



Teacher Education  
Geography

## Syllabus

### Geography and Geography Education 5

<b>Course Code:</b>	GEAL92
<b>Course Title:</b>	Geography and Geography Education 5 <i>Geography and Geography Education 5</i>
<b>Credits:</b>	22.5
<b>Degree Level:</b>	Master's level
<b>Progressive Specialisation:</b>	Second cycle, has second-cycle course/s as entry requirements (A1F)

**Major Field of Study:**  
GGA (Geography)

#### Course Approval

The syllabus was approved by the Teacher Education 2015-03-02, and is valid from the Autumn semester 2015 at Karlstad University.

#### Prerequisites

GEGL01, GEGL03 and GEGL04

#### Learning Outcomes

The aim of the course is that students enhance the knowledge of geography and geography education required for teaching. Students develop skills in translating subject knowledge and subject-specific methodology into classroom teaching.

Module 1 Geographical History of Ideas: Perspectives and Concepts, 7.5 ECTS cr

Upon completion of the module, students should be able to:

- give an account of and discuss the theoretical development in the subject geography in Sweden and internationally in a history of ideas perspective,
- give an account of and analyse some central perspectives and conceptual traditions in geography and give examples of how these are used in current geography research.

Module 2 GIS in Teaching, 7.5 ECTS cr

Upon completion of the module, students should be able to:

- apply GIS programs independently
- plan and discuss conducting teaching using GIS programs and digital teacher resources.

Module 3: Development Project in Geography Education, 7.5 ECTS cr

Upon completion of the module, students should be able to:

- analyse their own and others' teaching and students learning processes and link this to an educational development project in school, and
- design, plan and conduct a laboratory lesson in geography.

## **Content**

Module 1 Geographical History of Ideas: Perspectives and Concepts, 7.5 ECTS cr

A number of central geographical perspectives and conceptual traditions are treated (place, space, landscape, region, the environment and sustainable development), with a special emphasis on how research traditions in the field of the geographies of children and youth have developed. The issue of how this can affect the conception and application of geography as a science discipline and a school subject is discussed.

Module 2 GIS in Teaching, 7.5 ECTS cr

Students develop skills in using advanced GIS programs in teaching and applying to a geographical case linked to resource efficiency. This includes collecting and assessing data from maps, databases and using digital data from authorities and other data sources. The possibilities and problems of the role of technologies in society are analysed. The module is in the form of a project.

Module 3: Development Project in Geography Education, 7.5 ECTS cr

Issues of subject progression and planning long-term and for educational levels are treated. Different ways of organising field studies and ICT are discussed in particular. Critical components in geography are treated, for example, the understanding of geographical models. Students stage a number of lesson plans at their future school level to fellow-students and course teachers. The selection of appropriate teaching units takes place in conjunction with the teacher. Module components are adapted to the future teachers school level.

## **Reading List**

See separate document.

## **Examination**

Assessment is based on the following mandatory components:

Module 1 Geographical History of Ideas: Perspectives and Concepts, 7.5 ECTS cr

All learning outcomes: three hand-in assignments linked to text seminars, an individual report discussed in mandatory seminars

Module 2 GIS in Teaching, 7.5 ECTS cr

All learning outcomes: a written project discussed in seminar

Module 3: Development Project in Geography Education, 7.5 ECTS cr

All learning outcomes: written report on subject planning and progression and the staging of a laboratory lesson in geography and a related individual report.

Submissions for assessment must clearly indicate individual contributions.

## **Grades**

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the course.

## **Quality Assurance**

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

## **Course Certificate**

A course certificate will be provided upon request.

**Additional information**

The local regulations for studies at the Bachelor's and Master's levels at Karlstad University stipulate the obligations and rights of students and staff.

Students must meet certain costs of excursions.

Teacher education programme course