that the powerful knowledge of geography plays in this development. GeoCapabilities provides a framework for achieving a 'Future 3' geography curriculum, enabling geography to achieve its educational potential for all young people.

2: Geographical fieldwork – as a collaged narrative.

Sharon Witt & Helen Clarke

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In an animated geography pedagogy, we illustrate researching and thinking differently as part of a vibrant entanglement of Little Horsecroft Copse (Hampshire UK), primary school children (9-10 years) and Initial Teacher Education (ITE) students. We offer a situated woodland fieldwork enquiry, where place provokes 'pedagogies of attention' (Clarke and Witt 2017) and a shift towards impactful connections (Iorio et al. 2017). We hopefully dwell, attune and attend, as collectors, curators, artists, followers, assemblers, storytellers, imagineers and map makers. Collages co-emerge, which are both generous and generative (Koro-Ljungberg, 2016) and which reveal woodland as lively (Taylor, 2013), responsive and collaborative (Somerville, 2008). In a relational geography education, 'place is where everyday life happens' (Duhn 2012:103), in 'a simultaneity of stories' (Massey 2005:9) that enrich fieldwork narratives. In 'being-with' Little Horsecroft Copse how might we 'make present' such fieldwork encounters? What kind of geographical learnings are afforded? What implications emerge?

References

Clarke, H. and Witt, S. (2017) A Pedagogy of Attention: A New Signature Pedagogy for Educators. British Educational Research Association Conference, University of Brighton, Sept 5-7th

Duhn, I. (2012) Places for Pedagogies, Pedagogies for Places. *Contemporary Issues in Early Childhood*, 13(2), 99-107

Iorio, J.M., Hamm, C., Parnell, W. and Quintero, E. (2017) Place, matters of concern, and pedagogy: Making impactful connections with our planet. *Journal of Early Childhood Teacher Education*, 38 (2), 121-135

Koro-Ljungberg, M. (2016) *Reconceptualizing Qualitative Research: Methodologies without Methodology*. London: Sage

Massey, D. (2005) *For space*. London: Sage

Somerville, M. J. (2008) Waiting in the chaotic place of unknowing': articulating postmodern emergence. *International Journal of Qualitative Studies in Education*, 21 (3), 209-220

Taylor, A. (2017) Beyond Stewardship: common world pedagogies for the Anthropocene. *Environmental Education Research*, 23 (10), 1448-1461

3: Vagabond learning through a mobile shepherd's hut : challenges of an itinerant educational approach within a PhD research methodology

Christian Hanser

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Following my first contact with the Geographies of Education at the Loughborough conference in 2018, this presentation aims to discuss the 'vagabond' methodology of my PhD housed in Education from a geographical perspective. The PhD analyses the ways how a mobile 'tiny house' is used by student teachers as an experimental classroom in their school placements. In the arts-based research design, several challenges emerge. These are situated at the intersections and tensions between Education and Geography. Embedded in the policy context of the Scottish Attainment Challenge, the difficulties of pushing the boundaries of the ITE curriculum and related imaginaries are discussed. The proposed

methodological stance seeks to vagabond away from conventional teacher education scholarship concerned with modular knowledge and skills and instead focus on the relational complexities of enabling and disabling classroom spaces. In what ways can contributions from the Geographies of Education help rescript and open up the pressure-loaded debate around closing the attainment gap?

4: Geographers-in-the-making going ‘into the field’: travels, networks and questions of scale in the undergraduate geography dissertation

Mette Bruinsma

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Disciplinary histories of geography often emphasise the works of established academic geographers. Their work takes place in grand 'scholarly' spaces (journals, conferences). Students who complete geography undergraduate degree studies vastly outnumber professional academic geographers. Yet, the student experience, and students' contribution to disciplinary knowledge production, is given scant regard in conventional historiographies of geography. The School of Geographical and Earth Sciences, University of Glasgow, holds a collection of undergraduate dissertations (dating from 1950s–present). Using these archival sources, I will explore changes in the practicalities and travels of geography students conducting their first independent research project for their undergraduate dissertation: where did geography students travel? What role do supervisors, family members, friends and peer have in the dissertation studies? How do students position themselves in 'the geographical field'? The undergraduate geography dissertation can be seen as a shared experience of becoming-a-geographer, offering insights in disciplinary changes, traditions and relationships.

5: Learning by teaching: students experience and public geography

Monica De Filpo, Epifania Grippo, Sandra Leonardi, Riccardo Morri

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This paper illustrates university students' educational experiences in informal learning spaces in order to enhance geographical education. We will describe several educational activities for kindergarten, primary and secondary schools connected with setting up proposal of Geography Museum at Sapienza University of Rome. The core of our proposal has been devised in three different sections, one of each concerning activities took place in occasion of the following public engagement events: the European Night of Geography, the European Year of Cultural Heritage and Eureka 2019, the scientific knowledge enhancement programme of Rome Municipality. This articulation will let us to present the evaluation of a sample of didactic laboratories devised and realized by Geography students (Degree and Master Degree). The results of this case study will be illustrated through the data analysis of surveys performed by students highlighting the expertise gained. Finally, the feedback of children who took part workshops will be discussed.

Session B

1: Ten Salient practices of research mentoring: easing the transition to university through mentored school based research opportunities

Helen Walkington & Elizabeth Rushton
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The benefits of mentored research are well documented in higher education and considered a 'high impact' educational practice (Kuh & O'Donnell, 2013). However, little attention has been paid to the role and practice of teachers involved in school-based research (Rushton & Reiss, 2019). This paper provides a framework for mentoring school-student research drawn from a synthesis of effective mentoring practice from higher education (Walkington et al, 2018) combined with new insights from the experiences of high school teachers. We propose ten salient practices of research mentoring activity in high school settings for teachers based upon survey and interview findings from 96 UK high school teachers, including geographers, working in research collaborations with scientists. Mentoring high school research provides career development with teachers identifying new aspects to their professional roles including 'teacher scientist' and 'teacher mentor'. This study suggests the potential for using the ten salient practices to connect effective practice supporting the transition from high school to university.

2: Pedagogical and Cultural Transitions for International Students in New Higher Education Contexts

Vicky Johnson
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The participatory research presented in this paper uses a critical lens to explore new educational contexts and developing academic identities from the perspectives of international students following a Masters course in Education at a south coast University in the UK. The six students who participated in the action research came from China, Greece, Kuwait, The Gambia and the US. The analysis presented examines challenges they met including their pedagogical and cultural transitions, and how they felt about and situated themselves in their new learning and living spaces and places. The student-centred pedagogy they encountered in the course was far from the learning styles that they had been used to in their home countries. The paper reflects on the stories of from the international students and the responses from course leaders, student engagement and management staff at the university.

3: Geography and the Student Experience

Cath White
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Reflecting the theme of the workshop "Geography and the students' experience" the focus of my presentation is to show how I have used my research to capture the student experience. My work captures the undergraduate student voice of first and second year undergraduates' attitudes towards fieldwork by encouraging students to write personal voluntary reflective diaries, make personal videos and complete voluntary questionnaires about their feelings about fieldwork. One of the fieldwork tasks undertaken was one in which students worked in groups to create a podcast about a sense of place of Pitlochry. I obtained feedback from students using participatory methods in addition to encouraging them

to give feedback to the other participating groups though peer review. I would like to discuss my methods and findings in a 15 minute presentation.

4: Teaching Intimacies: Reflections on posters, conversations and safe learning spaces

Rachel Colls & James Todd
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In this paper we reflect on the use of group poster presentations as a means of teaching and learning about feminist geographies in a third year undergraduate module entitled 'Feminist Geographies: Intimacy, Body, State'. The intent of the module is to critically engage with the concept of 'intimacy' and its application (or absence) within geographical research and also to utilise 'real world' examples and students' and staff's personal experiences as a means to evaluate what 'intimacy' does. Indeed, the module is premised on the value of using intimacy as a 'lens' in order to (re)interpret everyday life and this is reflected in the both in the classroom learning experiences and in the modes of assessment. We organise our reflections around three main elements of the course. These are based on our own experiences and the students', including anonymous student feedback drawn from the module evaluation. Firstly, we consider the value of 'intimacy' as a means of teaching about feminist geographies and for deepening student understandings of broader geographical debates such as 'the body', 'the global', violence, emotions and affect, activism and power. Secondly, we focus on the role and value of the poster presentation as a means of assessing student knowledge and understanding. This focuses on how the posters enable conversations with and between students as well as supporting individual and collective learning. Thirdly, we will focus on the poster presentation conference itself as a means of establishing safe and supportive space for enabling students to discuss personal and sometimes 'difficult' experiences and examples.

5: International Higher Education mobilities: Student recruitment experiences and processes

Suzanne Beech
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My work analyses the geographies of international student mobilities in higher education settings following the processes of their recruitment, enrolment, and their time overseas. This paper reflects on the different mechanisms used to recruit international students to study in the UK and, in particular, on the performances of care that are associated with these practices. In so doing it identifies and reflects on how UK university staff walk a tightrope between balancing a need guarantee that these students come – brought about through government funding policies and the significant economic dividends that the students bring, whilst at the same time juggling the needs of third-party recruiters and perceptions of a potentially 'hostile environment' for migrants. The paper concludes by offering some reflections on the UK's position as a target country for international students in the years to come.

Session C

1: Towards an outdoor geography teaching model: Trekking, winter sports and live-action role-playing games

Giulia Chiara Ceresa

Doctoral Researcher School of Geography, Earth and Environmental Sciences

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This paper presents some brief reflections on the subject of Outdoor Education, defined as a useful tool for the development of an active and inclusive geography education. After a short introduction to the most recent theoretical and teaching perspectives on Outdoor Education, I move on to examine specific sports practices (winter sports, trekking, live-action role-playing games) that are particularly appropriate for children in secondary education. The discussion section will analyse the representation and role that geographical instruments (such as maps, compasses, satellite images) can take on in the context of these outdoor activities. The potential connection with Nature Therapy practices will also be discussed. Nature Therapy practices use exposure to nature as a tool, with the aim of curing or preventing states of illness (for instance, forest therapy, gardening, adventure therapy). The paper suggests that the innovative character of Outdoor Education for geography teaching and the advantages of using the outdoors can be a privileged site for research that deals with children. Finally, the paper presents three original school field trips organised specifically for a Milan middle school (Italy), that demonstrate the practices described previously: trekking, winter sports, live-action role-playing games

2: 'Rio de Janeiro is inside the Planet Earth': Children's geographies and geography in Early Childhood Education in Brazil

Thiago Bogossian & Jader Janer Moreira Lopes

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Young children relate to places in different ways than adults do. They produce space and confer meaning to their spatial experiences using their own categories, for example through play and/or non-verbal communication. Based on an ethnographic study conducted at a preschool institution in Rio de Janeiro, this presentation discusses three main features from the Children's Geographies field in Brazil. These are 1. a strong dialogue with the historical-cultural theory of Vygotsky and its collaborators, 2. an ethnographic and collaborative methodological approach to the study of childhood, and 3. a social change oriented perspective, where the context of a third world country still plays a major role. An approach to early childhood education that includes geographic knowledge and skills has the power to improve the tools available to children's development and wellbeing.

3: Truly children's geographies? Past, present and future

John H. McKendrick & Lauren Hammond

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In this paper, we use the re-focusing that is signalled by the re-positioning of HERG into GeogEd to reflect on the purpose of children's geographies. Embracing, but also moving beyond a consideration of the 'geography of education', we explore the potential and possibilities of a radical children's geography that has a central purpose the goal of enhancing the lives of children, as lived. We reflect critically on the role

of children's geographies as a sub-discipline and appraise what a truly children's geographies might imply for geographers in higher education. What might be learned (and lost) from longer-standing approaches to radical geography and an 'activist academy' forms a central focus of this paper.

4: Geographies of secondary school pupils with English as an Additional Language (EAL)

Ellen Bishop

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This research aims to explore the educational experiences of secondary school pupils with English as an Additional Language (EAL), examining the policies, practices and geographies in schools which impact their experiences. In addition, it aims to consider the wider implications this may have on geographical understandings of the negotiation of language and multiculturalism in schools. 16.6% of pupils in state secondary schools are considered EAL, with the percentage and diversity in first language growing, impacting geographies of school experiences. Supporting EAL pupils is challenging for schools due to lack of allocated funding and resources, often meaning they are intentionally or unintentionally placed in Special Educational Needs programmes where funding is available or are spatially segregated in classrooms to enable differentiated teaching. This research fills a gap in geographical literature on the educational experiences of EAL pupils and language more generally.