

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Doctor of Education
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: Geographies of Education
<b>Course Code</b>	: SSC7248
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 7

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#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course provides students with the knowledge and methods to conduct research related to geography and education, including the evolution of physical, social, economic, culture, political landscapes and so on. The foci of “geography / geographies” in this course covers space, places, patterns, flows and travel; the foci of “education” covers curriculum, learning, knowledge, environmental literacy and access to education. This course will provide opportunities to analyze geography and education, environmental literacy, learning through travelling, spatial patterns of education and schooling, through reading, interpreting and criticizing relevant classic and latest research pieces, literature and curriculum documents.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

CILO1: understand the current status and future development of major theories, knowledge and curricula in physical and human geography;

CILO2: critically review the discourses, theories and issues about geography and education / geographies of education.

CILO3: demonstrate abilities to identify new research areas and suggest appropriate geographical perspectives, methods and skills for further education research.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Recent Developments in Geography Education and Learning - Recent curriculum development in geography education - New tools in geographical learning: digital images, GIS, VR and AR technologies	CILO <sub>1,2,3</sub>	Lecture Reading Group discussion Self-directed learning
2. Geography and environmental literacy: Climate change as an illustrating example - Framing climate problems: history,	CILO <sub>1,2,3</sub>	Lecture Reading Group discussion

<p>cultural and geographical perspectives</p> <ul style="list-style-type: none"> <li>- Climate science and environmental literacy</li> <li>- Knowledge and communication about climate disruption</li> </ul>		<p>Field trip</p> <p>Self-directed learning</p>
<p>3. Tourism as an Education Tools</p> <ul style="list-style-type: none"> <li>- Learning for Cultural Diversity</li> <li>- Learning for Ecological and Environmental Issues</li> <li>- Learning for Globalizing World</li> </ul>	<i>CILO<sub>1,2,3</sub></i>	<p>Lecture</p> <p>Reading</p> <p>Group discussion</p> <p>Field trip</p> <p>Self-directed learning</p>
<p>4. Geographies of education</p> <ul style="list-style-type: none"> <li>- Geographies of knowledge production: borderless and uneven?</li> <li>- International student and mobility: Trends and patterns</li> <li>- Commuting to school: spaces, modes and impacts</li> </ul>	<i>CILO<sub>1,2,3</sub></i>	<p>Lecture</p> <p>Reading</p> <p>Group discussion</p> <p>Field trip</p> <p>Self-directed learning</p>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p><b>(a) Presentation</b></p> <p>An oral presentation outlining the student's understanding on one of the following topics: 1) trends in geography curricula, 2) geography and environmental literacy, 3) tourism as an education tool and 4) spatial patterns of knowledge flow or schooling.</p>	30%	<i>CILO<sub>1,2,3</sub></i>
<p><b>(b) Individual Paper</b></p> <p>Students are required to produce an essay on a critical review of the literature in one of the prescribed topics about geography and education / geographies of education.</p>	70%	<i>CILO<sub>1, 2,3</sub></i>

## 5. Required Text(s)

Butt, G. (2011) *Geography, education and the future*. London: New York: Continuum International Publishing.

Lidstone, J. (2006) *Geographical education in a changing world: Past experience, current trends and future challenges*. Dordrecht, the Netherlands: Springer.

## 6. Recommended Readings

Barry, R. & Chorley R. (2009) *Atmosphere, Weather and Climate* (9th edn.). Routledge.

Brooks, R., & Waters, J. (2011) *Student mobilities, migration and the internationalization of higher education*. Basingstoke: Palgrave Macmillan.

Butt, G. (2015) *MasterClass in geography education: transforming teaching and learning*. London; New York: Bloomsbury Academic

Chang, C. (2014). *Climate change education knowing, doing and being* (1st ed.). New York: Routledge.

Conventz, S. (2014). *Hub cities in the knowledge economy: Seaports, airports, brainports*. Burlington : Ashgate Pub.

Falk, J.H., Ballantyne, R., Packer, J. & Benckendorff, P. (2012) Travel and learning: A neglected tourism research area. *Annals of Tourism Research*, 39 (2): 908-927.

Fisher, C., and Binns, T. (2000) *Issues in Geography Teaching*. Issues in Subject Teaching. London: Routledge/Falmer.

Gerber, R. (2003) *International Handbook on Geographical Education*. Dordrecht, The Netherlands : Kluwer Academic Publishers.

Kagawa, F., & Selby, D. (2010). *Education and climate change: Living and learning in interesting times*. New York: Routledge.

Lambert, D., Jones. M. (2013) *Debates in geography education*. Abingdon England : Routledge

Meusburger, P. Glückler, J., el Meskioui, M. (2013) *Knowledge and the Economy*. The Netherlands: Springer.

Pachauri R.K. and Meyer L.A. (eds.) (2014) *Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*. IPCC.

Prebežac, D. Schott, C. and Sheldon, P.J. (2014) *The Tourism Education Futures Initiative: Activating Change in Tourism Education*. London: Routledge.

Ritchie, B.W., Carr, N. & Cooper, C. (2003) *Managing education tourism* (eds). Clevedon, UK: Channel View Publications.

Sheldon, P.J., Fesenmaier, D.R. & Tribe, J. (2011) The tourism education future initiative (TEFI): Activating change in tourism education. *Journal of Teaching in Travel & Tourism*, 11(1): 2-23.

Smith, M. (2002) *Teaching geography in secondary schools: A reader*. London: Open University.

Stephen, W. (2009). *Ecotourism: Impacts, Potentials and Possibilities?* London: Butterworth-Heinemann.

Stone, M.J. & Petrick, J.F. (2013) The Educational Benefits of Travel Experiences. *Journal of Travel Research*, 52 (6): 731-744.

Tim, P., Broomhall, S., McEwan, J. & Majocho, E. (2010) Adult learning in educational tourism. *Australian Journal of Adult Learning*, 50 (2): 219-238.

## **7. Related Web Resources**

International Geographical Union, Commission on Geographical Education,  
[http://www.igu-cge.org/charters\\_1.htm](http://www.igu-cge.org/charters_1.htm)

American Association of Geographers, Center for Global Geography Education,  
<http://www.aag.org/cs/cgge>

## **8. Related Journals**

*Annals of the Association of American Geographers*

*Children's Geographies*

*Environment and Planning A, B, C and D*

*Geographical Education*

*International Research in Geographical and Environmental Education*

*Journal of Economic Geography*

*Journal of Geography*

*Journal of Geography in Higher Education*

*Journal of Teaching in Travel & Tourism*

*Journal of Transport Geography*

*Journal of Travel Research*

*Professor in Human Geography*

*Progress in Physical Geography*

*Tourism Geographies*

## **9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **10. Others**

Newspaper articles, magazines and other on-line videos on relevant current issues will be used wherever and whenever necessary and feasible.

## Appendix

**Programme Title** : Doctor of Education  
**Course Title** : Geographies of Education  
**Course Code** : SSC7248  
**Offering Unit** : Department of Social Sciences and Policy Studies  
**Credit Points** : 3

Delivery mode:

**Online learning as the primary delivery mode**

<b>Range of classroom-based contact hours (0-15)</b>	<b>Range of hours for online learning (24-39)</b>	<b>Total No. of Contact Hours</b>

**Directed study mode**

<b>Range of classroom-based contact hours (4-15)</b>	<b>Range of guided independent learning hours (24-35)</b>	<b>Total No. of Contact Hours</b>
5	34	39

*Updated December 2023*