

Teaching And Assessing Skills In Geography Cambrid

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Assessment in Higher Education John Heywood 2000 This book examines not only the assessment of student learning but the assessment of institutions, the programmes they offer, and the teaching they provide. It describes in detail the significant developments that have taken place over the last decade in the field, and clarifies the different meanings of the term assessment that are now in use.

Successful Teaching 14-19 Warren Kidd 2010-03-31 Are you looking for a complete training manual, to get you through your assignments & help you on your teaching practice? For trainee teachers studying to teach the 14 to 19 age group in secondary schools & colleges, this book is a practical guide covering the essential skills that must be acquired in order to complete your course.

Learning to Teach in the Secondary School Susan Capel 2006-08-23 Learning to teach may sound easy enough but the reality involves hard work and careful preparation. To become an effective teacher requires subject knowledge, an understanding of your pupils and the confidence to respond to dynamic classroom situations. This highly practical text is a revised edition of the very successful first two editions. With even more useful strategies and ideas, Learning to Teach in the Secondary School covers the whole spectrum of situations and potential problems faced by training and newly qualified teachers. This edition has been updated to include the changes to the National Curriculum that came into force in September 1999. It also covers changes in the organisation and curriculum for Initial Teacher Training and Continuing Professional Development This text offers a sound and practical introduction to the skills needed to gain Qualified Teacher Status, and will help you to develop those qualities that lead to good practice and a successful future in education. This book is the core text for the subject specific Learning to Teach series, also published by RoutledgeFalmer, and is an essential buy for every student teacher.

Cambridge IGCSETM Geography Teacher Guide (Collins Cambridge IGCSETM) John Belfield 2021-06-07 The Teacher Guide content is matched lesson by lesson to the Student Book. Written in partnership with the UK Geographical Association, Collins Cambridge IGCSE® Geography Teacher Guide has been fully updated to support the Cambridge IGCSE® Geography (0460) syllabus and Cambridge O-Level syllabus (2217).

Reflective Teaching of Geography 11-18 Graham Butt 2002-10-11 THIS IS THE SERIES BLURB...LIST ALL BOOKS TOGETHER:Continuum Studies in Reflective Practice and Research is a new series of textbooks aimed at teaching students. As with Andrew Pollard's books, they use the idiom of reflective teaching. In other words, they avoid the two extreme views about learning to teach, namely that it is best done simply through acquiring practical "tricks of the trade" without any theory or that it is best done applying systematized, objective theory. The distinctive feature of reflective teaching is that it encourages practitioners to develop by continually inter-relating theory and research findings to their own practice, situation and style. These comprehensive textbooks provide an accessible guide to all those who are new to teaching in secondary schools. Covering all aspects of job, from planning through to teaching and assessment, the authors provide constructive, accessible and, above all, practical advice to help subject teachers become more effective in their work.

Teaching Primary Geography Simon Catling 2010-07-21 Written with reference to the 2007 Professional Standards for the Award of QTS and initiatives such as the Primary National Strategy, each chapter offers practical guidance on topics such as planning, assessment and the creation of resources. It provides summaries of key topics in primary geography, including the study of places, environmental sustainability, learning beyond the classroom, global issues, citizenship and cross-curricular approaches to promote children's subject knowledge, well-being and learning within primary geography. With research summaries, practical and reflective tasks, and classroom examples, this book helps trainees and NQTs teach primary geography confidently and creatively throughout the primary school.

Teaching and Learning Geography Daniella Tilbury 2002-11-01 This book provides a clear overview of current thinking on the teaching and learning of geography. It is an ideal companion to all students beginning a career in teaching the subject in secondary schools. The chapters are written by experienced teacher educators and bridge both theory and practice. The writers focus on the continuities, whilst setting them in the context of the changing curriculum. The book is divided into four parts. Part One examines the historical context of geography teaching. Part Two looks at issues of course planning, design, syllabuses and programmes of study. Underlying this section is the assumption that geography should not be considered in isolation from other subjects, but rather as part of a whole curriculum. Part Three concentrates on teaching and learning, and includes chapters on the use of maps, field work, IT and first hand experience within a community. The final section covers the issues associated with assessment, across the whole school age range.

Handbook for Teaching and Learning in Geography Helen Walkington 2019-12-27 This exemplary Handbook provides readers with a novel synthesis of international research, evidence-based practice and personal reflections to offer an overview of the current state of knowledge in the field of teaching geography in higher education. Chapters cover the three key transitions - into, through, and out of higher education - to present a thorough analysis of the topic.

Teaching Secondary Geography Malcolm McInerney 2021-11-12 Geography is not only the study of the surface of the planet and the exploration of spatial and human - environment relationships, but also a way of thinking about the world. Guided by the Australian Curriculum and the Professional Standards for Teaching School Geography

(GEOGstandards), *Teaching Secondary Geography* provides a comprehensive introduction to both the theory and practice of teaching Geography. This text covers fundamental geographical knowledge and skills, such as working with data, graphicacy, fieldwork and spatial technology, and provides practical guidance on teaching them in the classroom. Each chapter features short-answer and 'Pause and Think' questions to enhance understanding of key concepts, and 'Bringing It Together' review questions to consolidate learning. Classroom scenarios and a range of information boxes are provided throughout to connect students to additional material. Written by an author team with extensive teaching experience, *Teaching Secondary Geography* is an exemplary resource for pre-service teachers.

Cambridge IGCSE® and O Level Geography Coursebook with CD-ROM Gary Cambers 2018-03-31 Cambridge IGCSE and O Level Geography has been written specifically for Cambridge International syllabuses 0460 and 2217. Filled with sources, graphs and case studies, the coursebook requires students to examine a range of information, helping to build their analytical skills. Written by highly experienced authors and Cambridge trainers, this coursebook is updated to support both Cambridge IGCSE and O Level students. It includes clear and practical support, case studies from 25 different countries, fieldwork ideas and a range of interesting content. The accompanying CD-ROM contains support sheets for the topics covered, outline maps and sample exam-style questions. Answers to the activities are in the teacher's resource.

The TKT Course CLIL Module Kay Bentley 2010-07-22 This is 'the' teacher training course for teachers and trainee teachers preparing for the Cambridge ESOL Teaching Knowledge Test - CLIL module.

A/AS Level Geography for AQA Student Book Ann Bowen 2016-08-11 A new series of full-coverage resources developed for the AQA 2016 A/AS Level Geography specification. This full-colour Student Book covers all core and optional units for the AQA AS and A Level Geography specification for first teaching from September 2016. Students are encouraged to develop links between physical and human topics, understand systems, processes, and acquire geographical skills. Helping to bridge the gap from GCSE to A Level, it also provides support for fieldwork skills and for the geographical investigation at A Level. A 'Maths for geographers' feature helps students develop and apply their mathematical and statistical skills, and a range of assessment-style questions support students in developing their exam skills.

Assessment and Teaching of 21st Century Skills Patrick Griffin 2011-10-20 Rapid—and seemingly accelerating—changes in the economies of developed nations are having a proportional effect on the skill sets required of workers in many new jobs. Work environments are often technology-heavy, while problems are frequently ill-defined and tackled by multidisciplinary teams. This book contains insights based on research conducted as part of a major international project supported by Cisco, Intel and Microsoft. It faces these new working environments head-on, delineating new ways of thinking about '21st-century' skills and including operational definitions of those skills. The authors focus too on fresh approaches to educational assessment, and present methodological and technological solutions to the barriers that hinder ICT-based assessments of these skills, whether in large-scale surveys or classrooms. Equally committed to defining its terms and providing practical solutions, and including international perspectives and comparative evaluations of

assessment methodology and policy, this volume tackles an issue at the top of most educationalists' agendas.

British Education Index 2004

Geospatial Technologies and Geography Education in a Changing World Osvaldo Muñiz Solari 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.

Pedagogic Research in Geography Higher Education Martin Haigh 2017-10-02 There are many books about teaching in Geography, but this is the first dealing specifically with Pedagogic Research, its methods and practices. Pedagogy research concerns the processes of learning and the development of learners. It is a learner-centred activity that aims to evaluate and improve the ways that students learn and learn to manage, control and comprehend their own learning processes, first as Geographers in Higher Education but equally as future educated citizens. This book collects together some key research papers from the Journal of Geography in Higher Education. They concern original research and critical perspectives on how Geographers learn, critical evaluations of both new and traditional frameworks and methods used for Pedagogic research in Geography, and some case studies on the promotion of self-authorship, learner autonomy, in key Geography Higher Education contexts such as fieldwork and undergraduate project work. This book is a compilation of articles from various issues of the Journal of Geography in Higher Education.

Developing as a Teacher of Geography Tony Fisher 1998-01-01

Cambridge IGCSE and O Level Geography Study and Revision Guide revised edition Paul Guinness 2019-09-02 Send students into their exam with the confidence to achieve their maximum potential using step-by-step guidance that helps to practise skills learned and improve exam technique. - Avoid common misconceptions with frequent mistakes highlighted throughout - Build students' skills constructing and writing answers with a range of practice and exam-style questions - Easily identify areas for improvement with the answers in the back of the book - Help students target their revision and focus on important concepts and skills with key objectives at the beginning of every chapter - Ensure that students maximise their time in the exam with examiner's tips and suggestions on how to approach questions - Contextualise knowledge with authentic case studies This Study and Revision Guide has been

updated for the latest syllabus for examination from 2020. This title has not been through the Cambridge Assessment International Education endorsement process. Available in this series: Student Textbook Third edition (ISBN 9781510421363) Student eTextbook (ISBN 9781510420359) Whiteboard eTextbook (ISBN 9781510420366) Workbook (ISBN 9781510421387) Online Teacher's Guide (ISBN 9781510424166) Study and Revision Guide (ISBN 9781510421394)

AS Level Geography Ann Bowen 2000 This work aims to combine comprehensive coverage of the full range of topics with a flexible approach to learning. It covers basic geographical skills and offers help with revision and exam techniques.

Cambridge IGCSE and O Level Geography Workbook 2nd Edition PAUL GUINNESS; GARRETT NAGLE. We are working with Cambridge Assessment International Education to gain endorsement for this forthcoming series. Reinforce learning and deepen understanding of the key concepts covered in the latest syllabus; an ideal course companion or homework book for use throughout the course. - Develop and strengthen skills and knowledge with a wealth of additional exercises that perfectly supplement the Student's Book. - Build confidence with extra practice for each lesson to ensure that a topic is thoroughly understood before moving on. - Improve geographical skills such as data interpretation, and di.

CLIL Activities with CD-ROM Liz Dale 2012-02-22 'CLIL Activities' is organised into five chapters: activating, guiding understanding, focus on language, focus on speaking, and focus on writing. A further chapter provides practical ideas for assessment, review and feedback.

Teaching and Assessing Skills in Geography Steve Sibley 2003-07-17 The handbooks provide clear practical and up-to-date advice on teaching and assessing skills across a range of core subject areas for IGCSE and O Level; they can also be used by teachers delivering local syllabuses in the subject. They offer ideas and strategies for effective classroom practice, the setting of coursework, assessing students' work and the integration of different skills. Readers can 'dip into' the books to read up on a particular topic or approach and the material is relevant to both new and experienced teachers alike. All authors are experienced teachers, teacher trainers and examiners.

Learning to Teach Geography in the Secondary School Mary Biddulph 2015-05-20 Learning to Teach Geography in the Secondary School has become the widely recommended textbook for student and new teachers of geography. It helps you acquire a deeper understanding of the role, purpose and potential of geography within the secondary curriculum, and provides the practical skills needed to design, teach and evaluate stimulating and challenging lessons. It is grounded in the notion of social justice and the idea that all students are entitled to a high quality geography education. The very practical dimension provides you with support structures through which you can begin to develop your own philosophy of teaching, and debate key questions about the nature and purpose of the subject in school. Fully revised and updated in light of extensive changes to the curriculum, as well as to initial teacher education, the new edition considers the current debates around what we mean by geographical knowledge, and what's involved in studying at Masters level. Key chapters explore the fundamentals of teaching and learning geography: Why we teach and what to teach Understanding and planning the curriculum Effective pedagogy Assessment Developing and using resources Fieldwork and outdoor learning Values in school geography

Professional development Intended as a core textbook and written with university and school-based initial teacher education in mind, *Learning to Teach Geography in the Secondary School* is essential reading for all those who aspire to become effective, reflective teachers. Praise for previous editions of *Learning to Teach Geography in the Secondary School*... 'This is a practical and visionary book, as well as being superbly optimistic. It has as much to offer the experienced teacher as the novice and could be used to reinvigorate geography departments everywhere. Practical activities and ideas are set within a carefully worked out, authoritative, conceptual framework.' - The Times Educational Supplement 'This is a modern, powerful, relevant and comprehensive work...a standard reference for many beginning teachers on geography initial teacher training courses.' - Educational Review

Reflective Practice in Geography Teaching Ashley Kent 2000 This book provides a comprehensive overview of contemporary thought and practice in teaching geography. It is designed to support continuing professional development and reflective practice in geography education by: encouraging a critical understanding of the literature and concepts; stimulating teachers to continue with personal and professional development; and providing professionally relevant knowledge, understanding, skills and values. Drawn from a wide range of eminent geographers and experienced practitioners, the authors cover: progress in geography - changing viewpoints; the geography curriculum - development planning and issues; research and geography teaching - why and how research matters. Thi

Learning Progressions in Geography Education Osvaldo Muñiz Solari 2016-07-30 This book informs 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 represents an important contribution to learning progressions research and practice. The different chapters explore how curriculum standards and frameworks in different countries portray progress and sophistication in the learning of geography. The book compares educational systems and how teachers and curriculum developers use the concept of "learning progression" to guide educational practices. 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 book analyzes the general conditions of learning progressions within the context of a globalized world. Important themes are addressed 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. The contributing authors are experienced scientists in the field from all around the world giving specific insights into the practices of their countries. The book appeals to K-12 teachers, school administrators, policymakers, researchers in geography education, professors and lecturers at universities around the world.

[Teaching Secondary Geography](#) Malcolm McInerney 2021-11-12 Guided by the Australian Curriculum and the Professional Standards for Teaching School Geography (GEOGstandards), *Teaching Secondary Geography* provides a comprehensive introduction to both the theory and practice of teaching Geography.

Aspects of Teaching Secondary Geography Margaret Smith 2003-09-02 This book

provides a practical illustration of the skills, knowledge and understanding required to teach in the secondary classroom. As well as discussing concepts and ideas, the book gives a critical examination of some of the key issues, and will encourage the reader to engage with the ideas and consider their views and beliefs. It is an invaluable resource for those who are learning to teach or for those teachers who wish to reflect on their teaching practice.

Issues in Geography Teaching Chris Fisher 2016-01-28 *Issues in Geography Teaching* examines a wide range of issues which are of interest to those teaching geography from the early years through to higher education, including: the role of research and the use of ICT in teacher training; the significance of developing critical thinking skills; broader educational issues such as citizenship and development; the importance of environmental education; the position and role of assessment; the present state and status of geographical education and issues that are likely to be of concern in the future. *Issues in Geography Teaching* details the contexts, presents the facts and raises thought-provoking questions which should stimulate further interest and discussion.

Approaches to Learning and Teaching Geography Simon Armitage 2017-08-31 A subject-specific guide for teachers to supplement professional development and provide resources for lesson planning. *Approaches to learning and teaching Geography* is the result of close collaboration between Cambridge University Press and Cambridge International Examinations. Considering the local and global contexts when planning and teaching an international syllabus, the title presents ideas for Geography with practical examples that help put theory into context. Teachers can download online tools for lesson planning from our website. This book is ideal support for those studying professional development qualifications or international PGCEs.

Learning to Teach Geography in the Secondary School David Lambert 2012-08-21 *Learning to Teach Geography in the Secondary School* has become the widely recommended textbook for student and new teachers of geography. It helps them acquire a deeper understanding of the role, purpose and potential of geography within the secondary curriculum, and provides the practical skills needed to design, teach and evaluate stimulating and creative lessons. This fully revised and updated second edition takes account of new legislation and important developments in geography education, including literacy, numeracy, citizenship, and GIS. Brand new chapters in this edition provide essential guidance on fieldwork, and using ICT in the context of geography teaching and learning. Chapters on teaching strategies, learning styles and assessment place the learner at the centre stage, and direct advice and activities encourage successful practice. Designed for use as a core textbook *Learning to Teach Geography in the Secondary School* is essential reading for all student teachers of geography who aspire to become effective, reflective teachers. Praise for the first edition of *Learning to Teach Geography in the Secondary School*: 'This is a practical and visionary book, as well as being superbly optimistic. It has as much to offer the experienced teacher as the novice and could be used to reinvigorate geography departments everywhere. Practical activities and ideas are set within a carefully worked out, authoritative, conceptual framework.' - *The Times Educational Supplement* 'This is a modern, powerful, relevant and comprehensive work that is likely to become a standard reference for many beginning teachers on geography initial teacher training courses in England and Wales.' - *Educational Review*

Geography in Secondary Schools Nick Hopwood 2012-06-21 Gaining a better sense of how pupils conceive school geography is crucial if we are to understand the ways in which their ideas and values mediate learning processes. *Geography in Secondary Schools* explores how pupils experience geography lessons, what they think geography as a school subject is about, and what it means to them. School geography aims to help young people think about the world and their place in it in a distinctive - geographical - way. However very little is known about the kinds of thinking and values they associate with the subject. Researchers are increasingly taking young people's ideas seriously as important and worthy of investigation in their own right. In this book, Nick Hopwood takes such an approach to explore the relationships between pupils and geography as a school subject. He follows six pupils through their geography lessons for a period of three months, discussing their learning experiences in depth with them. Their participation in class, written work, and comments made in interviews form the basis for a detailed investigation of their ideas.

Masters Level Teaching, Learning and Assessment Pauline Kneale 2017-09-16 Masters level study requires a distinct set of approaches to teaching, learning and assessment, yet there is often little discussion of these issues, or support for staff. This much needed handbook redresses that balance by providing targeted support for those working with academic, professional and applied Masters programmes. Ideal for newly qualified and experienced staff alike, this book covers everything you need to know to develop effective practices in Masters teaching, including designing, managing and reviewing a curriculum, and delivering effective student support. The text brings together contributions from a wide range of academics who have extensive practical experience of teaching at Masters level nationally and internationally. Through sharing examples of innovative practice and student-centred learning advice, this book provides thought-provoking support for all those working to develop and enhance Masters programmes.

Continuum Guide to Geography Education Graham Butt 2000-12-26 A reference guide to geography education. Entries, arranged alphabetically, cover: government legislation and reports; famous geography educators; resources; research findings; movements, trends, debates and issues; organizations; and key concepts. An analytical index helps the reader to choose paths through the book, connecting entries.

Cambridge Lower Secondary Global Perspectives(TM) Stage 7 Learner's Skills Book Keely Laycock 2020-03-31 This series has been developed for the Cambridge Lower Secondary Global Perspectives Curriculum Framework (1129). This learner's skills book for Stage 7 has been created to help students develop key 21st century skills. Written by experienced teacher and author, Keely Laycock, students are encouraged to reflect on topics at a personal, national and global level, while developing skills for their future in a scaffolded and measurable way. Produced with feedback from teachers and students all around the world, teachers will benefit from a flexible resource that they can tailor to their classroom needs.

The Geography Teacher's Handbook Brin Best 2011-08-30 Containing everything a new or improving geography teacher could wish to know, this book provides step-by-step guidance on creating outstanding learning opportunities that prepare students for life, as well as for success in their examinations. Award-winning author and former head of geography Brin Best brings a wealth of experience and a unique blend of rigour and practicality to the subject, presenting fresh, exciting and creative ideas on how to get the most from your geography

lessons. The book contains advice on everything from planning schemes of work and lessons, making the most of opportunities for learning outside the classroom and available ICT to cross-curricular links, thinking skills and examples of best practice. With reflective questions and activities, scores of lesson stimuli and a host of useful links, this book is an essential addition to every geography teacher's toolkit.

Assessment in Geographical Education Theresa Bourke 2022 In recent years there has been increased attention paid to the importance of assessment in Geographical Education, the chosen subject for this book. Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students, teachers, parents and policymakers. To be effective, assessment needs to be valid, reliable and fair. Validity is about ensuring that we assess what we claim we are assessing. Reliability is about measuring performance and understanding in a consistent way. Without validity and reliability, assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do. As geography educators it is therefore important that we identify the core concepts and skills in geography that we want students to master. We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning. While there is a substantial literature on evidence-based assessment in secondary school contexts, research exploring best-practice assessment in geography is rare. This is a concern given the distinctive nature of geography and the important role of assessment in the learning process. This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography. The chapters are written by leading researchers in Geographical Education from across the globe. These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia, USA, South Korea, Germany, Switzerland and Singapore. What unifies the work in this book, is that each chapter focuses on a key feature of the discipline of geography, providing scholarly examples of evidence-based practices for assessing student's knowledge and skills.

By the Seashore Helen Orme 2003 Teaching and Assessing Skills in Geography is one of a series of titles in the Professional Development for Teachers series, developed and published in association with Cambridge International Examinations (CIE). This handbook gives clear, practical and up-to-date guidance on teaching and assessing skills in Geography at IGCSE and O Level. It provides guidance to teachers, especially new teachers, about effective classroom practice, coursework setting, and integrating different skill areas.

Personal Transferable Skills in Accounting Education Kim Watty 2014-07-16 The development of generic skills (often referred to as 'soft skills') in accounting education has been a focus of discussion and debate for several decades. During this time employers and professional bodies have urged accounting educators to consider and develop curricula which provide for the development and assessment of these skills. In addition, there has been criticism of the quality of accounting graduates and their ability to operate effectively in a global economy. Embedding generic skills in the accounting curriculum has been acknowledged as an appropriate means of addressing the need to provide 'knowledge professionals' to meet the needs of a global business environment. Personal Transferable Skills in Accounting Education illustrates how generic skills are being embedded and evaluated in the accounting curriculum by academics from a range of perspectives. Each

chapter provides an account of how the challenge of incorporating generic skills in the accounting curriculum within particular educational environments has been addressed. The challenges involved in generic skills development in higher education have not been limited to the accounting discipline. This book provides examples which potentially inform a wide range of discipline areas. Academics will benefit from reading the experiences of incorporating generic skills in the accounting curriculum from across the globe. This book was originally published as a themed issue of *Accounting Education: an international journal*.

Debates in Geography Education David Lambert 2013-01-01 *Debates in Geography Education* encourages student and practising teachers to engage with and reflect on key issues, concepts and debates in their specialist subject teaching. It aims to enable geography teachers to reach their own informed judgements and argue their point of view with deeper theoretical knowledge and understanding. Expert editors and contributors provide a balance of experience and perspectives and offer international, historical and policy contexts, evidence informed classroom debates and a glimpse of the subject's expanding horizons. Debates considered include: what constitutes knowledge in geography? constructing the curriculum; how do we link assessment to making progress in geography? the contribution of fieldwork and outdoor experiences; technology and media; how we use Geographical Information; how geography contributes to 'global learning'; sustainable development and geography education. The comprehensive, rigorous coverage of these key issues, together with carefully annotated selected further reading, reflective questions and a range of specific web-based resources, will help support shape your own research and writing. *Debates in Geography Education* is a source of knowledge, experience and debate that will be essential reading for all students studying at Masters level, practising teachers who want to develop a better understanding of the issues that shape their practice, and Education Studies students considering in-depth subject teaching.

Learning to Teach in the Secondary School Susan Anne Capel 1999 "The book offers advice on how to write assignments which link theory to practice, and is the core text that supports each of the subject-specific texts in the *Learning to Teach* series, also published by Routledge. It is an essential for every student teacher."--Jacket.