
Contents

| | |
|--|------|
| <i>List of figures</i> | viii |
| <i>List of tables</i> | ix |
| <i>List of boxes</i> | x |
| <i>List of contributors</i> | xi |
| 1. Introduction to the <i>Handbook for Teaching and Learning in Geography</i> <i>Helen Walkington, Jennifer Hill and Sarah Dyer</i> | 1 |
| PART I PEDAGOGIES TO SUPPORT TRANSITION INTO HIGHER EDUCATION | |
| 2. Student perspectives on the importance of both academic and social transitions to and through their undergraduate geography degree <i>Simon Tate and Peter Hopkins</i> | 16 |
| 3. Bridging the divide between school and university geography – ‘mind the gap!’ <i>Graham Butt</i> | 31 |
| 4. Embodied teaching and learning through a large lecture: strategies for place-based pedagogies <i>Matt Finn and Carrie Mott</i> | 46 |
| 5. Measuring learning for the masses: assessment strategies for large classes <i>Bradley Rink</i> | 59 |
| 6. Finding your way in liminal space: threshold concepts and curriculum design in geography <i>Erin H. Fouberg</i> | 71 |
| 7. Fieldwork as transition pedagogy for non-specialist students in geography: promoting collaborative learning amidst uncertainty <i>Kamalini Ramdas</i> | 87 |
| 8. Supportive learning environments and the transition to university <i>David Conradson</i> | 99 |
| 9. Teaching in a multi- or interdisciplinary context <i>Amy L. Griffin</i> | 110 |
| 10. Co-pedagogy: teaching together for successful student learning <i>Sarah Dyer</i> | 123 |
| 11. Pedagogies for developing undergraduate ethical thinking within geography <i>Ruth L. Healey and Chris Ribchester</i> | 139 |

12. Information literacy: benefits, challenges and practical strategies 151
Richard I. Waller, Gill Miller and David M. Schultz

PART II PEDAGOGIES TO FACILITATE MORE AUTONOMOUS LEARNING

13. Inclusive teaching and learning practices in geography 168
Annie Hughes and Nona McDuff
14. Developing and integrating a student-researcher pedagogy within the geography curriculum 183
Helen Walkington
15. Who owns the curriculum? Co-production of an evolving research-informed module 198
Richard Hodgkins and Joanna Bullard
16. Conveying geographic concepts through issues-based inquiry 211
Phil Klein, Karen Barton, Jessica Salo, Jieun Lee and Timothy Vowles
17. Learning and teaching about race and racism in geography 227
James Esson and Angela Last
18. Teaching challenging material: emotional geographies and geographies of death 241
Avril Maddrell and Edward Wigley
19. Geography as responsibility: sustainability through teaching and learning within geography 256
Zoe P. Robinson
20. Enhancing internationalisation in the geography undergraduate curriculum 269
Ash Parton and Martin Haigh
21. Heutagogy, personal learning environments, and multi-path entry into GIS education 284
Michael DeMers
22. Field-based pedagogies for developing learners' independence 299
Ian C. Fuller and Derek France

PART III CAPSTONE AND BRIDGING PEDAGOGIES FOR THE FINAL YEAR

23. Pedagogical partnerships, identity building and self-authorship in geography higher education 314
Niamh Moore-Cherry
24. Taking ownership: active learning and student engagement 329
Eric Pawson and Mark Poskitt

| | |
|--|-----|
| 25. Examining the potential of experiential learning as pedagogy for senior undergraduate students | 342 |
| <i>Shauna Brail and Kate Whalen</i> | |
| 26. Fieldwork in the undergraduate geography curriculum: developing graduate skills | 357 |
| <i>Lisa Mol, Michael Horswell and Lucy Clarke</i> | |
| 27. Authentic assessment and feedback to develop lifelong learning | 371 |
| <i>Jennifer Hill and Nancy Worth</i> | |
| 28. Capstones in geography | 386 |
| <i>Alice Hovorka and Peter Wolf</i> | |
| 29. Learning for work | 399 |
| <i>Ifan D.H. Shepherd</i> | |
| 30. Embedding employability skills in the curriculum and extending into postgraduate programs | 414 |
| <i>Colin Arrowsmith and William Cartwright</i> | |
| 31. Graduate attributes in geography higher education | 430 |
| <i>Rachel Spronken-Smith</i> | |
| 32. Teaching geography students about careers | 443 |
| <i>Michael Solem, Niem Tu Huynh and Joseph Kerski</i> | |
| 33. Exploring pedagogic tensions in final year programme design | 458 |
| <i>Pauline E. Kneale</i> | |
| 34. Teaching, learning and assessing in geography: a foundation for the future | 474 |
| <i>Jennifer Hill, Helen Walkington and Sarah Dyer</i> | |
| <i>Index</i> | 487 |