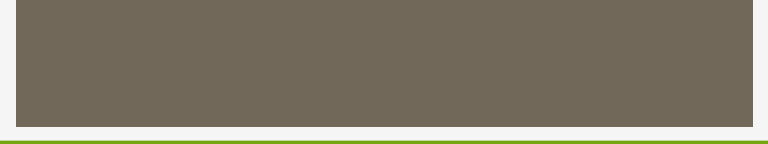


How can fieldwork bring Geography to life?

Susan Caldis

Secretary, AGTA

President, GTANSW



What does Geography mean to you?
What does fieldwork mean to you?
How can you make this subject come alive?

Exploring the importance of fieldwork to Geography.
Making it meaningful for students and teachers.

Outline of workshop

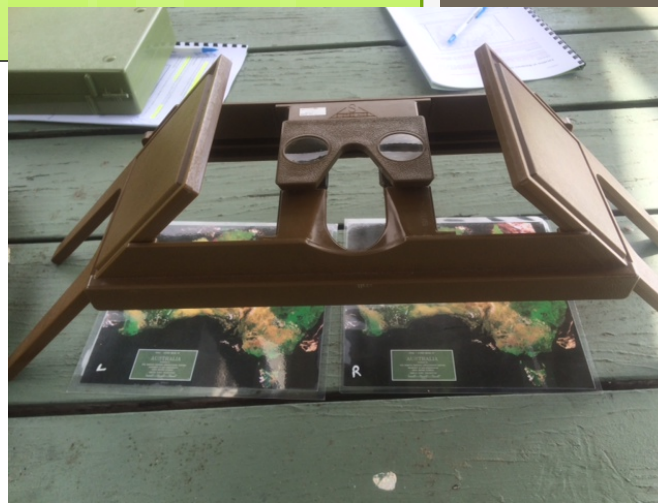
- ◉ Introduction
- ◉ Workshop summary
- ◉ Workshop aims
- ◉ Defining our subject
- ◉ Exploring fieldwork as a best practice methodology
- ◉ Conducting fieldwork
- ◉ Key resources & plenary
- ◉ Evaluation

Introduction

Workshop summary

- This session explores the role and strategies of fieldwork with specific connection to the *Australian Curriculum: Geography Years F-10* and/or the new *NSW K-10 Geography syllabus*.
- A practical component to demonstrate key aspects of fieldwork, suitable for application to the classroom will be incorporated in to this session.
- <http://www.geography.org.uk/projects/yearoffieldwork/>

Aims



Three from me

- Reflective, honest and constructive discussion
- Promote thought about the value of fieldwork in Geography
- Apply this learning to your context

Three from you

- *Please contribute*

Defining our subject –

What is this thing called Geography?

Literature

- ◉ Australian Curriculum
- ◉ UK Curriculum
- ◉ Hutchinson and Kriewaldt (2010)
- ◉ Lambert (2013)
- ◉ Maude (2013)
- ◉ McInerney (2008)
- ◉ Other

Shared understanding
for different contexts

- ◉ *As a result of discussion*

What does Geography mean to me?

From the sessions so far

- 10 words or less
- Level of importance
- Further questions
- Possible implications and/or solutions

From the perspective of your school

- 10 words or less
- Level of importance
- Further questions
- Possible implications and/or solutions

What is Geography?

- Exploring, analysing and understanding the characteristics of places that make up our world
- To question, reflect & propose action; futures focus
- Use of key concepts and an inquiry approach
- Understanding physical and human processes and interactions
- To inspire curiosity and fascination about the world
- Framework of knowledge, understanding and skills



Professional standards for accomplished teaching of school Geography

(see website; Hutchinson & Kriewaldt, 2010)

- Knowing geography and geography curriculum
- **Fostering geographical inquiry and fieldwork**
- Developing geographical thinking and communication
- Understanding students and their communities
- Establishing a safe, supportive and intellectually challenging learning environment
- **Understanding geography teaching – pedagogical practices**
- Planning, assessing and reporting
- Progressing professional growth and development
- Learning and working collegially

Exploring fieldwork as a best practice methodology

How can we improve our teaching of Geography?

<http://www.geogspace.edu.au/support-units/fieldwork/fi-introduction.html>

Primary years

- <https://www.youtube.com/watch?v=VK2DuYfWnVs>
- <https://www.youtube.com/watch?v=7YfToRby3Oo>
- Key points from chosen article

Secondary years

- <https://www.youtube.com/watch?v=P-3snVllyE0>
- <https://www.youtube.com/watch?v=7YfToRby3Oo>
- Key points from chosen article

What is inquiry and fieldwork?

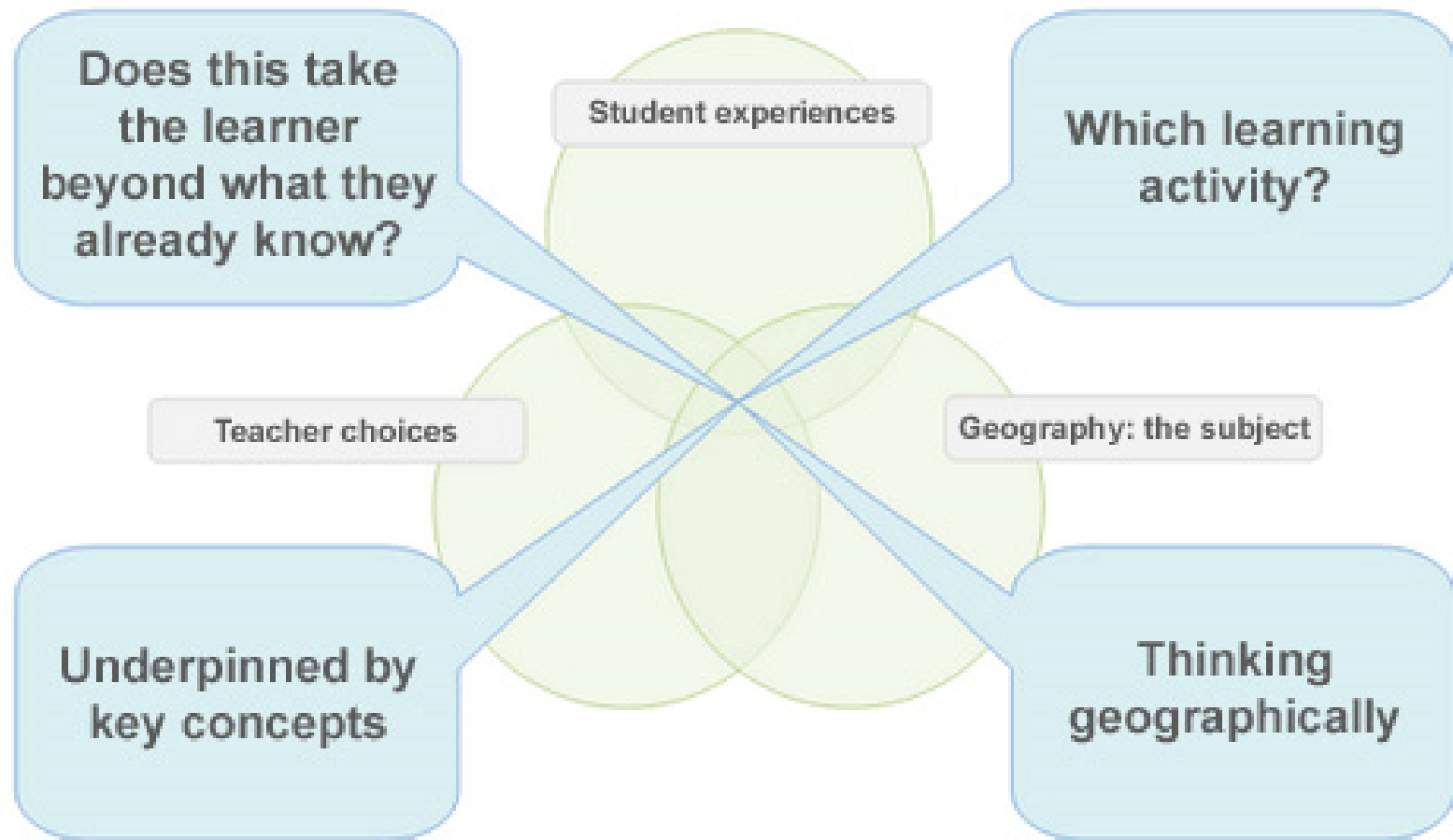
- Inquiry process and fieldwork is strongly emphasised in the Australian Curriculum and NSW K-10 syllabus
- Formation of a question and a process of research to find and communicate responses to the question (primary, secondary)
- Fieldwork has traditionally been:
 - teacher led
 - hypothesis testing
 - inquiry based

Also, consider the value of *experiential* fieldwork

- Curriculum making

<http://www.geography.org.uk/cpdevents/curriculummaking/>

What is curriculum making?



Inquiry and
fieldwork should
be:

Primary research
oriented

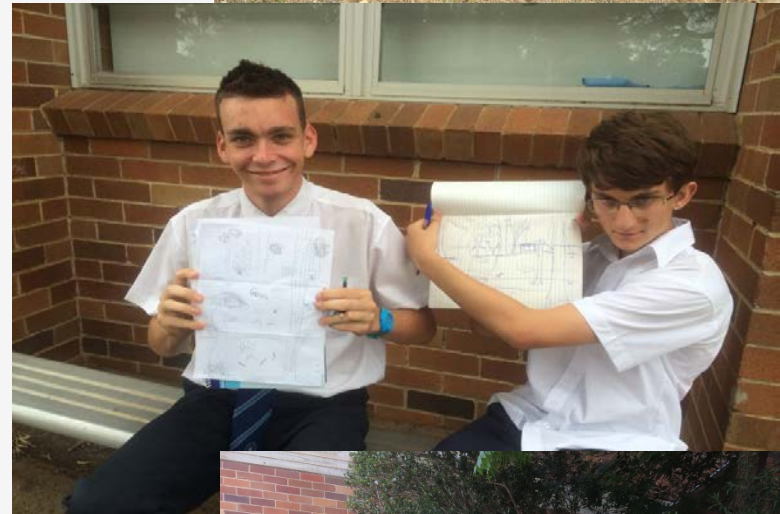
Accessible

Local

Meaningful

Scaffolded

(where appropriate)



Fieldwork => primary research

Quantitative (data)

- Tallies
- Experiment/test results
- Survey results
- Species collection
- Quadrant studies

Qualitative (information)

- Observation notes
- Annotated field sketches
- Interview results
- Taking and annotating photographs

What are 'tools and skills'?

How do I acquire & use; apply & master?



How do I make connections and apply my learning?



Conducting fieldwork

Is there a plan?

- Place and space
 - Overarching question to frame our research
 - Hypothesis
 - Proposed primary research methodologies
 - Proposed secondary research methodologies
 - Proposed method of communication
- **Plan for fieldwork**

Conducting fieldwork

How do I implement the plan simply?

Group 1

- Quantitative activities

OR

Same activities @ site 1

- Timing and rules
- Conduct
- Return, share, collate
- Communicate findings

Group 2

- Qualitative activities

OR

Same activities @ site 2

- Timing and rules
- Conduct
- Return, share, collate
- Communicate findings

Working with others for our subject

Why should we become 'engaged professionals'?

Literature

- Lambert (2013)
- Lambert & Morgan (2010)
- Lambert & Balderstone (2010)
- Maude (2013)
- Hutchinson & Kriewaldt (2010)

Professional association

- **GTA NSW**
- *Local networks*
- **GA UK**
- *RGS*
- **National Geographic**
- *TeachMeets*

Lambert, D., & Morgan, J. (2010)

Teaching Geography 11-18: A conceptual approach

Teachers should be in possession of a **robust theoretical basis** for Geography and use this to make decisions about **what** to teach, **how** to teach and also to **clarify** how Geography contributes to the curriculum

Lambert, D., & Morgan, J. (2010)

Teaching Geography 11-18: A conceptual approach

The challenge for Geography teachers is to 'keep up' with the subject (a considerable task because the world changes constantly) – on its 'grammar' i.e. key concepts and ideas about how to make sense of the world.

Key Resources & Plenary

- See the resources available from Susan (can transfer to your device)
- Burgess D. (2012) *Teach Like A PIRATE*. Dave Burgess Consulting Inc, San Diego
- Hutchinson, N. (2011). A geographically informed vision of skills development. *Geographical Education*, 24, 60–67.
- Maude, A. (2013). *Understanding and Teaching the Australian Curriculum: Geography for primary schools*. Hawker-Brownlow, VIC
- Roberts, M. (2013) *Geography Through Enquiry: Approaches to teaching and learning in the secondary school*. Geographical Association, Sheffield
- Roberts, M. (2003) *Learning Through Enquiry: Making sense of geography in the key stage 3 classroom*. Geographical Association, Sheffield
- Teaching Geography 2014 Volume 39(3)
- Geography 2014 Volume 99(1); Volume 99(3)
- Primary Geography 2014, 2015

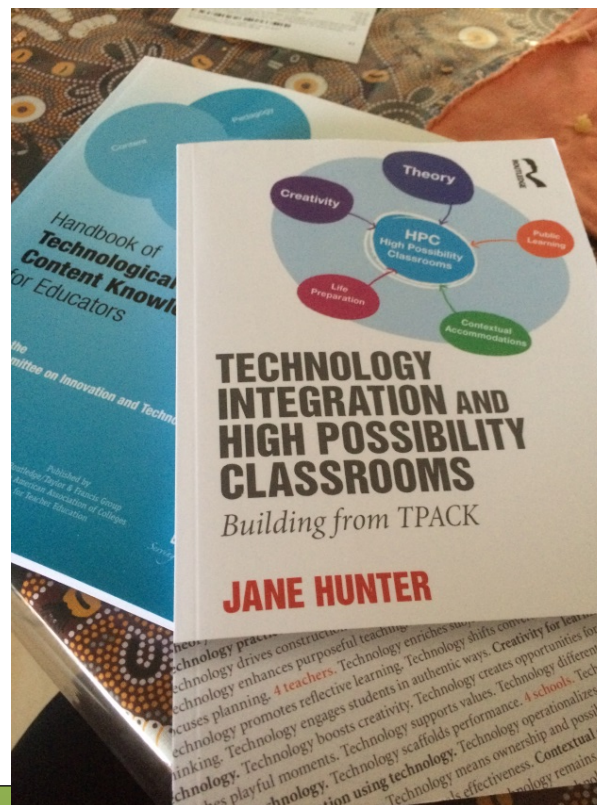
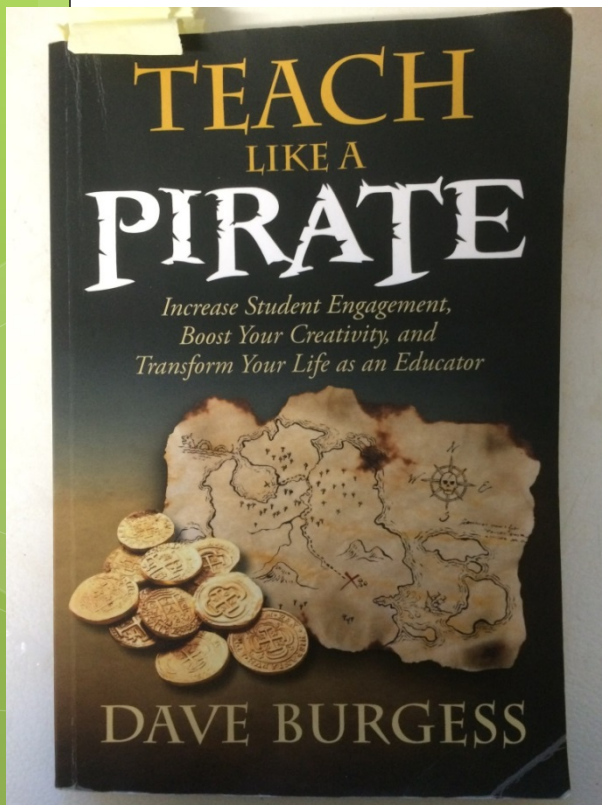
http://www.geography.org.uk/shop/shop_section.asp?ShopCategoryID=14

<http://www.geogspace.edu.au>

<http://www.gtansw.org.au/>

<http://www.contoureducation.com>

<http://www.agta.asn.au/>



Evaluation

I really liked....

I would have preferred if....

A take-away for me is....

Something else I would like to mention....

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Thank you for your
interest & participation
in this session

**Be the ambassadors
for Geography!**

Please feel free to tweet about this
workshop:

@SusanCaldis

#AGTATPL2015

#geographyteacher

#yearoffieldwork