

1. Record Nr.	UNINA9910624303003321
Titolo	Geography Teacher Education and Professionalization // edited by Eyüp Artvinli, Inga Gryl, Jongwon Lee, Jerry T. Mitchell
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	3-031-04891-1
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (326 pages)
Collana	International Perspectives on Geographical Education, , 2367-2781
Disciplina	910.71 910.711
Soggetti	Geografia humana Science - Study and teaching Human geography Teaching Science Education Human Geography Didactics and Teaching Methodology Ciència - Ensenyament Ensenyament - Metodologia
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Models of initial teacher education in geography: A systematic review -- Intervention research design in the context of professionalizing future geography teachers – Specific potentials of qualitative, quantitative and mixed-methods designs using the example of three empirical studies -- California dreams of global education and environmental literacy: Problems and prospects for the professionalization of geography education -- Tough, but worth the effort: Collaboration for professional development strengthens geography education -- Fostering professionalism for geography in primary schooling -- The potential and reality of geography - Major graduate education for improving primary teachers' professionalism in primary geography education: Focusing on South Korea -- Problems and understanding of professionalization of secondary school

geography teachers In China -- The professional development of teachers of geography in England -- The effects of the Bologna Declaration on the initial training of geography teachers: The case of Portugal -- English experience of developing identities of pre-service geography teachers -- Research publications' impact on geography teachers -- South African geography teachers' involvement in self-directed professional development activities in geography education -- The role of pre-service teachers' misconceptions in the geography teacher education -- Between the atlas and the purple crayon - Purple mapping and place-based education in geography teacher-training studies and experience -- GIS education literacy for students of geography education and geography teachers -- Developing and evaluating GIS educational programs at Leibniz University of Hanover -- Towards an Augmented Geography Education -- Digital geography education -- a collaborative seminar concept about using digital media in geographical educational processes (good practice in geography teacher education) -- The Anthropocene's Implications for Professional Ethics in American Geography Education -- Geospatial Technologies for Social Justice: Food Justice Investigations for teachers and youth -- Beginning teachers' evaluation and perceived challenges in using geography fieldwork inquiry in Singapore -- Changes in student teachers' understanding of using tasks through international exchange -- Mentoring school student research as an approach to geography teacher professional development -- The pedagogical practice of pre-service secondary geography teachers: Influences from and beyond the Geography Methodology course -- What do Geography Students Need to Learn to Become Professional Teachers? -- Pedagogical reasoning: A window into the professional knowledge of geography teaching -- New challenges and opportunities to geography teacher education - Inspiration geography -- Conclusion.

Sommario/riassunto

This book focuses on how current and prospective teachers worldwide are prepared for the significant task of teaching geography, given the important role of teachers. It eschews a traditional career-centric framework (pre-service, in-service teaching) in favor of a topical approach toward issues that all teachers face. The book updates thinking on geography education subfields such as GI education and fieldwork and traces important contemporary discourses such as digitalization and sustainability. The book further explains the broad variety of institutionalization of geography teacher education in various political systems. In short, this book collects strategies for geography teacher educators worldwide to provide insight into the challenges, conditions, and solutions present at the classroom and institutional level. As such, this book is a must-have for teacher educators and geography teachers worldwide.
