

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) style¹ 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)

IGES-LEARNING PROGRESSIONS VOLUME: GUIDELINES FOR CONTRIBUTORS

Application materials should be emailed to Dr. Osvaldo Muñiz-Solari:
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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.

Education research on learning progressions (LPs) has had a significant emergence in China. At present, researchers in science education have started to make use of the learning progressions research model for developing research tools and collecting data of progressions of student learning in K-12 grade levels. However, there have not been any empirical research studies on the LPs for secondary geography education in high schools. 1 Last, but not least, we propose this book, as the third of the IGU-CGE Springer Series International perspectives on geographical education. After Learning progressions (Muñiz et al. 2016) and Geographical thinking (Brooks et al. Start by marking "Learning Progressions in Geography Education: International Perspectives" as Want to Read: Want to Read savingâ€¦, Want to Read. Currently Reading. Read. Learning Progressions by Osvaldo Muniz Solari. Other editions. Weâ€™d love your help. Let us know whatâ€™s wrong with this preview of Learning Progressions in Geography Education by Osvaldo Muniz Solari. Problem: Itâ€™s the wrong book Itâ€™s the wrong edition Other. Geographic education enables students to use geographic perspectives, knowledge, and skills to engage in ethical action with regard to self, other people, other species, and Earthâ€™s diverse cultures and natural environments. Geography connects students to world events, problems, and decisions throughout their lives." " Geography For Life: National Geography Standards, Second Edition. In this collection, National Geographic Education has excerpted the standards, skills, and perspectives from Geography For Life: National Geography Standards, Second Edition. Visit the NCGE store to order a print Michael Solem May 19, 2015 Call for Authors: International Perspectives on Learning Progressions in Geography Education2015-07-03T09:48:24-04:00 News No Comment. The current status of learning progressions research in the U.S. was the focus of a recent GeoProgressions panel and workshop at the AAG Annual Meeting in Chicago. Those sessions revealed for the participants that a "learning progression" in education and educational research can take many forms, as can the ways learning progressions have been applied with students in classrooms. The picture becomes even more complex when viewed from A road map for learning progressions research in geography. Journal of Geography, 114(2), 69-79. doi: 10.1080/00221341.2014.935799. National Research Council [NRC]. A geography teacher needs to be able scaffold student learning of fieldwork skills and provide a progression to direct each student'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 student's Year 7 to 10 geography education. 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.