

INLT Newsletter – Issue 10, February 2005

Edited by Michele Hills and Mick Healey

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Institute of Australian Geographers meeting, Armidale NSW, 19-22 July 2005

RGS/IBG Annual International Conference, Royal Geographical Society with IBG, London, 31 Aug-2 Sept 2005

HERODOT/EUROGEO International Conference, Torun, Poland, 2-4 Sept 2005

2nd International Society for the Scholarship of Teaching and Learning Annual Meeting, Vancouver, Canada, 14 -16 Oct 2005

6 FREE Offer! Inclusive Curriculum workshop and advisory service for GEES departments, February – November 2005

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Costa Rica's Jungles – GIS in the Field, 29 July – 7 Aug 2005

8 Copy deadline for Next Newsletter

1 INLT Notes

Editorial

The INLT global community gets bigger and better! As well as thanking our trusty regular contributors for their wide ranging and informative pieces, in this issue we welcome a new contributor from Southeast Asia, Professor Kim Chuan, from the National Institute of Education, Nanyang Technological University in Singapore, and Dr Heike Alberts from the University of Wisconsin Oshkosh. We also welcome Karl Donert from Liverpool Hope University, Sarah Jones from the Royal Geographical Society, and Eric Pawson and Ruth Healey (Mick's daughter), who offer contrasting perspectives on the INLT workshop at Glasgow held in July 2004.

There's truly something for everyone in this edition – including where all the money is (mostly in the coming UK Centres for Excellence in Teaching and Learning – get those CVs updated!) and some very attractive offers from Joseph Kerski to give you the perfect excuse to get away from it all....

Michele Hills

Site visitors - join the global INLT movement!

INLT listserv continues to grow. The INLT list now has over 250 members in countries around the world including: USA, Canada, NZ, Australia, UK, Finland, Chile, Israel, Ireland, Mozambique, and Singapore. The listserv serves as a forum for discussion and information sharing about geography in higher education. It is open to anyone who wishes to help bring together a co-operative community of geographers interested in improving the quality of learning and teaching of geography in higher education internationally. The exchange of information should include: relevant meetings, conferences and job opportunities; article synopses, book announcements and reviews; calls for papers; presentation of concise essays; and relevant cross-postings from other lists. To subscribe, visit: <https://listserv.flinders.edu.au/mailman/listinfo/intl>.

Jain Hay

2 General Items

Association of American Geographers (AAG) Internationalization Survey

The AAG is conducting a study, "Internationalizing Geography in Higher Education," to examine international education and collaboration in the discipline of geography. Partial funding for this research project comes from the National Science Foundation and the American Council on Education.

The study is gathering data from an online survey of geographers in the U.S. and internationally with the assistance of the INLT, International Geographical Union, Canadian Association of Geographers, and the Royal Geographical Society-Institute of British Geographers Higher Education Research Group. The methodology is designed to identify the factors that encourage or deter faculty from pursuing international collaboration in teaching and research. A second objective is to measure the extent that geography faculty members support the goals of international education in the undergraduate curriculum.

The results of this study will help the AAG, departments, and institutions develop resources and programs to facilitate scholarly and educational collaborations among geographers worldwide. To request a copy of the final report when it is released later this summer, please contact Michael Solem (msolem@aag.org).

Michael Solem

Online Center for Global Geography Education: Update

The Center now offers three prototype course modules (*Population, Global Economy, and Nationalism*) designed to support international collaborative teaching and learning using the Blackboard e-learning platform. The modules engage students in collaborative projects, promote understanding of geographic concepts, provide practice using geographic skills, and deepen awareness of international perspectives about contemporary global issues. Important geographic concepts and skills are illustrated through data, case studies, and animations drawing on the AAG's *Activities and Readings in the Geography of the World* (ARGWorld) project.

Each module is currently being tested by hundreds of students in the U.S., China, Germany, Spain, Northern Ireland, Chile, Australia, and the Netherlands. The aim of the evaluation is to measure the impact of the modules on student learning and faculty teaching practices.

Phil Klein is leading the evaluation of the modules in courses taught by geographers Colin Arrowsmith, Rob van der Vaart, Osvaldo Muniz, David Padgett, Martin Eaton, Kate Davis, Antonio Luna, Janet Smith, Margaret Keane, Michal Kohout, Wei Dongying, Yvonne Schleicher, Rolf Sternberg, and Adriana Galvani. Most of these individuals participated in a training workshop during the IGU Glasgow Congress.

After the evaluation concludes in April 2005, the modules will be revised and prepared for online dissemination through the AAG website. For further information, please contact Michael Solem (msolem@aag.org)

Michael Solem

UK Geographers awarded £17.4m to enhance learning in universities

The Higher Education Funding Council for England (HEFCE) announced at the end of January that four Centres of Excellence in Teaching and Learning (CETLs), each heavily involving geography, are to be funded over the next five years. The centres are to be based in the Universities of Gloucestershire, Leicester and Plymouth.

Plymouth has been awarded two centres – one in 'Experiential Learning in Environmental and Natural Sciences' and one in 'Education for Sustainable Development'. Leicester, in partnership with University College London and the University of Nottingham, is setting up a centre in 'Spatial Literacy in Teaching (SPLINT)', while Gloucestershire is establishing a 'Centre for Active Learning (CeAL) in Geography, Environment and Related Disciplines'. Further details for each of the Centres are given below.

The CETL initiative, which was first announced in the Government White Paper in 2003, attracted over 250 bids. It is, perhaps, the largest investment in developing teaching and learning in higher education that any government has ever made. Seventy-four centres are to share more than £300m, with each centre obtaining up to £2m capital and £0.5m pa for five years recurrent expenditure. The full list of Centres is available on HEFCE's Web site (<http://www.hefce.ac.uk/learning/TInits/cetl>).

All four centres involving geography are multi-disciplinary and each will be working with more than one of the Higher Education Academy's Subject Centres. The Directors of the Centres are to meet shortly, under the auspices of the Subject Centre for Geography, Earth and Environmental Sciences, to examine how they can work together to serve their varied communities. All are interested in collaborating with the international geography community.

Title of CETL:	Centre for Active Learning (CeAL) in Geography, Environment and Related Disciplines
Institution(s):	University of Gloucestershire
Contact Name(s):	Carolyn Roberts (Head of School of Environment) and Mick Healey (Professor of Geography), Co-Directors
Telephone(s):	+44 (0)1242 543370; +44 (0)1242 543364
E-mail(s):	crroberts@glos.ac.uk; mhealey@glos.ac.uk
Website:	http://www.glos.ac.uk/ceal
Award:	In the order of £2m capital and £2.5m recurrent over 5 years

CeAL will be an international centre of excellence reviewing, developing, promoting and embedding active learning. Our approach enables students to construct theoretical understanding through reflection on inquiry in the field, studio, laboratory and classroom, using real sites, community-related and employer-linked activities. CeAL will be developed around communities of active learners where students and staff inquire together. A key innovative feature is joint student projects with related Schools in the University, and initially thirteen HEIs in England and ten universities overseas. The University of Gloucestershire is committed to pursuing active learning across all undergraduate/postgraduate curricula, with CeAL as the laboratory for innovation, experimentation and evaluation.

Title of CETL: Spatial Literacy in Teaching (SPLINT)
Institution(s): University of Leicester (lead institution), University College London and the University of Nottingham
Contact Name(s): Dr Nicholas Tate (CETL Director) & Dr Claire Jarvis
Telephone(s): +44 (0)116 2231320; +44 (0)116 2523808
E-mail(s): n.tate@leicester.ac.uk; chj2@leicester.ac.uk
Website: <http://www.geog.le.ac.uk/splint/>
Award: In the order of £1.4m capital and £2.5m recurrent over 5 years

This CETL will be an unrivalled resource for setting national and international standards for the teaching of spatial literacy, fundamental to answering the question “where?” activities such as environmental disasters or terrorist activities occur. The US Department of Labor recently identified geospatial technology, along with biotechnology and nanotechnology, as the three most important evolving fields. In particular, current and prospective graduate students on existing geospatial technology programmes will benefit from our mission to develop best pedagogic practice for the teaching of spatial literacy, exploiting developments in personal navigation technology and virtual reality (VR), and catering for the increasingly diverse disciplinary background of students. In addition, new linkages for intellectual exchange and collaboration will be established formally with those academic disciplines historically less spatially enabled, in order simultaneously to extend and deepen the outreach of learning and teaching in geospatial technology in both national and international scientific arenas.

Title of CETL: Experiential learning in environmental and natural sciences
Institution(s): University of Plymouth
Contact name(s): Dr Ruth Weaver (CETL Director and Principal Lecturer in Geography)
Telephone(s): +44 (0)1752 233057
Email(s): Ruth.Weaver@plymouth.ac.uk
Award: In the order of £2m capital and £2.5m recurrent over 5 years

The CETL arises from our existing excellence in fieldwork, laboratory work and work-based learning. We will enhance our provision in these areas by using innovative new technologies, applying inter-disciplinarity and embedding the skills associated with employability and entrepreneurship more firmly in the experiential curriculum. We will adapt our laboratories, curricula and procedures to ensure that large cohort sizes, or individual disability, do not impede access to a lively, extensive and safe experiential curriculum. We will develop an innovative Immersive Vision Theatre and an equally advanced Lab+ facility for the benefit of our students, visiting educational groups and the local community.

Title of CETL: Centre for Excellence in Teaching and Learning for Education for Sustainable Development

Institution: University of Plymouth; Collaborative Partners: Schumacher College, Forum for the Future, Eden Project, partner colleges under the University of Plymouth Colleges Faculty

Contact Name: Dr David Selby (CETL Director and Professor of Education for Sustainability)

Telephone: +44 (0)1395 255493

Email: david.selby@plymouth.ac.uk

Award: In the order of £2m capital and £2.5m recurrent over 5 years

The CETL aims to transform the University of Plymouth from an institution characterized by significant areas of excellence in education for sustainable development into an institution modelling University-wide excellence and, hence, able to make a major contribution to ESD regionally, nationally and internationally. Students across the University and its network of partner colleges will be provided with opportunities to engage critically with sustainability agendas and their social, ethical, professional and personal implications. The impact on student learning will be reinforced through opportunities for action research projects into the greening of the campus and into community and regional sustainability initiatives.

Mick Healey

3 HE Academy Subject Centre for GEES (formerly LTSN-GEES) News

Recent Events

The GEES Subject Centre's Annual Conference was held in July 2004 at Warwick, on Widening Participation and Employability: new opportunities for Geography, Earth and Environmental Sciences'. The two days consisted of key note speakers, workshops and paper presentations from participants highlighting the challenges and opportunities facing staff, the growing expectations of all stakeholders in higher education in the UK and the new demands that this places on the GEES community. The majority of these presentations and those of the Keynote speakers are available for download as Powerpoint slides from the GEES Subject Centre website. The overall mood of the conference was perhaps summed up by a delegate who, when asked to note down one key point that he would like to remember, wrote "Conferences broaden the mind and inform knowledge".

In September 2004, a conference on **Enhancing the Campus through Student Project Work** was held in Bristol in association with HEEPI (The Higher Education Environmental Performance Improvement) and the Engineering and Built Environment Subject Centres. Participants had the opportunity to hear of some innovative projects in the area and a chance to discuss and share experiences with colleagues. Reports of both of these events can be found in the latest edition of *Planet* and on the GEES website at: <http://www.gees.ac.uk/events/pastevents.htm>

GEESers

In recognition that her work involves far more than a Manager for the Subject Centre, Helen King has recently been promoted to the new job of Assistant Director at GEES. We have also recently welcomed two new members of staff to the Subject Centre: Part-time Administrative Assistant, Jane Dalrymple and full-time Dissemination Co-ordinator, Wendy Miller, who is taking on the work previously undertaken by Steve Gaskin, including editing *Planet* and helping to organise GEES events.

Planet 13

The latest issue of *Planet* was circulated at the beginning of December. This included feature articles on career planning, PDP, GIS and employability, fieldwork, CPD for academics, and an analysis of external examining in GEES subjects. A special issue on *Planet* will be published in

Spring 2005, on Learning and Teaching on Master's Programmes in GEES subjects. Contributions for future issues are welcomed and can be emailed to planet@gees.ac.uk

Entrepreneurship Project

The GEES Subject Centre's Entrepreneurship Project aims to develop related curriculum resources with the emphasis very much on skills (such as creativity, team building, risk awareness) and subject-relevance, rather than on setting up businesses per se. A workshop to pilot materials was held during January in Leeds, with both staff and students from GEES disciplines. Outputs will include: a set of case studies from GEES graduate entrepreneurs; a resource pack of examples of curriculum exercises (available from April 05); and a departmental workshop framework for the GEES Subject Centre workshop programme (to run from Sept 05). We still welcome examples of exercises which develop entrepreneurial skills. These might be anything from 5 minute lecture breaks or 1 hour tutorials to week long field projects or entire modules. Please get in touch if you would like to offer any examples (all, of course, will be duly acknowledged). For further information on the project see our web-site at <http://www.gees.ac.uk/projects/entrep.htm> or contact the project manager: Helen King, GEES Subject Centre, Tel +44 (0)1752 233 532 Email h.king@plymouth.ac.uk.

Creativity in Earth & Environmental Sciences/Studies: call for interest

The GEES Subject Centre has set up an informal interest group to stimulate discussion around the role of creativity in disciplinary learning and practice with particular reference to the 'Earth Science, Environmental Science & Environmental Studies' QAA Benchmarking statement. This discussion will be part of a pilot process initiated by the Higher Education Academy's 'Imaginative Curriculum' project. If you would be interested in joining the interest group and / or would like to offer examples of teaching creativity from your practice, please contact Helen King, Tel +44 (0)1752 233 532. Email h.king@plymouth.ac.uk.

GEES-funded Projects

Grants for small-scale projects in GEES disciplines for 2004/05 have been awarded for eight pieces of work. These include two that map closely on to GEES's own plans / projects for 2004-2005: Carolyn Roberts (Gloucestershire) on 'The contribution of support staff to student learning in GEES disciplines' and Inge Struder (Kingston) on 'Enterprising Geography and Earth and Environmental Sciences students: turning skills into profitable businesses'

Resource Database: call for case studies

A call for case studies on interesting teaching, learning and assessment practices in GEES in higher education has been issued. If you have an example of practice which may be of interest to others in GEES departments, then please consider submitting it as a case study to the GEES Subject Centre. See: <http://www.tellus.ac.uk/contribute.html>

Do use the database and encourage your colleagues to take a look! If something you want is not on the Database, contact our enquiry service (info@gees.ac.uk) and we'll see if we can help.

See the GEES website at <http://www.gees.ac.uk> for further information on these events and any of the above items.

GEES events in 2005

- 20 April : Scotland Regional Network meeting on Flexible Delivery and Employability, Edinburgh
- 11 May : GIS in teaching and learning, University of Leicester
- 23-25 May : Residential Workshop for Recently Appointed & Aspiring Lecturers in Geography, Earth and Environmental Sciences (GEES), Birmingham

9-10 June : GEES Subject Centre Annual Conference, Belfast.
See the GEES website at <http://www.gees.ac.uk> for further information on these events and any of the above items.

Wendy Miller

4 Conference Reports

7th Southeast Asia Geographers Association (SEAGA) International Conference 29 Nov - 2 Dec 2004

The Southeast Asian Geography Association (SEAGA) together with the Research Centre for Mekong Regional Tourism, Khon Kaen University, Thailand organised the 7th SEAGA international conference on geography from 29 Nov - 2 Dec 04. The theme of the conference was "Southeast Asia: Development and change in an era of globalisation" . Professor Sekson Yongvanit and I were the co-chairs of this conference.

About 150 participants from more than 20 countries participated and paper sessions included Population and Health, Migration, Urbanisation & Economic Issues, Environmental Issues, Rural and Agricultural Geography, Geography and Environmental Education, Tourism, Techniques, Minorities, Mekong Basin & Coastal Developments. Some highlights of the conference were:

1. Keynote papers by Prof Jonathan Rigg, University of Durham ' Land, Livelihoods and Poverty in Southeast Asia' and by Professor Dr. Hans Gebhardt, Department of Geography, University of Heidelberg, Germany 'The impact of internationalization processes on the region of Isan - the examples of international migration and transnational tourism'
2. Special panel sessions on 'Water Resources Governance' and ' The Mekong Region' led by Prof Philip Hirsch, University of Sydney, and 'Heritage, Politics and Identity' led by Brian Shaw, University of Western Australia and Ooi Giok Ling, Nanyang Technological University.
3. A special presentation on "Expedition Mekong 2002" by Reinhard Hohler, Tour Director Expedition Mekong 2002

This series of biennial conferences started in 1990 and conferences have been held in Brunei, Malaysia, Thailand, Indonesia and Singapore. We are exploring the possibility of Vietnam hosting the next, 8th conference in 2006.

Kim Chuan GOH
Humanities and Social Studies Academic Group
Nanyang Technological University
Singapore

IGC Glasgow, 19-20 Aug 2004

INLT, IGU-CGE and RGS-IBG HERG JGHE Higher Education Sessions

Three sessions took place at IGC2004 Glasgow, on:

- Pedagogic Research in Geography in Higher Education
- Employability for Geographers
- Towards the UN Decade of Education for Sustainability 2005/14: Implication for Higher Education

Details of the sessions are available in INLT Newsletter 9.

INLT Glasgow Workshop, 2004

Reflections on the second meeting of the INLT, Glasgow, August 2004

A first meeting to explore the establishment of the INLT (International Network of Learning and Teaching) was held the day before the AAG meeting in Honolulu in 1999 (Healey, Foote and Hay 2000). A second meeting of the INLT was held over two nights and two days following the International Geographical Congress in Glasgow in August 2004. It used a similar but modified process to that trialled for Honolulu. The purpose of the Glasgow meeting was to enable international teams to explore a pre-set range of topics in teaching geography, and then to build on this by providing the opportunity for each to design a follow up research project.

The Glasgow meeting was preceded by a similar period of preparation as occurred at Honolulu, about which Shepherd (1999) provided a clear discussion. Participants were allocated to one of six groups (three less than at Honolulu), according to expressions of interest and so as to provide a mix of nationalities. The organisers approached individuals to act as group co-ordinators. Groups were established by late February and provided with a starter pack of references. The initial goal was to complete 2,500 word discussion papers for posting on the net by June. The period from then until the workshop in August was for on line discussion, between the groups, as well as for anyone else wishing to contribute.

Shepherd's conclusion from the Honolulu meeting was that 'effective teamwork necessitates a mix of approaches', including those offered by communications technology as well as face-to-faced contact (1999, 145). Since many people in the Glasgow groups did not know each other beforehand, the discussion papers had to be compiled as best they could be. The discussion period was shorter than intended, as several papers took longer to appear than planned. It was nonetheless invaluable, eliciting for most papers about a dozen generous and constructive responses. For this participant, this was one of the most useful (if, initially, daunting) parts of the exercise: an excellent way to use technology to debate and improve ideas.

The meeting in Glasgow was held at the Strathclyde Business School, a tall modern building with views of the city, and containing a hotel with meeting rooms. It was an ideal self-contained venue. The meeting was well planned, with two objectives. The first day was spent revising the discussion papers, in light of the internet discussion, for submission to the Journal of Geography in Higher Education. The second was set aside for designing the follow up research project. These were stimulating days, meeting group members, often for the first time, finding out how much further it was possible to move when all in one place, face-to-face, and enjoying a social programme.

The format of both days was similar, with group discussion, and formulation of ideas for presentation to and debate with the wider meeting. On the first day, an afternoon outing was arranged to the Glasgow School of Art, one of the signature buildings of Charles Rennie Mackintosh, followed by tea at the Willow Tea Rooms, also by Mackintosh. On the second day, a drinks reception and formal dinner was held in a private dining room in the Gilbert Scott building at Glasgow University. Overall the meeting was lively, stimulating and well run.

The follow up to the workshop has been the posting of research project plans and of finalised papers (<http://www.gees.ac.uk/events/2004/inlt/iguentint.htm>). This phase of the exercise has been slow. Why? The Glasgow meeting was held over two days, rather than one as at Honolulu, which seemed long enough to fulfil the objectives. Perhaps, however, groups needed more time to finalise the format of papers, and allocate roles for their completion, as well as to work out where to take the research project that was to result. Shepherd (1999) referred to the issue of prior commitments as a factor during the Honolulu process. Another way of putting this is that it is priorities that matter; it might

have been expected that the personal involvement engendered by the workshop would produce a high subsequent prioritisation of roles amongst participants.

The process and organisation of the Glasgow workshop and its intentions cannot be faulted. But it does demonstrate that 'international' activities can depend unduly on the enthusiasm of a small number of individuals. The on-site co-ordination of workshop fell to Mick Healey and his daughter, Ruth, and it has been Mick who has gingered participants along since. Enabling technology and conference/travel grants do not of themselves make productive international teams. A more broadly based assumption of responsibility is necessary, if geographers concerned with teaching method and quality – much of which, ironically, depends on co-operation – are to build on the opportunities created by those who have put in place the INTL.

References:

Healey, M., Foote, K., and Hay, I. 2000: JGHE symposium: international perspectives on teaching and learning in geography: editorial introduction, *Journal of Geography in Higher Education*, 24 (2), 217-20.

Shepherd, I. 1999: Editorial: From distant writing to distant learning: some reflections from Hawaii, *Journal of Geography in Higher Education*, 23 (2), 141-46.

Eric Pawson

Confessions of a Conference Organiser

This summer I became involved in the INLT. I participated at the Glasgow meeting as the conference organiser. Owing to my family connection with Mick (I'm daughter Healey) I knew a little about the INLT from general conversations. I volunteered to replace Steve Gaskin as conference organiser when he received an invitation to a wedding in Canada. At the conference I was responsible for the general running of the workshop and the organisation of the social events. The advantage for me was that I got to attend the main IGU conference first, and to be honest, it looked good on my CV (I'm a student, so every little bit helps!). I am currently doing a Master's in Human Geography Research at the University of Sheffield so the opportunity to 'network' was also rather fun.

Having got to Glasgow and gone out on a few night outs with various Geographers I was looking forward to continuing these events at the INLT meeting. What I hadn't expected was to actually get involved with one of the papers. I decided that while the groups were working, and I had no conference things to organise, I would listen in on one of the group discussions. I have a background in social geography and so the obvious choice, having read the papers on the pre-Internet discussion, was the group on 'Teaching for social transformation'. After a while listening to the conversation I participated in some of the debates. The positive response from the rest of the group improved my confidence to comment further. Eventually I found myself commenting on things at the plenary sessions as well. As the only student on a taught course at the conference I seemed to become somewhat of a 'student representative' – I guess when you're limited on options you take whatever is on offer!

By the second day I was assumed to be part of the social transformation group. This was exciting for me as it meant that I could be an author on a submitted paper. I wrote my section of the paper quite quickly when I got home because I wanted to finish it before starting back at university. However, being used to working on my own, it was a bit of a strange experience working to the academics' timetable. I'm used to strict deadlines, whereas academic deadlines seem a little more flexible – a useful thing to know for future times of high workloads!

Finally, the most memorable bit from the conference for me has to be the improvisation at a ceilidh to the 'tune' of the BBC's Match of the Day. For those of you that were there, I have 'interesting' memories of Liverpoolian folk songs from Paul and Sally, Scottish melodies from Lindsey and Mick Jagger impersonations from a (I wished, at the time, very distant) relative of mine. For those of you that weren't there, use your imagination!

Ruth Healey

INLT Workshop 2004 Papers

International Perspectives on Selected Issues in Teaching and Learning Geography in Higher Education: Papers from ILT Glasgow Workshop, 2004

Edited by Mick Healey, in submission with *JGHE*:

From Hawaii to Glasgow: The International Network for Learning and Teaching Geography in Higher Education (INLT) Five Years On
Mick Healey

Co-learning: Re-linking Research and Teaching in Geography
Richard Le Heron, Richard Baker, Lindsey McEwen with John Bradbeer, Alan Jenkins and Gabor Mezosi

Problem-based learning in geography: towards a critical assessment of its purposes, benefits and risks
Eric Pawson, Julie Trafford, Eric Fournier, Martin Haigh, Osvaldo Muniz and Susan Vajoczki

Teaching for and about Transformation
Jane Wellens, Andrea Berardi, Brian Chalkley, Bill Chambers, Ruth Healey, Janice Monk and Jodi Vender

Enhancing Employability in Geography
Paul Rooney, Barbara Gambini, Artimus Keiffer, Pauline Kneale, Barbara VanDrasek and Sharon Gedye

International Perspectives on the Effectiveness of Geography Fieldwork for Learning
Ian Fuller, Sally Edmonson, Derek France, David Higgitt and Ikka Ratinen

Internationalizing Professional Development in Geography through Distance Education
Michael Solem, Lex Chalmers, David DiBiase, Karl Donert and Susan Hardwick.

The Institute of Australian Geographers Conference, Adelaide, April 2004

The Institute of Australian Geographers held a successful conference in Adelaide, South Australia during April 2004. A short report on the conference is available at:
<http://www.iag.org.au/edition50.pdf> The conference included the 2004 *Journal of Geography in Higher Education* special lecture delivered by Professor Hilary Winchester.

Iain Hay

5 Forthcoming events

Joint GA/JGHE event at Geographers' Association Annual Conference, Derby, 31 Mar – 1 April 2005

A joint GA and JGHE event, 'The Transition from School to University', is to be held at the GA Annual Conference at the University of Derby, 31 March to 1 April 2005. Further details can be obtained from Paul McDermott at University College Northampton (Paul.McDermott@northampton.ac.uk)

Margaret Harrison

Association of American Geographers Annual Meeting, Denver, Colorado, 5-9 April 2005

- INLT Paper Session

Michael Solem and Mick Healey have organized a session for the AAG Annual Meeting in Denver, CO to highlight the activities and products of the INLT workshop held immediately following the IGU Glasgow Congress, August 21-23, 2004. The goals of the workshop were twofold: 1) to explore international perspectives on a series of research themes of interest to geography educators, and 2) to design and begin work on collaborative international projects on geography in higher education. The workshop was organized in collaboration with the Journal of Geography in Higher Education (JGHE), the Higher Education Academy Subject Centre for Geography, Earth and Environmental Sciences (GEES), and the Higher Education Research Group of the Royal Geographical Society with the Institute of British Geographers. Prior to the workshop, participants were organized in thematic groups to prepare short outline papers that were subsequently revised at the workshop and developed as full submissions for an upcoming Forum in the JGHE.

Following an introduction and briefing on the workshop process by Mick Healey, the session will feature papers from three of the workshop groups. David DiBiase will present the paper for the ICT group, "Internationalizing Professional Development in Geography through Distance Education." The second paper, "International Perspectives on the Effectiveness of Geography Fieldwork for Learning," will be presented by Derek France on behalf of the Fieldwork group. Susan Vajoczki will present the paper for the Problem-based Learning group, "*Problem-based Learning in Geography: Will it Work?*" Finally, Barbara VanDrasek will give a paper on behalf of the Employability group entitled "*Enhancing Employability in Geography*".

Ruth Healey will act as a discussant by sharing her perspectives as a student participant in the workshop. The session is being co-sponsored by the AAG Committee on College Geography and the Geography Education Speciality Group.

Michael Solem

- Session:

Coming from Abroad: On Studying and Teaching Geography in the United States
Conference abstracts

Sponsored by: Geography Education Specialty Group; Ethnic Geography Specialty Group; International Network for Learning and Teaching Geography in Higher Education

**Susan Hume, Southern Illinois University Edwardsville:
Gaining Insight into African Students' Experiences on American Community College and University Campuses**

Although people from the African continent comprise only a small proportion of new arrivals in the United States, their numbers have grown dramatically since 1990. A significant proportion of these newcomers are university students. For instance, whereas 48,738 African were admitted to the United States in 2003, during the same year an additional 21,629 people were admitted as students. Although the U.S. government defines them as temporary “non-immigrants,” these students typically reside in the United States for several years while pursuing their university education. In addition, the children of African immigrants and refugees who arrived in the 1990s are now appearing on community college and university campuses. The presence of these students enriches campus life and their perceptions provide a window on the racial dynamics of American society.

This paper presents findings from in-depth interviews with thirty-six students from nineteen African countries who attend community colleges and universities in two distinctly different places: a small, racially homogeneous college town, and a large, racially and ethnically diverse metropolitan area. These individuals’ experiences in the classroom and on campus offer valuable insight into their interactions with American faculty and classmates, which sometimes includes discrimination based on their racial minority and “foreigner” status in America. The purpose of this paper is to generate discussion about what geography faculty can do to enrich the educational environment for both African and American students, and improve relationships between African students and American faculty.

**Jennifer Collins, Bloomsburg University:
Coming to America: A Case Study Depicting Challenges Facing Faculty Coming to United States Universities and Assessing Opportunities for New Academics.**

Coming to America is not just a name for a movie but is a journey for some new faculty whose path is filled with challenges and obstacles. These challenges are presented via personal experiences of international faculty who have shared their trials and tribulations, and from a study conducted on international faculty and their students. Being a new faculty member (irrespective of whether you are born in the USA or not) is demanding and difficult. Learning new policies and procedures, organizing the first sets of class notes, choosing and reading new texts, preparing to teach by determining the best philosophies of “how to teach” (which may not have been taught in graduate school), and worrying about tenure and promotion are all formidable tasks. Add to this the additional responsibilities and challenges facing those who have arrived from a foreign country, and that which remains is a group of people facing many difficulties.

Whilst some institutions are adept with helping their international faculty, many are not; but at the same time, they continue to hire academics from foreign countries. International faculty are desirable because they bring expertise, and different perspectives. Furthermore, the study shows that some students feel they benefit in many ways from being taught from an international faculty member. If an institution hires international faculty, it is imperative that they provide assistance with securing proper credentials as well as other support. Some recommendations are made for strategies which would aid and ease the transition between cultures for future international faculty.

**Heike Alberts and Christopher Moore, University of Wisconsin-Oshkosh:
International Professors—Challenges and Opportunities**

International professors make up a significant percentage of the faculty in many academic departments in the United States. While there is a large body of literature in education and psychology examining the experiences of international students in the United States, little research has been done about international faculty. We, a student-and-professor team, feel that the challenges they face and the opportunities they offer have to be examined from the point of view of the professors and their students.

First, while all professors face challenges in their professional lives, international professors have to deal with a variety of additional problems in interacting with their students. Beyond language difficulties, they have to adapt to different teaching styles, grading systems and relationships with students. International professors in the social sciences, in particular, also face the difficulty of responding to students who question their authority to teach about the United States. Based on a series of interviews and informal conversations with international professors we explore the range of these challenges and strategies to overcome them.

Second, students react in different ways to international professors. Our qualitative data collected from professors' evaluations, student surveys and informal conversations with students show that some students view having an international professor as an additional burden, as they have to struggle to understand a foreign accent or adapt to different teaching styles. Others, however, see it as an opportunity to be exposed to different points of view and getting more personal insights into other places and cultures.

**Rebecca Theobald, University of Colorado-Boulder:
Internationalization: Institutions, People, and Programs in Colorado**

International faculty have long played an important role in American education, but the needs and concerns they face as immigrants often go unnoticed by the institutions in which they work. Institutional concerns and policies regarding international faculty, students, and learning in higher education in Colorado is examined in the context of the degree of internationalization being promoted at colleges and universities in the state. An explanation of observed patterns in institutions provides an understanding of how internationalization theories are being implemented in one state.

Higher education institutions in Colorado were chosen as study sites due to the interest of the Colorado Consortium for Higher Education in determining how well that organization was serving its members. In addition to comparisons of statistical data and operating procedures among institutions, the survey provided details about programs and offerings desired by staff and faculty to support internationalization at their colleges and universities. Institutional statistics, policies, and concerns were examined to understand to what degree internationalization is taking place in Colorado and by what methods internationalization is being institutionalized.

These questions relate to a number of interlocking issues faced today in American higher education, including providing better professional development opportunities for faculty, promoting diversity within the professoriate and within university curricula, sustaining a highly qualified academic workforce, capitalizing on the international migration of knowledge workers in a globalizing economy, and dealing with changing higher education policy at the state and national levels.

Discussant: Wei Li, Arizona State University

Heike C. Alberts

- Other AAG Conference sessions

- Undergraduate research in the curriculum
- Thinking critically about geography education pedagogy, inclusiveness and changes
- Distance education and geography
- Supporting early career faculty: issues and strategies
- Geography undergraduate programs: recruiting, retaining and graduating

- Advancing geography in the Academe
- Becoming an academic geographer
- Teaching economic geography

More information about the conference is available at <http://www.aag.org/annualmeetings/index.cfm>

Geography Discipline Network (in collaboration with GEES and HERG) Inclusive Curriculum Project Conference, Coventry TechnoCentre, 21 April 2005

Making reasonable adjustments for disabled students is now a legal requirement in the UK and one which will be monitored when the Disability Discrimination Bill come into force in 2006. The Inclusive Curriculum Project (ICP) seeks to assist all HE staff in GEES and related disciplines who come into contact with students to update their knowledge and understanding of 'best practice' in developing an inclusive curriculum in higher education.

In partnership with the GEES Subject Centre, the project is holding a one-day national conference in April at the TechnoCentre in Coventry, bringing together a team of disability experts from the GEES disciplines to discuss and disseminate the latest developments in this field.

Conference places are FREE. The conference should be particularly useful to staff in GEES departments who come into contact with students, including Heads of Departments, course leaders, lecturers, administrative staff, laboratory technicians, librarians and IT personnel, and builds on the excellent-rated national conference in supporting disabled students undertaking fieldwork held by GDN in 2001.

A copy of the conference programme is available on the website at <http://www.glos.ac.uk/gdn/icp/confprog.htm>. Conference sessions will cover a wide range of topics including an overview of the issues facing the HE sector and a choice of workshops based around eight individual ICP staff guides which are being produced as part of the project. Five of the guides focus on specific disability areas, including dyslexia and hidden disabilities, mental health difficulties, and visual, hearing and mobility impairments. Three titles cover advice for different user groups - Heads of Department and Course Leaders, Lecturers, and Support Staff. There are two additional guides, - an Overview and a guide aimed specifically at disabled students themselves. In addition to the opening presentations and workshops, there will be plenty of opportunities to raise specific issues, voice more general worries or share your experiences, with an open question and answer session included as part of the plenary session.

The booking form is available on the website in Word and pdf format via <http://www.glos.ac.uk/gdn/icp/confer.htm>. Alternatively, booking forms can be obtained from the ICP Project Officer, Michele Hills, and should be returned to Michele by email (mhills@glos.ac.uk), or faxed to the GDN Office at the University of Gloucestershire on +44 (0)1242 543368. The closing date for enrolment is **Monday 21 March 2005**.

Michele Hills

5th International Conference on the Scholarship of Teaching and Learning: SOTL Past, Present and Future, London, 12-13 May 2005

Deadline for submission of proposals is 15 March. Further details at: <http://www.city.ac.uk/edc/soTLConference.htm>. With the founding of the International Society for the Scholarship of Teaching and Learning, this is likely to be the last of these annual conferences organised by City University. There is a limit of 120 people.

Higher Education Academy Annual Conference, Heriot-Watt University, Edinburgh, 29 June/1 July 2005 – Enhancing the Student Experience

This is the first annual conference of the Higher Education Academy and focuses on many aspects of the student experience and on the specific themes of

- Engaging the curriculum to support higher education
- Developing the learning environment
- Engaging with higher education policy and practice
- The role of excellence and innovation in enhancing learning
- Maximising student retention and success

For more information and booking forms (deadline 18 May 2005), see the Academy's website at <http://www.heacademy.ac.uk/events/conference.htm>

Mick Healey

The Institute of Australian Geographers, Armidale NSW, 19 – 22 July 2005

The Institute of Australian Geographers will be holding its 2005 meeting at the University of New England in Armidale, New South Wales over the period 19-22 July. Further details will be made available on the IAG WWW site (<http://www.iag.org.au>) as they are available.

Iain Hay

RGS/IBG Annual International Conference, Royal Geographical Society with IBG, London, 31 Aug – 2 Sept 2005

Proposed sessions on:

- Fractional working: challenges and strategies. A joint HERG and WGSG session.
Convenor: Derry Corey (DCorey@marjon.ac.uk)
- European HE Issues eg Bologna, Tuning, HERODOT and teacher training in Europe.
Convenor: Pauline Kneale (Pauline@geog.leeds.ac.uk)
- Discussion Forum on Geography Charter revisions for IGU 2005.
Convenor: Pauline Kneale (Pauline@geog.leeds.ac.uk)
- Poster session for Geography CELTs – sharing information.
Convenor: Margaret Harrison (mharrison@glos.ac.uk)

To register or submit an abstract, visit <http://www.rgs.org/AC2005/>

Further enquiries, email AC2005@rgs.org

Sarah Jones

HERODOT/EUROGEO International Conference: Changing Horizons in Geographical Education, Torun, Poland, 2-4 Sept 2005

<http://www.herodot.net> - <http://www.eurogeo.org>

The program of the Conference will include plenary and 4 parallel sessions:

1. Intercultural aspects of Geographical Education
2. Professional development and Geography
3. Exciting Geography

4. Global and Environmental Geography

Registration is FREE for European HERODOT members. For further information see <http://www.glos.ac.uk/gdn/intl/herodot.doc>.

NB: A HERODOT seminar on elearning in Geography will take place in the Czech Republic, date in early May to be confirmed. If interested, contact Karl Donert: donertk@hope.ac.uk

Karl Donert

2nd International Society for the Scholarship of Teaching and Learning Annual Meeting, Vancouver, Canada, 14 -16 Oct 2005

This event is in collaboration with the University of British Columbia and the Carnegie Foundation for the Advancement of Teaching. Approximately 380 people participated at the inaugural conference in Indiana, 70 of whom were from outside North America. For further information see: <http://www.is-sotl.indiana.edu/is-sotl/index.html>. A call for proposals and registration information will be available shortly.

6 FREE Offer! Inclusive Curriculum workshop and advisory service for GEES departments, February – November 2005

Over the next nine months, the Geography Discipline Network Inclusive Curriculum Project has funding to offer a limited number of Geography, Earth and Environmental Science (GEES) departments in HEIs in the UK either a department-based workshop, or up to two days' guidance and advice, or a combination of the two, on the topic of 'Developing an Inclusive Curriculum'. The support is aimed at all staff who come into contact with students whether they be Heads of Departments, course leaders, lecturers, administrative staff, laboratory technicians, librarians or IT personnel.

Once a workshop / advisory visit has been agreed, a member of the GDN team will contact you to negotiate your needs and how their time working with your department would best be spent. Workshops, guidance and advice may be given on a range of topics, the specifics of which you can negotiate with the GDN Team member allocated to you. In broad terms these topics might, for example, include designing accessible learning and assessment methods; providing learning support to students with a range of impairments; auditing and designing the inclusiveness of your curriculum; and the role of different groups of staff in providing an inclusive environment.

Don't miss this rare opportunity to receive free advice and guidance from experts in the field of inclusivity in higher education, customised to the issues and solutions for your GEES department. Just complete and return the expression of interest form available on the website in rtf and pdf document formats via <http://www.glos.ac.uk/gdn/icp/workshop.htm> Michele Hills at mhills@glos.ac.uk, or by fax to the GDN Office, +44 (0)1242 543368. Funding is limited and applications will be processed in order of receipt.

Michele Hills

7 Opportunities in Continuing Professional Development

Aspects of Professional Development

The Department of Geography and Regional Development at the University of Arizona is offering three courses in 2004-2005 in aspects of professional development for MA and PhD students. In the Fall semester 2004, Katie Hirschboeck offered a course in approaches to teaching. In Spring, Sallie Marston will offer a course in proposal development and Jan Monk a course in other aspects of professional development such as career planning; publishing; job search and interviewing; faculty ethics and politics; conference cultures and presentations; and making transitions to the faculty.

Jan Monk

Magical New Zealand - Field-based GIS with GISetc and GISMAPED

July 1 – July 16, 2005

Spend 16 days with secondary and university educators from around the world using GIS to do authentic fieldwork in New Zealand! Partner with teachers from other countries to develop multi-national GIS lessons to take back to your classrooms. Trip co-sponsored by GISetc, GISMAPED, Royal Society of New Zealand, Eagle Technology of New Zealand, and Texas State University at San Marcos.

Itinerary Highlights

North Island

- Visit several teachers and their students using GIS in their school labs
- Study Auckland's development and evaluate the city planning issues in New Zealand's largest urban centre
- Travel to Rotorua and examine volcanic phenomena that have shaped both the physical environment and Maori culture
- Travel south to Wellington and discover how New Zealand is "caught in the crunch" of powerful plate movement

South Island

- Travel by ferry from Wellington to Picton
- Participate in environmental monitoring activities at Kaikoura and record the diversity of this marine biome while experiencing the thrill of whale watching
- Explore and map climate changes in Methven with a local teacher and current Royal Society Teachers Fellow
- Five-day GIS immersion in Queenstown with teachers from New Zealand and Australia
- Field gathering activity travels to Lake Wakatipu and Arrowtown
- On both Islands participate in a Lord of the Rings sites GIS mapquest!

Program Price: \$2800.00 Price includes land costs, north to south island transit, all tours, lodging (double occupancy) some meals and five day GIS institute/fieldtrips in Queenstown. \$1600.00 Approximate price for airfare from Los Angeles, California.

Both PhD and Masters graduate credits available through Texas State University at San Marcos.

Contact GISetc for details: Anita Palmer, gisetc@aol.com — 001-214-533-8376

GeoTech Ohio USA

Looking for ways to integrate real-world data into your curriculum? Do you want to engage your students in authentic applications of technology that support your current curriculum standards? Do you want to investigate natural hazards, climate, land use change, population, watersheds, and biodiversity? At GeoTech Ohio USA you will learn how GPS and GIS technologies can bring the world into your classroom. This institute, designed by teachers for teachers, will help participants apply and integrate GIS and GPS technology in their middle school and high school classrooms.

This week-long institute will focus on the use of GPS and GIS technologies in educational settings. It is sponsored by Ashland University College of Education, New Albany-Plain Local School District, and conducted in cooperation with the United States Geological Survey (USGS).

The institute will be held 20-24 June 2005 in New Albany, Ohio. Instructors will be Dr. Joseph Kerski, Education Outreach Geographer at the USGS in Denver, Dr Herb Broda, Ashland University, and Josh Flory, New Albany Middle School.

The institute fee is US \$285 and includes five days of instruction, most breakfasts and lunches, and a copy of Mapping Our World. The book includes a one-year site license of the GIS software we will be using, data, and ready-to-use lessons for the classroom. Participants can also receive two semester hours of graduate credit from Ashland University Professional Development Services for an additional \$446.

You can find complete details and registration information at:
<http://curriculum.new-albany.k12.oh.us/geotech/webpage.htm>

For local housing, visitor, and institute information, contact Josh Flory at jflory@new-albany.k12.oh.us or 001-614-413-8572 voicemail box 5513.

For institute registration and credit option questions, contact Dr. Herb Broda at hbroda@ashland.edu

For technical information and details about the workshop content, contact Joseph Kerski at jjkerski@usgs.gov

Costa Rica's Jungles – GIS in the Field, July 29 – August 7, 2005 Masters and Ph.D. credits available for international fieldwork! (Optional)

Sponsored by GISetc. Taught by Joseph Kerski Ph.D., Roger Palmer, Anita Palmer

Costa Rica is an emerald gem set in the heart of Central America. Experience its beautiful tropical forests, amazing biological diversity, and dedication to environmental conservation. Learn how to incorporate authentic field research and how to map field data using GIS analysis and GPS equipment, while exploring this tropical paradise. This 10-day adventure is ideally suited for educators. Your classroom will never be the same again!

Itinerary Highlights

Chilamate – Lowland Rainforests

- Pioneer an effort to provide invaluable physical and human geographical data for use by teacher and student groups both in Costa Rica and at home
- Explore and map the majestic rainforests of Selva Verde Private Reserve
- Develop data-gathering and GIS mapping skills using ArcView software
- Discover the fascinating world of tropical birds, take an exciting river rafting trip and search by boat for wildlife on the Sarapiquí River
- Visit Organization for Tropical Studies

Arenal – Active Volcano

- Learn about Costa Rica's volcanoes through a GIS unit on vulcanism
- Challenge yourself with a thrilling zip-line adventure
- Soak in the hot pools of Arenal Volcano

Program Price: \$1657 per person (ground). Price dependent upon groups of 14 - 21 paying participants sharing in double occupancy. The price does NOT include airfare to and from San Juan, Costa Rica departing and returning out of Dallas, Texas (approx. \$550.00).

Three full optional graduate credits available from Texas State University at San Marcos (both Masters and PhD credits available)

For more in-depth look at what occurs at this institute, review the photo-report of the 2004 Costa Rica GISetc Institute on: <http://rockyweb.cr.usgs.gov/public/outreach/reports/costarica04t.pdf>

Contact Anita Palmer at 001-214-533-8376 or email gisetca@aol.com with any questions!

Joseph Kerski

8 Copy Deadline for Next Newsletter

Please forward your items for the next INLT Newsletter direct to Michele Hills (mhills@glos.ac.uk) by **9 September 2005**. Thank you.