

Digital Geography

Exploring the relationship between
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Digital Geography Geospatial Technologies In The Social Studies Classroom

Samuel Totten, Jon Pedersen



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Digital Geography Andrew J. Milson, Marsha Alibrandi, 2008-02-01 The purpose of this volume is to provide a review and analysis of the theory research and practice related to geospatial technologies in social studies education In the first section the history of geospatial technologies in education the influence of the standards movement and the growth of an international geospatial education community are explored The second section consists of examples and discussion of the use of geospatial technologies for teaching and learning history geography civics economics and environmental science In the third section theoretical perspectives are proposed that could guide research and practice in this field This section also includes reviews and critiques of recent research relevant to geospatial technologies in education The final section examines the theory research and practice associated with teacher preparation for using geospatial technologies in education

Geospatial Technologies and Geography Education in a Changing World Osvaldo Muñiz Solari, Ali Demirci, Joop van der Schee, 2015-08-31 This book is an initiative presented by the Commission on Geographical Education of the International Geographical Union It focuses particularly on what has been learned from geospatial projects and research from the past decades of implementing geospatial technologies GST in formal and informal education The objective of this publication is to inform an international audience of teachers professionals scholars and policymakers about the state of the art and prospects of geospatial practices GPs as organized activities that use GST and lessons learned in relation to geographical education GST make up an advanced body of knowledge developed by practitioners of geographic information systems GIS remote sensing RS global positioning systems GPS and digital cartography DC GST have long been applied in many different sectors however their first use in higher education began in the early 1980s and then diffused to secondary schools during the 1990s Starting with GIS and RS it evolved into a much broader context as GST expanded to include GPS and DC with new communication technologies and Internet applications GST have been used around the world as a combination of tools and special techniques to make research teaching and learning more effective *International Handbook of Research on Environmental Education* Robert B. Stevenson, Robert Stevenson, 2013 The environment and contested notions of sustainability are increasingly topics of public interest political debate and legislation across the world Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment health development and education The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education EE field The purpose of this 51 chapter handbook is not only to illuminate the most important concepts findings and theories that have been developed by EE research but also to critically examine the historical progression of the field its current debates and controversies what is still missing from the EE research agenda and where that agenda might be headed Published for the American Educational Research Association AERA **Educating About Social Issues in the 20th and 21st Centuries Vol. 2** Samuel Totten, Jon

Pedersen,2013-02-01 Over the course of the past decade and a half we Samuel Totten and Jon E Pedersen have co edited a series of books on teaching and learning about social issues Our goal has been to build a series that would broadly represent the work that has been undertaken over the past 110 plus years related to the field of teaching and learning about social issues As we created and added to the series see for example Addressing Social Issues in the Classroom and Beyond The Pedagogical Efforts of Pioneers in the Field Researching and Teaching Social Issues The Personal Stories and Pedagogical Efforts of Professors of Education Teaching and Studying Social Issues Major Programs and Approaches we came to the conclusion that the development of an annotated bibliography of the key works books chapters articles reports and research on a wide range of issues topics germane to teaching and learning about social issues was a logical addition to the series In Educating About Social Issues in the 20th and 21st Centuries Volume 1 A Critical Annotated Bibliography which was published in early 2012 the focus was on a host of programs models strategies and concerns vis vis teaching and learning about social issues This new book constitutes Volume Two in the series entitled Educating About Social Issues in the Twentieth and Twenty First Centuries and picks up where Volume One left off Included in this book are the pioneering works of the following Boyd Bode Alan F Griffin G Gordon Hullfish Richard Gross Robert Yager and James Banks Collectively their work on social issues spans the period between the late 1930s through the present with James Banks and Robert Yager continuing to publish through today As for the subjects topics other than pioneers of teaching about social issues addressed in this volume they are Issues Centered Approaches to Teaching Geography Addressing Social Issues in Sociology and Anthropology Courses Peace Studies The Vietnam War and LGBT *Teaching Science and Investigating Environmental Issues with Geospatial Technology* James MaKinster,Nancy Trautmann,Michael Barnett,2013-11-05 The emerging field of using geospatial technology to teach science and environmental education presents an excellent opportunity to discover the ways in which educators use research grounded pedagogical commitments in combination with their practical experiences to design and implement effective teacher professional development projects Often missing from the literature are in depth explicit discussions of why and how educators choose to provide certain experiences and resources for the teachers with whom they work and the resulting outcomes The first half of this book will enable science and environmental educators to share the nature and structure of large scale professional development projects while discussing the theoretical commitments that undergird their work Many chapters will include temporal aspects that present the ways in which projects change over time in response to evaluative research and practical experience In the second half of the book faculty and others whose focus is on national and international scales will share the ways in which they are working to meet the growing needs of teachers across the globe to incorporate geospatial technology into their science teaching These efforts reflect the ongoing conversations in science education geography and the geospatial industry in ways that embody the opportunities and challenges inherent to this field This edited book will serve to define the field of teacher professional development for

teaching science using geospatial technology As such it will identify short term and long term objectives for science environmental and geography educators involved in these efforts As a result this book will provide a framework for future projects and research in this exciting and growing field *Geography and Social Justice in the Classroom* Todd W. Kenreich, 2013-05-02 The rise of critical discourses in the discipline of geography has opened up new avenues for social justice Geography and Social Justice in the Classroom brings together contemporary research in geography and fresh thinking about geography's place in the social studies curriculum The book's main purposes are to introduce teachers and teacher educators to new research in geography and to provide theoretical and practical examples of geography in the curriculum The book begins with the premise that power and inequality often have spatial landscapes With the tools and concepts of geography students can develop a critical geographic literacy to explore the spatial expressions of power in their lives communities and the wider world The first half of the book introduces new research in the field of geography on diverse topics including the social construction of maps as instruments of power and authority The second half of the book turns the readers attention to geography in the P 12 classroom and it highlights how geography can enable teachers and students to explore issues of power and social justice in the classroom Through critical geographic literacy educators can boldly position themselves and their students as advocates for a more just world *Handbook of Geography Education* Sarah Witham Bednarz, Jerry T. Mitchell, 2025-01-27 This handbook presents a broad and comprehensive overview of research and practices in geography education at primary and secondary levels from birth to about age 18 It summarizes the current state of knowledge in this sub discipline of geography Including authors representative of many geography education traditions the book pays equal attention to learning and teaching and to respect student voices and includes rich in case studies evidence based research and specific examples It also emphasizes ways that geography education can contribute to global concerns about social justice diversity equity and inclusion as well as ways it can help to prepare the next generation of informed critical and reflective members of societies The book is divided into five sections Purposes of geography education Why is it taught Perspectives on geography education What is taught Practices of geography education How is it organized and taught Preparation of geography educators How are geography educators prepared Possibilities for geography education What is the future of geography education By providing broad perspectives and lively and accessible writing this handbook is a useful tool for novice geography educators teacher educators educational policy makers support staff such as librarians and media resource specialists curriculum developers and assessment experts in many world regions *Debates in Geography Education* Mark Jones, David Lambert, 2017-09-07 Debates in Geography Education encourages early career teachers experienced teachers and teacher educators to engage with and reflect on key issues concepts and debates It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding The second edition is fully updated in light of the latest research policy and practice in the field as well as key changes to the curriculum and

examination specifications Expert contributors provide a range of perspectives on international historical and policy contexts in order to deepen our understanding of significant debates in geography education Key debates include geography's identity as an academic discipline what constitutes knowledge in geography places and regional geography what it means to think geographically constructing the curriculum how we link assessment to making progress in geography the contribution of fieldwork and outdoor experiences technology and the use of Geographical Information school geography and employability understanding the gap between school and university geography evidence based practice and research in geography education The comprehensive rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing *Debates in Geography Education* is a key resource that is essential reading for all teachers and researchers who wish to extend their grasp of the place of geography in education Mark Jones is Senior Lecturer in Education at the University of the West of England Bristol UK David Lambert is Professor of Geography Education at UCL Institute of Education London UK

Academic Knowledge Construction and Multimodal Curriculum Development Loveless, Douglas J., Griffith, Bryant, Bérci, Margaret E., Ortlieb, Evan, Sullivan, Pamela M., 2013-11-30 This book presents practical conversations with philosophical and theoretical concerns regarding the use of digital technologies in the educational process challenging the assumption that information accessibility is synonymous with learning

Teaching Geographic Information Science and Technology in Higher Education David Unwin, Nicholas Tate, Kenneth Foote, David DiBiase, 2011-12-30 Geographic Information Science and Technology GISc T has been at the forefront of education innovation in geography and allied sciences for two decades *Teaching Geographic Information Science and Technology in Higher Education* is an invaluable reference for educators and researchers working in GISc T providing coverage of the latest innovations in the field and discussion of what the future holds for GI Science education in the years to come This book clearly documents teaching innovations and takes stock of lessons learned from experience in the discipline The content will be of interest both to educators and researchers working in GISc T and to educators in other related fields More importantly this book also anticipates some of the opportunities and challenges in GI Science and Technology education that may arise in the next decade As such it will be of interest to chairs deans administrators faculty in other subfields and educators in general Innovative book taking a look at recent innovations and teaching developments in the course provision of GI Science and Technology in higher education Edited by leaders in the field of GISc T who have been at the forefront of education innovation in GI Science and allied science subjects Provides coverage of GISc Technology in a range of institutional settings from an international perspective at all levels of higher education An invaluable text for all educators within the field of GISc T and allied subjects with advice from experts in the field on best practice Includes coverage and practical advice on curriculum design teaching with GIS technology distance and eLearning with global examples from leading academics in the field

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they developed a unique and seminole piecing colorful patchwork technique based on strip piecing principles for a quick introduction make a zigzag patchwork border to decorate a towel or tote bag and most importantly learn to make very narrow strips of consistent width