
Index

- '3M' model 146
- A Level Content Advisory Board (ALCAB) 36
- A levels
curriculum revision 37–8
information literacy and independent learning 153–4, 155
and transition to degree 39
- academic and social transitions to
undergraduate geography 16–17
academic transition, student perspectives on 17–20
and information literacy 152–5, 161
social transition, student perspectives on 20–27
transitions map 24, 25–6, 27
see also fieldwork as transition pedagogy (promoting collaborative learning amidst uncertainty); school and university geography, bridging divide between; supportive learning environments, and transition to university
- accessibility 171–2
- accreditation 12, 37, 134, 139, 271, 415
- active learning 63, 199–201, 202, 214, 300–301
see also taking ownership (active learning and student engagement)
- adult learning (andragogy) 287–9
- adulthood, transition to 21
- American Library Association (ALA) 151
- analysis, as conceptual knowledge 212–13
- 'analytical-predictive' approach 300, 301
- Anthropocene, learning for 337–8, 444–5
- assessment
diagnostic, surveys for 64–5
and liminal space 372
non-examination assessments (NEAs) 155
peer learning and assessment 67–8, 380
self-assessment 106
summative 372–3, 377
and supportive learning 105–6
see also authentic assessment and feedback, to develop lifelong learning; formative assessment; large classes, strategies for assessment of learning
- 'assimilator' learning style 241
- Association of College and Research Libraries (ACRL) 152, 153, 156–7, 160
- Association of Graduate Recruiters (AGR) 464
- attainment and attainment gaps 168–9, 175, 176–8, 231, 334
- attributes, graduate *see* graduate attributes
- attunement 103, 104
- Australia, information literacy 153, 157, 159–60
- authentic assessment and feedback, to develop lifelong learning 371–2
challenges of authentic assessment and ways forward 379–82
conclusions and recommendations for practice 382
developing authentic assessment 372–6
integrating authentic assessment 379
iterative dialogic feed-forward assessment 376–9
- authentic learning 63, 64–5, 67, 477
- authorship, politics of 338–9
- A–Z Geography Student Handbook* 20
- Barrie, S.C. 430–31
- Barrow, R. 402
- Basu, P. 35
- Baxter Magolda, M. 146, 183, 191, 314, 317, 324, 476
- Bednarz, S.W. 404–5
- bibliographic software/websites 163
- Biddle, D. 39, 40
- black and minority ethnic (BME) staff 231–2
- black and minority ethnic (BME) students 168–9, 172, 173, 174, 175–8, 231
- blind marking 462
- Bonnett, A. 32, 231
- borderland spaces 318, 325, 372, 379, 475, 476, 477, 480, 483, 484
- boundary spaces 336
- Bovill, C. 316, 321, 324, 325
- Bowden, J. 430
- Boyle, A. 345
- Boys, J. 333
- Bridgstock, R. 433, 444
- Bingle, R.G. 262
- British Conference of Undergraduate Research (BCUR) 190–92, 438

- Bruce, C.S. 157–8, 159
 Bullard, R.D. 235
 BYOD (bring your own device) 303, 308
- capabilities approach 478
 capstone(s) 386
 course 387, 388, 390, 426, 438
 experience 11, 386, 390, 391, 392, 396, 458, 465
 formats and approaches 388–91
 innovative 391–5
 rationale and goals 387–8
 re-conceptualising fieldwork 391–3
 re-framing dissertations 393–4
 re-imagining disciplinary contributions 394–5
 surveying qualification, Australia 416–17
 tensions 465–7
- Carbon Brief* 204
- career management skills 433
 career planning 400
 careers, GIS 289
 careers in geography 13, 444, 446, 447, 455, 456
 careers teaching 443–4
 applying geography knowledge, skills and practices across disciplines 449–51
 building capacity for 446–7
 evaluating professional qualifications using gap analysis 448–9
 geography, employability and change in higher education 444–6
 model activities 447–55
 skills necessary for problem solving using GIS 451–5
- 'case method' 215
- causal layered analysis (CLA) 278, 279
- certificate programmes 445
- CGGE project 216
- Cheuk, B. 152
- choice of modules 461–2
- citizenship 205, 207, 373, 374, 387
 see also global citizenship
- classroom management 52
- classrooms, flipped 201, 202–3
- classrooms/lecture halls 47, 54, 60
- client-based learning 348–50
- Clifford, V.A. 271–2, 276, 279, 280
- climate change 260, 273, 274, 275
- co-creation 173, 461
 see also student-researcher pedagogy
- co-pedagogy *see* team-teaching
 co-teaching 126–30
 and curriculum mapping 437–8
 definitions 124
 educator experience 129–30, 131–2
 and graduate teaching assistants (GTAs) 133–5
 programme management 128
 sequential teaching 130–32
 student experience 127–8, 130–31
 teaching with others as hidden labour 124–5
 working with others 125–32
- co-production of curriculum 319–20
- co-production of a research-informed module 198–9
- case study 202–7
 planning for 199–201
 see also pedagogical partnerships, identity building and self-authorship
- co-teaching 124, 126, 127, 128, 129, 130, 131, 134, 136
- cognitive development theory 73–4
- cognitive struggle 118
- collaboration 5, 35, 90, 107, 110, 113, 114, 117, 119, 120, 123, 124, 125, 126, 127, 129, 132, 133, 134, 135, 136, 159, 186, 207, 208, 209, 216, 260, 265, 288, 295, 296, 315, 319, 320, 321, 363, 365, 367, 390, 393, 422, 434, 447, 460, 484
- collaborative learning 87, 105, 320
- collaborative learning amidst uncertainty
 see fieldwork as transition pedagogy (promoting collaborative learning amidst uncertainty)
- collaborative teaching *see* co-pedagogy
- Collins, J. 199–201, 202
- colonialism 230–31, 233–4
- coloniality 229, 230–31
- commentaries 7, 242, 400
- communication across years 462–3
- communication skills 112, 114, 117–18, 205, 401–2, 403, 425
- communities of practice 133, 393
- community-engaged learning 479, 482
- community-based projects/service learning 262–3, 344–5, 346, 347–8, 352, 404–6, 407
- community placement 346, 347, 362
- compassion 480–81, 482
- competencies 2, 91, 128, 151, 158, 160, 174, 212, 285, 286, 289, 290, 292, 293, 294, 295, 323, 357, 381, 382, 388, 402, 430, 443, 448, 449, 461, 469, 478
- concept knowledge, disciplinary 211–14
- concept learning 79–80
- conceptual change 213
- conceptual distance 116
- conferences, undergraduate research 190–93, 329, 335, 438

- constructive alignment 205
 constructivism 10, 474
 constructivist approach/model of learning 214, 330, 372, 380–81, 474–5
 contemplative pedagogy 481, 484
 content gap 31
 context, role in teaching large lectures 49–51
 controversial subject matter 47, 48, 56
The Conversation 204
 Cook-Sather, A. 315–16, 317, 322, 323, 325, 326
 core concepts 71–2
 Council of Australian University Librarians (CAUL) 157
 Council of British Geographers (COBRIG) 36, 37
 courageous pedagogy 481–2
 course design 46, 172, 346, 349, 352, 392, 439
 Cousin, G. 75
 credentialism 445
 critical moments 21–2, 23–7
 critical race theory (CRT) 230, 232–7, 238
 critical reading 162
 critical reasoning 140
 critical reflection mapping 220
 critical thinking skills 433
 cross-cultural skills, and fieldwork 359
 Crow, M.M. 343
 culture
 and accessibility 172
 cross-cultural skills, and fieldwork 359
 intercultural learning and pedagogy 174, 275, 277–8, 279, 280
 cultures, disciplinary 112–13
 curriculum
 change 38, 431, 435
 co-production of 319–20
 content, reformation of 37–9
 development 34, 36, 38, 40, 41, 415, 435, 436, 460
 mapping 435, 437–8
 reform of 89–90
 see also inclusive teaching and learning practices; internationalisation of curriculum
 curriculum against domination 238
 curriculum design
 and graduate attributes 430–31, 434–8
 and outcomes 430
 and student research 187–8
 see also co-production of a research-informed module; final year programme design, pedagogic tensions in; threshold concepts, curriculum design and liminal space
 Dabars, W.B. 343
 Daigle, M. 233–4, 237
 data
 collection 218
 and inquiry-based approach 215–16
 synthesising and interpreting 205
 death, geographies of 241, 242
 decoloniality and decolonialism 230, 234, 235–6
 Desai, V. 231–2
 ‘descriptive-explanatory’ approach 300–301
 Detroit Geographical Expedition and Institute (DGEI) 235
 dialogue 11, 16, 37, 46, 49, 53, 54, 55, 63, 126, 127, 129, 130, 135, 189, 190, 191, 192, 330, 331, 349, 353, 371, 372, 377, 378, 382, 446, 452, 455, 467, 474, 475, 478, 479, 480, 481, 484
 dialogic feed-forward assessment 11, 372, 376, 378, 382
 DiBiase, D. 284, 285, 290
 difficult topics 48, 243
 digital technology 305, 307
 disabilities and learning differences, students with 170, 171
 disciplinary concept knowledge 211–14
 discrimination 100–101
 dissemination of student research findings 188–93
 dissertation 261, 393–4, 463, 465–7
 see also capstones
 diversity *see* inclusive teaching and learning practices
 Dolan, E. 199–201, 202
 Domosh, M. 227

 e-learning platforms 64, 65, 67, 68
 Economic and Social Research Council (ESRC) 36, 37
 education for sustainable development
 see sustainability and sustainable development
Education for Sustainable Development 258–9
 Elwood, S. 405, 406
 embodied teaching and learning through large lectures *see* large lectures, embodied teaching and learning through
 emotional-affective geographies 241, 242, 244, 254
 emotional experience of teaching large lectures 47–9
 emotions 118, 345, 479–80
 employability
 and experiential learning 342, 345
 and fieldwork 360, 361, 364

- and sustainability 263–4
- tensions 464–5
- see also* careers teaching; learning for work
- employability skills, embedding in curriculum and extending into postgraduate programmes
- case studies exemplifying university–industry engagement 417–25
- curriculum review and modification (RMIT University) 426
- observations relating to industry-linked research programmes 426–7
- qualifications framework, Australia 416–17
- requirements for accreditation standards, Australia 415–16
- review of employability skills required by geospatial sciences industry 414–15
- summary of skills acquired through partnership working 425
- empowerment 237, 318, 323
- engagement 1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 33, 47, 49, 52, 53, 56, 59, 60, 61, 63, 68, 72, 74, 89, 101, 105, 107, 111, 112, 139, 140, 141, 143, 144, 148, 153, 171, 173, 174, 175, 177, 179, 183, 184, 186, 187, 188, 190, 192, 199, 200, 201, 208, 213, 221, 222, 233, 234, 235, 241, 242, 243, 245, 246, 250, 251, 253, 254, 260, 262, 264, 265, 270, 272, 301, 303, 305, 307, 314, 315, 316, 317, 318, 319, 322, 326, 329, 330, 332, 333, 334, 335, 337, 343, 347, 348, 350, 351, 352, 354, 364, 366, 367, 371, 373, 377, 380, 382, 386, 388, 391, 394, 399, 404, 405, 406, 415, 417, 423, 424, 431, 434, 435, 438, 455, 463, 465, 466, 477, 480
- enquiry-based learning 13, 364, 464
- Environment Agency 403
- environmental issues *see* sustainability and sustainable development
- environmental justice 234–6
- environmental racism 235
- epistemology of geography 111–12
- equality 6, 126, 169, 179, 309, 462, 463
- equality of opportunity *see* inclusive teaching and learning practices
- ethics 5, 19, 139, 140, 141, 143, 144, 145, 148, 157, 158, 234, 251, 277, 279, 417, 418, 425, 433
 - teaching 5, 139, 140, 141, 142, 143, 144, 145, 146, 147, 258, 276, 349, 433, 437, 446
- ethical subject-hood 207
- ethical thinking, pedagogies for developing undergraduate 139–43, 433
 - adopting a non-didactic approach 144–6
 - facilitating ongoing reflection 146–7
 - holistic programme approach 141–3, 144–8
 - providing consistent framework 145
 - three ‘Rs’ of ethical thinking 143–4
- ethics approval, obtaining 417–18
- Eurocentrism 233
- European Forum for Enhanced Collaboration in Teaching (EFFECT) 207
- European Geographic Information: Need to Know (GI-N2K) 291
- evaluation, as concept knowledge 213
- expeditions, staff-led 365–8
- experiential learning 342–4, 415
 - best practice recommendations for 352–3
 - client-based learning 348–50
 - field courses 350–51
 - placement-based courses 346–8
 - in scholarship 344–6
 - see also* learning for work
- expertise 130, 135–6
- explainers 7, 203, 204
- extra-service environments (GIS learning) 294–5
- Faculty *see* staff
- feed-forward 192, 371, 376–9
- feedback
 - and diversity 462
 - and formative assessments 77–8, 106
 - and multiple-choice questions 65, 66–7
 - principles of good 63
 - on student research 189–90, 191, 192
 - from students 19
 - using online platform 68
 - see also* authentic assessment and feedback, to develop lifelong learning
- feminism, and re-conceptualising fieldwork 391–3
- field-based pedagogies for developing learners’ independence 299–300
 - final year: learners as instructors 304–8
 - first year: large courses 300–302
 - second year: mobile technologies 302–4
- field courses 350–51
- field trips 25, 88, 91, 92, 93, 94, 95, 96, 104, 178, 221, 222, 241, 242, 246, 247, 250, 252, 253, 254, 300, 351, 357, 365, 444
- fieldwork 299–300
 - benefits of 345, 351
 - and capstones 388–9, 391–3
 - and co-teaching 130
 - and ethics 142
 - peer teaching 320, 323
 - re-conceptualising 391–3
 - skills 18, 95–6, 301

- and student research 186
- and students with disabilities/mental health problems 170
- as supportive learning 104–5, 106
- understanding local landscapes (example of locally-focused inquiry activity) 221–2
- fieldwork: developing graduate skills 357–8
 - case studies 361–2, 363–5, 366–8
 - independent student fieldwork 358–62
 - staff-led geographic expeditions 365–8
 - staff–student small research teams 363–5
- fieldwork as transition pedagogy (promoting collaborative learning amidst uncertainty) 87–8
- challenges and future research 96
- changing context of higher education in Singapore 88–9
- fieldwork and field trips in Singapore geography 91–3
- fieldwork as useful strategy 93–6
- final year programme design, pedagogic
 - tensions in 458
 - dissertations 465–7
 - employability 464–5
 - group work 465
 - inclusivity 462–4
 - learning outcomes 461
 - millennial students 459–60
 - module design 460
 - programme design 460
 - programme progression and module choice 461–2
 - staff 467
 - teaching materials 461
- first year 4, 17, 19, 20, 21, 23, 32, 38, 61, 62, 71, 87, 89, 93, 94, 95, 96, 101, 124, 135, 175, 260, 300, 332, 336, 446
 - see also* fresher
- flipped-classrooms 201, 202–3
- Foley, A. 61
- forensic archaeology 250–51
- formative assessment 72
 - authentic assessment 372–3
 - and liminal space 74–5, 77–9
 - multiple choice questions for 65–7
 - and supportive learning 105–6
- France, D. 301–2, 305, 307–8
- fresher 23, 24
 - see also* first year
- friendship 22, 24, 25, 26, 94
- Fuller, I.C. 300–301, 302, 305, 307–8
- gap analysis 448–9
- gender, and staff interactions with students 51, 126
- gender and environment course (and re-conceptualising fieldwork) 391–3
- geocapabilities 14, 40, 127, 139, 194, 207, 212, 213, 224, 444, 478, 484
- geographers, future workforce shortages of 445
- Geographical Association (GA) 36, 37
- geography
 - applied 446, 452
 - definition and purpose as academic subject 16
 - and emphasis on employability 443–4
 - epistemology of 111–12
 - as form of ‘powerful’ knowledge 212
 - as integrative discipline 256
 - interdisciplinary 110–11, 449–51
 - ‘ontological dualism’ 257
 - responsibilities of teaching and learning in 263–5
 - and sustainability 256–7, 259, 263
 - themes of 269
- geography education, global reviews of 33–5
- Geography Education Research Collective (GEReCo) 36, 37
- geography higher education 9, 12, 259, 314, 315, 322, 430, 474
- geospatial programming (example of locally-focused inquiry activity) 222–3
- geospatial sciences 12, 414, 415, 416, 426, 427, 443
- GEOverse 189–90
- GEOversity 189–90
- Germany, information literacy 154
- Gersmehl, P. 212–13
- GIS 218, 220–21, 222–3, 402–3, 405, 432, 451–5
 - critical 220
 - see also* heutagogy
- GIS Certification Institute 291
- GIS&T (Geographic Information Science and Technology) Task Force 284
- global citizenship 269, 270, 271, 272, 280
 - case studies (internationalisation of curriculum) 272–80, 281
- Gough, S.R. 260
- graduate attributes 430–31
 - designing geography curricula to foster 434–8
 - for geographers 431–4
 - monitoring attainment of 439
 - graduate outcomes 337, 414, 427, 430
- graduate teaching assistants (GTAs), and co-pedagogy 133–5
- Greiner, A. 448–9

- Grosfoguel, R. 228
 group work
 and diversity 462
 fieldwork 94–5, 358, 360, 363–5, 392
 and social learning 332
 as supportive learning 105, 106
 tensions 465, 466
 guest lecturers 124
 guilt, and racism 236, 237
- Haigh, M. 270, 279
 Hanson, S. 394, 395
 Hatcher, J.A. 262
 Hauf, P. 344–5
 Healey, M. 184–5, 316
 Healey, R.L. 145, 147
 health and safety issues, fieldwork 362, 367
 heatmaps 418–19, 420, 421
 Hebert, A. 344–5
 Henderson, S. 21
 HERO programme 117
 heutagogy 284–7
 case for learning validation 292–3
 core competencies 293
 current state of GIScience curriculum and delivery 290–91
 quest-based learning (QBL) 295
 technology and learning concepts 287–90
 hidden labour, teaching with others as 124–5
 high impact practices (HIPs) 183, 343, 438
 higher education, current challenges 474, 481–2
 Higher Education Funding Council for England (HEFCE) 258
 Hill, A. 214–15
 Hill, D.A. 42
 Hill, J. 72, 191–2, 318, 325, 393–4, 438–9, 476, 480
 Hinchliffe, G. 191
 holistic approach 5, 141
 Hornsby, D.J. 60–61
 Hounsell, D. 431
 Howe, N. 459
 Hulseberg, A. 159
- identity, disciplinary 113
 identity building *see* pedagogical partnerships,
 identity building and self-authorship
 independent learning 2, 6, 9, 95, 96, 153, 154,
 155, 299, 300, 302, 309
 'in-class' exercises 53–4, 64–5
 in-service environments (GIS learning) 294
 inclusive teaching and learning practices
 168–70, 481
 accessible curriculum 171–2
 challenging disciplinary norms 175–8
 ensuring students see themselves reflected in
 curriculum 172–4
 equipping students to work in a globalised
 and diverse world 174–5
 inclusive curriculum framework 171–5
 narratives of 170–71
 tensions 462–4
 inclusivity 1, 6, 100, 169, 170, 178, 179, 185,
 186, 258, 304, 462, 479
 indigenous populations 233–4, 235–6
 industry engagement 12, 415, 417, 480
 information literacy 151–2
 academic transitions 152–5
 conceptual models and programme design
 156–60
 practical approaches 160–63
 initial teacher education (ITE) 34–5, 36, 40–41,
 42
 innovation 467
 inquiry-based approach 211, 214–16
 examples of locally-focused activities
 217–24
 place-based model of effective inquiry
 pedagogy 216–17
 inquiry-based learning 214, 216, 220, 221, 222,
 223, 280, 363, 438, 480
 institutional racism 229–30, 231–2
 integrated knowledge capital (IKC) 114–15,
 116
 intellectual property rights 427
 intercultural learning and pedagogy 174, 275,
 277–8, 279, 280
 interdisciplinarity 484
 see also teaching in a multi- or
 interdisciplinary context
 interdisciplinary geography 449–51
 interdisciplinary Master's programme 117–18
 interdisciplinary research 423
 interdisciplinary teaching 111, 112, 119, 126
 international students 270–71, 463
 internationalisation of curriculum 269
 case studies 272–80
 definitions of key concepts 270
 geography and internationalisation of
 curriculum movement 269–72
 internships 346, 347–8, 407, 419–22
 interpersonal recognition 102–3, 104
 interpersonal skills 433
 Ireland, colonial relations in 228
 issues-based inquiry 211, 215, 223–4
- Jackson, P. 40
 Jacob, H. 130–31
 Jarvis, P. 74
 Johnston, B. 151–2, 156, 158–9

- journals, undergraduate research 189–90, 192, 193
- Katz, C. 235
- Kift, S. 90
- King Saud University, partnership working 321
- Knight, J. 32, 270
- ‘know (y)our history’ 233–4
- knowledge
- construction 330–31
 - core 432, 434
 - creation 152
 - differences in prior learning and knowledge of students 50, 52
 - disciplinary concept 211–14
 - focus on geographical knowledge in schools 40
 - and inclusivity 170
 - sharing 173
 - skills 402
- knowledge exchange activities 114–15, 116, 117
- Kobayashi, A. 230, 232, 236–7
- Kotval, Z. 350
- laboratory techniques 185–6
- labour, academic 56, 124, 125, 136
- Land, R. 71–2, 74–5, 213
- landscapes 73, 81, 87, 88, 90, 91, 92, 93, 94, 95, 96, 213, 216, 219, 221, 235, 269, 300, 367, 368, 425
- language, accessible 172
- large class pedagogy (LCP) 61
- large classes
- and fieldwork 300
 - and transition to university 101
- large classes, strategies for assessment of learning 59–60
- assessment strategies 63–8
 - case study (navigating teaching and learning) 61–3
 - class polls and surveys for diagnostic assessment 64–5
 - impacts on students (large classes) 60–61
 - large classroom environment 60–61
 - online multiple-choice questions for formative assessment 65–7
 - peer and online assessment of student writing 67–8
- large lectures, embodied teaching and learning through 46–7
- emotional and embodied experience of teaching large lectures 47–9
 - forms of academic labour and implications 56
 - role of context 49–51
 - strategies for enhancing teaching 52–5
- learning
- for Anthropocene 337–8, 444–5
 - challenges 118
 - change in emphasis over past two decades 199
 - culture, disciplinary 113
 - cycle 73–4, 84
 - independent 2, 6, 9, 95, 96, 153, 154, 299, 300, 302, 309
 - outcomes 10, 11, 59, 62, 63, 68, 87, 95, 118, 124, 147, 156, 176, 199, 212, 214, 215, 217, 223, 243, 246, 260, 292, 299, 307, 308, 317, 319, 321, 323, 366, 368, 371, 386, 387, 388, 391, 395, 396, 399, 407, 408, 409, 431, 436, 437, 460, 461, 464, 465, 467, 483
 - reflective 119, 153, 479
 - student-centred 63, 68, 89, 185, 252, 314, 458
 - and teaching, relationship between 315, 329–31, 475
 - for work 399, 400, 406, 409
- learning for work 399–400, 477–8
- acquiring discipline-specific skills 402–3
 - acquiring generic skills 400–402
 - field projects with/for external organisations and communities 404–6
- learning about work and workplaces 400
- learning from part-time and vacation employment 406
- personal career planning and personal development planning (PDP) 400
- simulating real-world work activities 403–4
- work experience and service learning 406–8
- see also* careers teaching; employability; employability skills, embedding in curriculum and extending into postgraduate programmes
- learning spaces 72, 77, 333–5, 476
- ‘learning to learn’ 483
- librarians 154, 159
- lifelong learning *see* authentic assessment and feedback, to develop lifelong learning
- liminal space
- and assessment 372
 - and borderland spaces/pedagogic borderlands 72, 318, 325, 372, 475–7, 483
 - and partnerships 318, 322, 324, 325
 - see also* threshold concepts, curriculum design and liminal space
- literature searches 162–3
- ‘living labs’ 261, 262, 336–7
- local scale 219, 241

- locally-focused inquiry activities, examples 217–24
- Macfarlane-Dick, D. 63
- mapping and analysing personal activity
space (example of locally-focused inquiry activity) 218–19
- maps exercise (careers teaching) 451–5
- Marble, D. 284, 285
- Martinot, S. 229
- Masingila, J. 61
- Massey, D. 265
- massification 59, 60, 61, 62, 94, 174, 270, 333, 474
- massive online open courses (MOOCs) 59
- mastery 11, 75, 153, 289, 382, 386, 387, 390, 394, 395, 396, 431
- McCune, V. 431
- McPherson, W. 229
- mental health problems and well-being 100–101, 102–4, 170, 479–80
- mentors and mentoring 19–20, 193–4
- 'messy problem' learning 200–201
- metacognition 483
- metaliteracy 156
- Meyer, J. 71–2, 74–5, 213
- millennial student(s) 302, 461
tension 459–60
- mobile technologies 459
app development by student-researchers 423–5
and fieldwork 302–4, 358
- Mochizuki, Y. 260
- Model, Mirror, Mission (3M) model 146
- monologue approach 54
- multi-path entry into GIS education *see* heutagogy
- multidisciplinary context of teaching *see* teaching in a multi- or interdisciplinary context
- multidisciplinary fieldwork 361, 366
- multidisciplinary modules and projects 466
- multidisciplinary teaching 5, 62, 110, 114, 119, 123
- multiple choice questions, for formative assessment 65–7
- Nelson, K. 90
- neoliberalism 443, 482
- Nicol, D.J. 63
- non-examination assessments (NEAs) 155
- non-learning 82–3
- 'non-traditional' student groups 168, 169, 172, 173, 174
- Novak, J. 74
- online learning 59, 287
- online sources, use of 204
- Oppenheim, C. 152
- 'other', understanding 276, 277
- outcomes
and adult learning 288
and capstones 387–8
communication as 205
and curriculum design 430
geocapabilities for geography students 212, 213
and research with industry partners 427
as starting point for module design 200
see also graduate attributes
- overseas 309, 359, 362
- padlet 53
- Parliamentary Office of Science and Technology (POST) 204
- part-time employment, learning from 406
- participation 6, 12, 24, 36, 60, 168, 169, 172, 178, 183, 186, 189, 191, 193, 203, 207, 222, 230, 235, 236, 262, 278, 302, 331, 334, 343, 359, 373, 374, 382, 407, 417, 418, 419, 422, 423, 438, 444, 447, 478
- participatory pedagogies 241, 482
- participatory research 405
- partnership 2, 9, 12, 72, 77, 82, 183, 186, 221, 222, 314, 315, 316, 317, 318, 319, 320, 321, 323, 324, 325, 336, 360, 415, 417, 420, 422, 425, 460, 476, 479, 480, 482
- partnership working 9, 13, 314, 315, 316, 317, 319, 321, 322, 324, 325, 326, 475, 477, 478
- partnership working, summary 477–9
- partnerships, pedagogical *see* pedagogical partnerships, identity building and self-authorship
- pastoral tutors 27
- pedagogic borderlands 13, 475, 476, 482
- pedagogic frailty 133, 481–2
- pedagogical partnerships, identity building and self-authorship 314–15, 478–9
impacts of partnership working 322–4
module and programme design 460
partnership as engagement 315–16
partnership as transformative practice 316–18
practising partnership 318–22, 323
reflections on progressing partnership working 324–6
see also co-production of a research-informed module
- pedagogy 31, 37, 39, 40, 42, 54, 55, 59, 61, 87, 88, 89, 90, 93, 104, 113, 118, 120, 123,

- 124, 128, 129, 132, 133, 134, 135, 136, 183, 184, 190, 191, 208, 211, 214, 217, 223, 242, 258, 260, 263, 269, 270, 276, 277, 278, 280, 287, 288, 299, 300, 308, 309, 324, 325, 326, 342, 346, 365, 366, 386, 388, 389, 391, 459, 461, 469, 474, 475, 476, 480, 481, 482, 483, 484
- peer dialogue 129
- peer learning and assessment 67–8, 380
- peer mentors 19–20
- peer review 189–90, 376, 461, 462, 466
- peer-to-peer collaboration 320, 323
- Pennington, D. 113–16, 117, 118, 119
- personal activity space, mapping and analysing (example of locally-focused inquiry activity) 218–19
- personal development planning (PDP) 400, 464–5
- personal learning environment, and mobile technologies 302–3
- personal learning environments, and GIS education *see* heutagogy
- Piaget, J. 73–4
- place-based model of effective inquiry pedagogy 216–17, 223
- placement-based courses 346–8
- placements
and reflection 147
virtual 404
- plagiarism detection 68
- polling, live 65
- posters 192–3, 246, 247
- Postgraduate Certificate of Education (PGCE) 36, 37
- Postgraduate Diploma of Education (PGDipEd) 36, 37
- powerful geographic knowledge 444
- pre-service environments (GIS learning) 294
- prior learning 123, 145, 387, 388, 409, 478
- problem-based learning (PBL) 116–17, 334–5, 363
- problem statements 163
- professional associations 36, 37
- professional development 36, 40, 41, 43, 126, 128, 129, 131, 133, 194, 292, 295, 358, 360, 380, 400, 449
- professional qualifications, evaluating using gap analysis 448–9
- professionalism, rise of 445
- programme design 156, 460, 461, 462, 464, 465, 467, 469, 476
- progression 32, 38, 39, 52, 53, 71, 105, 107, 147, 200, 213, 232, 314, 318, 324, 461, 462, 465, 477
- psychogeography 277
- publication
intellectual property rights 427
of student research 188–90, 192, 193, 338–9
- Quality Assurance Agency for Higher Education (QAA) 189, 207, 256, 257, 258–9
- quest-based learning (QBL) 295
- race and racism 227
environmental justice 234–6
global hierarchy of superiority and inferiority 228–30
'know (y)our history' 233–4
mediating discomfort 236–7
presence in geography 230–32
teaching about 232–7
- RASE model 461
- recognition 33, 34, 55, 56, 99, 102, 103, 104, 106, 107, 140, 141, 143, 144, 145, 146, 157, 158, 159, 190, 192, 228, 232, 321, 324, 332, 334, 389, 402, 404, 467, 479
- reflection 146–7, 241–2, 352–3
- reflexive writing 368
- relational hospitality 102, 103–4
- relational scale 219–20
- research-based learning 183, 184, 199, 302, 309, 478, 480, 482
see also student-researcher pedagogy
- research capstones 389–90
- research-informed module, co-production of
see co-production of a research-informed module
- responsibility 43, 77, 89, 90, 124, 143, 144, 147, 172, 187, 244, 257, 260, 261, 262, 263, 264, 265, 270, 272, 302, 317, 320, 321, 323, 324, 329, 330, 332, 333, 345, 368, 371, 373, 387, 393, 400, 418, 419, 432, 434, 443, 460, 462, 474, 478
- responsibilities of teaching and learning in geography 263–5
- Ribchester, C. 145, 147
- risk 16, 22, 38, 48, 53, 54, 110, 129, 132, 156, 188, 251, 332, 338, 350, 359, 360, 362, 363, 365, 367, 374, 382, 402, 423, 434, 443, 459, 466, 467, 469, 481, 482
- Robinson, K. 32
- Robinson, Z.P. 260–61, 264, 265
- role-playing 220–21, 403–4
- Royal Geographical Society with Institute of British Geographers (RGS-IBG) 36, 37
- rural geography, and black and minority ethnic (BME) students 175–8

- Savin-Baden, M. 336
- scaffolding 50, 52, 67, 71, 185, 187–8, 189, 301, 352, 395
- school and university geography, bridging divide between 31
- focus on geographical knowledge in schools 40
- the ‘gap’ 31–3
- global reviews of geography education 33–5
- reformation of curriculum content 37–9
- strategies for 35–41
- student experiences of transition 39
- teacher preparation 40–41
- University Training Schools (UTSs) 41
- see also* academic and social transitions to undergraduate geography; fieldwork as transition pedagogy (promoting collaborative learning amidst uncertainty); supportive learning environments, and transition to university
- Scott, W. 259–60, 262, 264, 265
- self-assessment 106
- self-authorship 72, 74, 183, 192, 476
- see also* pedagogical partnerships, identity building and self-authorship
- self-directed learning 288, 289
- self-reflection 377, 406, 465
- self-regulation 367, 368, 372, 373, 376, 378, 379, 380, 382, 438, 476
- sequential teaching 124, 125, 126, 130–32
- service learning/community-based projects 262–3, 344–5, 346, 347–8, 352, 404–6, 407
- Seymour, D. 128, 129
- Seymour, M.W. 128, 129
- ‘signature pedagogies’ 438
- Singapore 87, 88, 89, 90, 91, 92, 93, 94, 96, skills
- communication 112, 114, 117–18, 205, 401–2, 403, 425
- critical thinking 433
- cross-cultural 359
- development 19, 400–403, 406, 407–8, 418–19, 420–22, 423, 424–5, 465
- emphasis on 443–4
- and employability 464
- fieldwork 18, 95–6, 301
- gap 152, 159, 163, 258
- required by graduates 414–15
- study 18, 19
- transferability of 408–9
- see also* graduate attributes
- Slater, F. 214–15
- Smith, K.K. 129–30
- Smith, R. 152
- social constructivism 372, 474–5
- social media 153, 288, 303
- social transitions *see* academic and social transitions to undergraduate geography
- Society of College, National and University Libraries (SCONUL) 158, 161
- sole lecturers 124
- Solem, M. 432
- Spronken-Smith, R. 434–5, 436, 438
- staff
- and authentic assessment 380–81
- black and minority ethnic (BME) 231–2
- gender of, effect on interactions with students 51, 126
- lack of diversity 173–4
- and student transitions 19, 27
- undermining, by students 232
- staff–library collaboration 159, 316
- staff–student small research teams (fieldwork) 363–5
- Sterling, S. 260, 264
- Strauss, W. 459
- structured inquiry 215
- student-centred approaches 63, 430, 458, 461, 480
- student engagement
- and large classes 60–61, 62–3
- and millennial students 459
- in research 187
- see also* pedagogical partnerships, identity building and self-authorship; taking ownership (active learning and student engagement)
- ‘student experience’ 343
- student-researcher pedagogy 183–7
- case studies 189–93
- dimensions for framing undergraduate research context 185–6
- disseminating student research findings 188–9
- fieldwork 363–5
- innovative capstones 393–4
- levels of student engagement in research 187
- mentoring student research 193–4
- programme level curriculum design 187–8
- student research conferences 190–93
- undergraduate research journals 189–90, 192, 193
- students
- acknowledging the whole student 479–81
- and authentic assessment 379–80
- black and minority ethnic (BME) 168–9, 172, 173, 174, 175–8, 231

- differences in prior learning and knowledge 50, 52
- discomfort (race and racism) 236–7
- feedback from 19
- as instructors 304–8
- involvement in development of resources and activities 461
- as mentors 19–20
- ‘non-traditional’ groups 168, 169, 172, 173, 174
- opportunities to get to know each other 54–5, 94–5, 332, 367
- perspectives 17, 19, 20, 27, 74, 88, 90, 117–18, 162, 177, 179, 213, 221, 244, 325, 364, 372, 444, 476, 481
- research by 335–6, 417–25, 426–7
- well-being 99–104, 170, 479–80
- studio 68, 344, 346, 348, 350
- study skills 18, 19
- summative assessment 372–3, 377
- Sundberg, J. 233–4, 237
- supportive learning environments, and transition to university 99
 - fostering supportive learning environments within geography programmes 104–6
 - general characteristics of supportive learning environments 101–4
 - student experience of transition 99–101
- surveying *see* employability skills, embedding in curriculum and extending into postgraduate programmes
- surveys, for diagnostic assessment 64–5
- sustainability 62, 91, 148, 213, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 270, 271, 272, 275, 278, 280, 336, 337, 349, 410, 432, 433, 434
- sustainability and sustainable development 256–7
 - case studies in pedagogies and practice 260–63
 - geography and education for 258–9
 - and internationalisation of curriculum 270, 271, 276
 - learning for Anthropocene 337–8, 444–5
 - and learning for work 410
 - responsibilities of teaching and learning in geography 263–5
 - typologies of education for 259–60
- sustainability science 257, 260, 263
- Swords, J. 39
- syllabuses 17, 18, 20, 37–8
- syllabus change 32, 38
- synthesis 153, 162, 189, 205, 321, 387, 389, 390, 394, 395, 396, 431, 458, 476
- taking ownership (active learning and student engagement) 329
 - case studies 334–7
 - implications of 331–4
 - learning for Anthropocene 337–8
 - learning spaces 333–4
 - learning, teaching and construction of knowledge 329–31
 - politics of authorship 338–9
 - student’s perspective 331–2
 - teacher’s dilemma 332–3
- Tate, S. 39
- Taylor, S. 118–19
- teachers, school 34–5, 36, 37, 38, 40–41, 42, 43, 154–5
- teacher’s dilemma 332–3
- teaching
 - and learning, relationship between 315, 329–31, 475
 - responsibilities of teaching and learning in geography 263–5
 - see also* careers teaching; co-pedagogy; inclusive teaching and learning practices; large lectures, embodied teaching and learning through
- teaching in a multi- or interdisciplinary context 110–11
 - co-teaching 128
 - implications of Pennington model for pedagogical practice 115–19
 - practical challenges 119
 - practical strategies 118–19
 - teaching students to become multi- and interdisciplinary thinkers 113–15
 - what makes a discipline, and discipline’s role in teaching and learning 111–13
- team-teaching 133, 390
 - see also* co-pedagogy
- teamwork
 - dissertations 466
 - multi- and interdisciplinary 111, 113–19
 - see also* group work
- technology 482–3
 - e-learning platforms 64, 65, 67, 68
 - and fieldwork 301–8, 358
 - and flipped classrooms 201
 - and large classes 61, 64
 - mobile 302–4, 358, 423–5, 459
 - use in co-production of a research-informed module 202–4
 - web platform development by student-researchers 422, 423
 - see also* heutagogy
- tensions in final year programme design *see*

- final year programme design, pedagogic tensions in
- Thomas, B. 303
- Thomson, R. 21, 22
- threshold concepts 156–7, 213, 219–20, 432
- threshold concepts, curriculum design and liminal space 71–3
 - concept learning 79–80
 - future research 84–5
 - learning cycle and learning space 73–4
 - liminal space and formative assessment in world regional geography 74–5
 - study 75–85
 - thinking geographically in liminal space 76–9, 80
- Tolia-Kelly, D. 232
- Toohey, S. 462
- toolkit 139, 286, 434
- transferability of skills and learning 408–9
- transformational learning
 - challenges 118
 - and knowledge exchange activities 114–15
- transformative practice, partnership as 316–18
- transitions
 - academic 16, 17, 19, 20, 21, 23, 24, 27, 28, 38, 152, 159
 - pedagogy 87, 88, 89, 90, 93, 104
 - social 16, 20, 22, 23, 24, 27, 87
 - student 16, 19, 22, 35, 38, 155, 478, 479
- transition into higher education *see* academic and social transitions to undergraduate geography; fieldwork as transition pedagogy (promoting collaborative learning amidst uncertainty); school and university geography, bridging divide between; supportive learning environments, and transition to university
- Triguna Theory 277
- UCGIS GIS&T Body of Knowledge 284, 290, 291, 292
- undergraduate education 105, 342, 344
- undergraduate research 95, 141, 183, 184, 185, 189, 190, 193, 194, 321, 329, 334, 335, 382, 438
- unfamiliar 50, 56, 99, 100, 102, 105, 142, 170, 305, 366, 368, 372, 443, 475, 483
- United Nations (UN) 258
- universities
 - expanding role of 343
 - transition 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 33, 35, 38, 39, 40, 42, 43, 61, 62, 71, 87, 89, 90, 92, 93, 94, 95, 96, 99, 100, 101, 104, 105, 106, 107, 123, 131, 152, 155, 161, 163, 300, 380, 479, 483
 - perceptions of contribution to society 342, 343
 - university–industry engagement 415, 417
- University Training Schools (UTSs) 41
- updating curriculum *see* co-production of a research-informed module
- US Department of Labor Geospatial Technology Competency Model 285, 286, 290, 291
- vacation employment, learning from 406
- Vare, P. 259, 262, 264, 265
- Versluis, A. 159
- video, use of 302, 304–8
- virtual placements 404
- vulnerability 236, 250, 252, 354, 372, 475, 480
- Waddington, K. 482
- Wakefield, K. 301–2
- Walkington, H. 184–5, 187–90, 191–2, 193, 194–5, 212, 438, 478
- Waller, R. 159
- Warren, G. 235
- Webber, S. 151–2, 156, 158–9
- welcome 99, 101, 102, 103, 104, 106, 107, 173, 481
- well-being and mental health problems 100–101, 102–4, 170, 479–80
- Whalley, W. 432, 433–4
- ‘white’ geographies 227, 232, 233, 235
- white supremacy 230–31, 233
- whole student 193, 475, 479
- Whyatt, D. 403
- Wikle, T. 448–9
- Winn, V.G. 129–30
- Winter, C. 33
- work experience 406–8
- work-related learning 399, 400, 404, 408, 409
- writing for learning 71, 72, 77, 78, 81
- Yarime, M. 260
- Yen, M. 290–91
- young people 21, 37, 101, 153, 168, 179, 251, 374, 444
- Young People’s Geographies Project 36, 37
- youth transitions 21–2
- Zhou, Y. 345