

(III) Area of Specialization Courses in Geography**METHODS FOR TEACHING OF GEOGRAPHY****Course Code:EDBES351****Credit hours:3****Introduction**

Geography studies the earth in relation to mankind. Man's life is mostly shaped by the environment in which he lives and Geography studies the relation between the earth and man. According to Macnee, "Geography is the study of earth as the home or in other words, Geography is the study of environment of man, physical and social, particularly with relation to human activities." Geography has been derived from the words, 'geo' and 'graphy'. 'Geo' means earth and 'graphy' means 'study' or 'description'. So, Geography means description of earth. Geography studies all the three aspects of earth, viz. lithosphere, hydrosphere and atmosphere.

Geography is related to other social sciences and we can study them better with a background of Geography. Geography is related to economic progress. Geographical factors influence agriculture, industry, trade, commerce and other aspects of economic development. Knowledge of Geography is essential for business, trade, commerce, agriculture, industry, navigation, military operation, and spacecraft and even for balancing and administration. Thus, Geography influences the economic, social and cultural life of a nation. Knowledge of Geography is essential for successful living. Because of its practicable intellectual, cultural and economic value, Geography has assumed a unique place in the school curriculum.

Learning Outcomes:

1. To acquaint the pupils with the living conditions of men in different parts of the globe.
2. To enable the pupils to acquire a knowledge of natural resources.
3. To develop in pupils an understanding of how environment and climatic factors have influenced our life.
4. To help the pupils to acquire knowledge of their physical and social environment and thus to broaden their outlook.
5. To develop in them an understanding of basic concepts, principles and theories relating to geographical phenomena.
6. To train the pupils in nature study.
7. To develop the power of thinking, reasoning, memory and power of imagination of pupils.
8. To develop their ability to draw conclusions and to generalize.

9. To develop a love for nation and to develop cosmopolitan and internationalist outlook.
10. To develop the creative talents of pupils and to develop an attitude of discovery in them.
11. To develop the skills of reading maps and globes, to develop drawing and measuring skills, and to develop the skill of using and manipulating geographical instruments.
12. To enable the pupils to appreciate the natural beauty and other physical forces.
13. To help the pupils to acquire economic efficiency and lead a successful life.
14. To adjust human life in accordance with geographical circumstances.
15. To develop scientific attitude and to develop the ability to draw valid conclusions and independent thinking.

Contents

1. Basic principles of teaching geography

- 1.1 Teaching geography and learning theories (the Pedagogical and Psychological aspects of Geographical education)
- 1.2 Teaching geography strands and themes and school geography (the aims and Learning Outcomes of school geography)

2. Curriculum and content in Geography.

- 2.1 Scope and structure of the course.
- 2.2 Analysis and understanding of the features, requirement outcomes and standards of the Australian Curriculum Geography and its application in Queensland.

3. Inquiry sequence and lesson planning in Geography.

- 3.1 Inquiry learning in junior secondary Geography.
- 3.2 Lesson planning, strategies and approaches to the teaching of Geography in secondary school contexts.
- 3.2 Evaluating planning documents.
- 3.4 Cross-curricular priorities and general capabilities in the contexts of geography

4. Assessment, feedback and reporting in Geography.

- 4.1 Connecting geographical inquiry with lesson sequence planning and assessment.
- 4.2 Assessment strategies for geography and requirements for assessments in the Australian Curriculum and Queensland context.
- 4.3 Formative and summative assessment methods.
- 4.4 Geographical concepts and principles.
- 4.5 Connections to recording and reporting in junior secondary.
- 4.6 Peer review of task 1.

5. Inquiry in junior secondary geography and differentiating teaching to meet the specific learning needs of students in Geography.

- 5.1 Exploring the range of spatial technologies and their application within the Geography inquiry sequence.
- 5.2 Exploring field work and application in inquiry sequences.
- 5.3 Use of ICTs in junior secondary geography.
- 5.4 Explicit teaching of literacy and numeracy.

6. Evaluation of teaching, supporting the achievement of student learning outcomes, moderation and reporting, data use and integration with planning.

- 6.1 Cross-Curricular Priorities and General Capabilities in the contexts of Geography Considering practical approaches and strategies for linking and matching these with Geography content requirements.
- 6.2 Geographical concepts and principles.
- 6.3 Lesson segment presentations and discussions following presentations

7. Examination in class lecture or tutorial time.

Assessment and Examinations

Examination	Marks
Sessional Work	25%
Mid-Semester	35%
Final Semester	40%

Suggested Readings

Butt, Gr. (Ed). (2011). *Geography, education and the future*. London: Bloomsbury.

Labrinos, N. (2009). *About teaching geography in school*. Graphema, Thessaloniki.

Lambert, D., & Balderstone, D. (2010). *Learning to teach geography in the secondary school a companion to school experience* (2nd ed.). London: Routledge Katsikis, A.

(2004). *Inter-disciplinary geography*. Athens: Typothito

Lidstone, J., & Williams, M. (Eds.). (2006). *Geographical education in a changing world: Past experience, current trends and future challenges*. Netherlands: Springer.

Katsikis, A. (1999). *Teaching geography epistemological approach, geographical knowledge documentation*. Athens: Typothito

Klonari, Aik. (2007). Geography Education and Geography Teaching in Greece. In Terkenli, Th., Iosifidis, Th. & Chorianopoulos, I. *Human Geography man and Society and Space*(pp. 444-465). Athens: Kritik.

Wiegand, P. (2006). *Learning and teaching with maps*. New York: Routledge.

Gersmehl, P. (2005). *Teaching geography*. New York: The Guilford Press.

Related academic journals:

International Research in Geographical and Environmental Education
(<http://www.tandfonline.com/loi/rgee20>)

European Journal of Geography (<http://www.eurogeographyjournal.eu/>)

Review of International Geographical Education Online (RIGEO) (<http://rigeo.org/>)

The Geography Teacher (<http://www.tandfonline.com/loi/rget20>) Journal of Geographical Sciences (<https://link.springer.com/journal/11442>)

Journal of Geography (<http://www.tandfonline.com/toc/rjog20/current>)

Journal of Geography in Higher Education (<http://www.tandfonline.com/loi/cjgh20>)

Journal of Environmental Geography (<https://www.degruyter.com/view/j/jengeo>)

The Geographical Journal ([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1475-4959](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1475-4959))

International Journal of Geographical Information Science
(<http://www.tandfonline.com/loi/tgis20>)