



Board of Teacher Education
Geography

Syllabus

Geography and Geography Education 2

Course Code:	GEGL11
Course Title:	Geography and Geography Education 2 <i>Geografi med didaktisk inriktning 2</i>
Credits:	30
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has less than 60 credits in first-cycle course/s as entry requirements (G1F)

Major Field of Study:
GGA (Geography)

Course Approval

The syllabus was approved by the Board of Teacher Education 2019-08-20, and is valid from the Spring semester 2020 at Karlstad University.

Prerequisites

GEGL01 with at least 15 ECTS credits completed, or equivalent

Learning Outcomes

Module 1: Sustainable development, the environment, and planning, 7.5 ECTS cr

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

1. give an account of theories about, consequences of, and possible national and global solutions for environmental problems,
2. describe and compare different theories of and approaches to sustainable development in research and society,
3. identify and evaluate different teaching traditions in environment studies, and
4. give an account of how different models of spatial and social planning can pave the way for a

sustainable society.

Module 2: A society in transition, 7,5 ECTS cr

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

1. give an account of central concepts and theories in political and economic geography, and
2. analyse and evaluate cultural, social, and economic effects of regional development processes and processes of geographical change.

Module 3: Local and global landscapes, 7.5 hp

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

1. give an account of the features and development of different selected types of landscapes in Sweden and the world,
2. perform comparative analyses of different landscapes and types of landscape with regard to natural conditions, human lifestyles, and resource utilisation, and
3. give examples of resource conflicts and environmental effects resulting from human land use, and give an account of how these can be related to theories on human resource utilisation.

Module 4: Problematising geography education, 7.5 ECTS cr

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

1. identify and give an account of factors that influence teachers' pedagogical choices in geography teaching,
2. plan and motivate a series of lesson plans based on subject theory and subject-specific educational analysis and evaluation,
3. apply a course component in an imagined teaching situation, and
4. evaluate and discuss sample lesson plans in relation to the role of the geography subject based on current curricula and relevant subject knowledge.

Content

Module 1: Sustainable development, the environment, and planning, 7.5 ECTS cr

The module deals with basic environmental issues and their social consequences and solutions. Different approaches to sustainable development and the UN global goals are discussed from a geographical perspective. The basics of spatial and social planning are treated along with Swedish examples of their practical application. The treatment of environmental issues in schools are studied with a special focus on the perspectives and participation of children and young adults.

Module 2: A society in transition, 7,5 ECTS cr

The emergence of modern society is the result of a long political process. On the basis of current political and economic geography theory, the module deals with the different spatial processes of importance to understanding societal development up until today. The differences between urban and rural areas, local and global settings, and the basic conditions for demography, mobility, livelihood, and the relationship between family and work are studied. The aim of the module is to provide the knowledge of human spatial identities and cultural, social, and economic living conditions required for teaching. Sweden is the example providing a basis for global comparisons.

Module 3: Local and global landscapes, 7.5 ECTS cr

Examples of landscapes, natural resources, and environmental changes are treated on the basis of case studies that illustrate human-nature interplay from a problem-based perspective. With a focus on conditional differences in different parts of the world, the interplay between nature and society is analysed on a local and global scale, including for instance conflicts of interest in relation to natural resources. Issues treated include political ecology, natural conditions, ethical perspectives on the environment, and gender and class perspectives on landscapes and landscape changes. The module comprises excursions and practical field exercises.

Module 4: Problematising geography teaching, 7.5 ECTS cr

The module covers developments and changes in the geography subject with a focus on historical, national, and international perspectives on teaching geography. On the basis of curriculum theory, different teaching philosophies and educational typologies are used as tools to discuss and analyse teaching materials and the selection of educational content. Knowledge of subject theory and subject-specific education is applied in micro-teaching activities.

Reading List

See separate document.

Examination

Module 1: Sustainable development, the environment, and planning, 7.5 ECTS cr

All learning outcomes are assessed on the basis of individual written assignments discussed in seminars.

Module 2: A society in transition, 7.5 ECTS cr

All learning outcomes are assessed on the basis of an individual written take-home exam.

Module 3: Local and global landscapes, 7.5 ECTS cr

All learning outcomes are assessed on the basis of an individual written hand-in assignment, participation in an excursion, and an individual written report.

Module 4: Problematising geography teaching, 7,5 ECTS cr

Learning outcomes 1 and 4 are assessed based on an individual written take-home exam.

Learning outcomes 2 and 3 are assessed based on a micro-teaching seminar.

If students have a decision from Karlstad University entitling them to special pedagogical support due to a documented disability, the examiner has the right to give such students an adapted examination or to examine them in a different manner.

Grades

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the examination of 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 and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

Excursions may incur costs which are covered by the student. In special cases, a student may be allowed to complete a replacement task instead of the excursion.

Teacher Education programme: Secondary education

