



## Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1GG03U Geografi för lärare åk 7-9, 1-45 hp, ingår i Lärarlyftet, 45 högskolepoäng

Geography for Teachers, 45 credits

### **Main field of study**

Geography

### **Subject Group**

Earth Sciences

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved 2012-05-30

Revised 2014-06-17 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2014

### **Prerequisites**

Degree in education and currently teaching geography in school years 7–9 without formal qualification in the subject.

## Objectives

### ***Overall intended learning outcomes for the course as a whole:***

After completing the course, the student should be able to:

- distinguish and account for basic characteristics of the teaching profession in relation to the subject and its didactics,
- identify and formulate subject-didactic problems in relation to the areas covered by the education,
- assess perspectives that strengthen the connections to reality in the teaching,
- apply didactic theories and learning processes and assess policy documents,
- use the knowledge and competence they have acquired to plan teaching in the school years 7–9,
- discuss sustainable development from a number of geographic perspectives,
- collect, process and present geographic information in both written and spoken forms,
- apply simple forms of geographic information systems (GIS),
- distinguish and account for central processes in the earth sciences relevant for impact on landscapes and climate,
- identify and analyse vulnerable areas in terms of natural risks and human activity,
- account for changes and processes in society and relate these to the effect they

- have on cityscapes and cultural landscapes as well as people,
- distinguish and account for central processes in and consequences of globally unequal socio-economic development.

***Intended learning outcomes for Module 1, Meteorology, climate and climate change, 7.5 credits***

After completing the course, the student should be able to:

- explain the meteorological bases for different climatic regions on Earth and explain natural and anthropogenic reasons for climate change,
- discuss human exploitation of resources and environmental impact from the perspective of sustainability,
- discuss Lgr11 in relation to geography.

***Intended learning outcomes for Module 2, Living conditions, allocation of resources and development, 7.5 credits***

After completing the module, the student should be able to:

- account for and problematise central processes in and consequences of globally unequal socio-economic development,
- analyse the ways in which societies and environments are affected by human activities, both locally and globally,
- present didactic models used in the teaching of geography.

***Intended learning outcomes for Module 3, Conceptions of the world, maps and GIS, 6 credits***

After completing the course, the student should be able to:

- account for the use of simple forms of geographic information systems,
- account for different ways to view, map and represent the world,
- in general terms account for the content and development of geography as a subject, including its development in schools.

***Intended learning outcomes for Module 4, Cities and cultural landscapes, 6 credits***

After completing the course, the student should be able to:

- account for the way in which the processes of industrialisation, urbanisation and globalisation have affected and still affect settlement patterns and cultural landscapes,
- discuss the development and urbanisation of cities and the development of cultural landscapes,
- suggest and motivate grades for assignments on urbanisation on the basis of Lgr11.

***Intended learning outcomes for Module 5, Population and sustainable development, 6 credits***

After completing the course, the student should be able to:

- discuss conditions within human geography,
- discuss sustainable development from a number of geographic perspectives,
- demonstrate different ways of relating teaching to reality from a geographic perspective,
- account for and analyse excursion as a didactic tool,
- on the basis of the content of the course account for selection of material for teaching in the school years 7–9 on the basis of Lgr11.

***Intended learning outcomes for Module 6, Geomorphology and vulnerable areas, 6 credits***

After completing the course, the student should be able to:

- in general terms account for geomorphological processes,
- discuss conflicts of interest concerning land and water from the perspective of sustainability,
- analyse natural risks of human activities,
- in general terms account for didactic models used in the teaching of geography,

***Intended learning outcomes for Module 7, Globalisation and communications, 6 credits***

After completing the course, the student should be able to:

- analyse the ways in which societies and environments are affected by human activities, both locally and globally,
- analyse the numerous dimensions of globalisation,
- exemplify the phenomenon of communication in their own field study,
- problematise the increasing opportunities for people to travel,
- discuss human exploitation of resources and environmental impact from the perspective of sustainability.

## **Content**

The course consists of seven modules.

***Module 1 Meteorology, climate and climate change 7.5 credits***

The module includes an introduction to meteorology, climate and climate change and their consequences for people and the environment. Issues concerning renewable energy and sustainable development are discussed. Lgr11 is introduced and discussed in relation to geography.

***Module 2 Living conditions, allocation of resources and development 7.5 credits***

The module discusses the ways in which unequal geographic development can be interpreted on the basis of societal changes such as colonisation and globalisation. The development of so-called developing countries is discussed. Changes are discussed in relation to allocation of resources, exploitation of resources and environmental impact from the perspective of sustainable development. Didactic models for teaching geography are analysed and tested.

***Module 3 Conceptions of the world, maps and GIS 6 credits***

The module includes an introduction to the content and development of geography as a subject. The development of geography as a school subject is especially emphasised. The module focuses on different ways to view and represent the world through pictures, reports, maps and GIS. In terms of subject didactics, the module covers selection of material and forms of teaching geography on the basis of Lgr11.

***Module 4 Cities and cultural landscapes 6 credits***

The module covers the development of modern, urban society. Cities as a form of settlement and their development are discussed, as well as the development of cultural landscapes. Issues concerning populations and urbanisation in relation to sustainable development are central parts. The module problematises the fast global process of urbanisation with growing cities and the impact this has on sustainable development of society. Through field studies in schools, the module problematises the teaching of geography in school years 7–9, focusing on grading and examination.

***Module 5 Population and sustainable development 6 credits***

In this module the students acquire knowledge and understanding of human exploitation of resources and environmental impact from the perspective of sustainability. By

studying population development, resources, the environment, distribution of welfare and development issues the students develop their understanding of global connections. In terms of subject didactics, the module covers selection of material and forms of teaching geography on the basis of Lgr11.

### ***Module 6 Geomorphology and vulnerable areas 6 credits***

The module includes an introduction to geomorphology, vulnerable areas and natural risks such as earthquakes, droughts, landslides and floods. Sustainable development is discussed in relation to conflicts of interest concerning land and water. Connections to Lgr11 are analysed on the basis of the content of the module.

### ***Module 7 Globalisation and communications 6 credits***

The module discusses the ways in which a changing world contributes to an understanding of people's different living conditions. A spatial awareness is developed through comparisons of places and regions. Consequences of economic and cultural processes of globalisation are discussed. People's increasing mobility is discussed with regard to geography, the media and the virtual world, and how this affects the ways in which society is planned in terms of sustainable development. The content aims to develop the students' knowledge of communications. The time geographic perspective is covered in regional analyses in field studies.

## **Type of Instruction**

All teaching is web-based.

## **Examination**

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the intended learning outcomes must be achieved. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 33 credits.

The course consists of seven modules and is examined through written assignments, discussions and written specialisation assignments including oppositions. The course is examined on the basis of compulsory written assignments and active participation in the different parts of the course.

## **Course Evaluation**

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to the departmental bodies concerned and archived by the department responsible for the course.

## **Required Reading and Additional Study Material**

### **Didactic literature for all modules**

Møller, Jens Peter, (2003): *Geografididaktik. Perspektiv och exempel*. Stockholm: Liber. ISBN: 91-47-05140-X. (120 s)

Current research within geography didactics (article compendium) (ca 300 p.)

Läroplan för grundskolan, förskoleklassen och fritidshemmet, Lgr 11

### **Module 1, Meteorology, climate and climate change, 7.5 credits**

Andréasson, Per-Gunnar (ed): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. Latest edition. 300 p.

Bogren, Jörgen, Gustavsson, Torbjörn and Göran Loman: *Klimatförändringar. Naturliga och antropogena orsaker*. Studentlitteratur. Latest edition. 270 p.

Additional literature chosen in consultation with the teacher. ca. 250 p.

**Module 2, Living conditions, allocation of resources and development, 7.5 credits**

Potter, R., Binns, T., Elliot J. & Smith, D. (2008): *Geographies of development*. (3rd edition). London: Longman. ISBN 978-0-13-222823-7. 545 p.

Compendia provided by the department (articles about development issues/developing countries). ca. 400 p.

**Module 3, Conceptions of the world, maps and GIS, 6 credits**

Gren, Martin & Hallin, Per-Olof (2003): *Kulturgeografi: en ämnesteorietisk introduktion*. Malmö: Liber. ISBN: 91-47-06504-4. ca. 200 p.

Hall, Ola; Alm, Göran; Ene, Stefan; Jansson, Ulf: *Introduktion till kartografi och geografisk information*. Studentlitteratur. Latest edition. ca. 200 p.

Compendia provided by the department. Ca 200 p.

**Module 4, Cities and cultural landscapes, 6 credits**

Book, Karin & Eskilsson, Lena. (1999). *Centrum - utarmning eller renässans?*, KFB-rapport 1999:13, ISBN 91-88371-27-1. 156 p.

Daniels, Peter; Bradshaw, Michael; Shaw, Denis; & Sidaway, James (eds) (2008): *Human geography. Issues for the 21st Century*. 3rd ed. Harlow: Prentice Hall. Chapters. 4, 5, 9, 10., ISBN: 9780132056847. ca. 100 p.

Compendia provided by the department. Ca 200 p.

A selection of the following volumes chosen in consultation with the examiner:

Sveriges Nationalatlas (1991): *Befolkningen*. Höganäs: SNA:s förlag. pp. 36-100, 158-169, ca. 80 p.

Sveriges Nationalatlas (1992): *Infrastrukturen*. Höganäs: SNA:s förlag. pp. 10-57, 66-77, ca. 60 p.

Sveriges Nationalatlas (1991): *Miljön*. SNA:s förlag. Höganäs: SNA:s förlag. pp. 122-143, ca. 20 p.

Sveriges Nationalatlas (1993): *Kulturliv, rekreation och turism*. Höganäs: SNA:s förlag. pp. 69,64-123, ca. 65 p.

Sveriges Nationalatlas (1994): *Kulturminnen och kulturmiljövård*. Höganäs: SNA:s förlag. ca. 65 p.

**Module 5, Population and sustainable development, 6 credits**

Rockström, Johan och Anders Wijkman, 2011: *Den stora förnekelsen*. Stockholm, Medström. ISBN 9789173290425. 272 p.

IPCC, 2014: Fifth assessment report. Available at: <http://www.ipcc.ch/>. Ca. 300 p. (in selection)

Scientific articles. Chosen in consultation with the teacher. Ca. 200 p.

**Module 6, Geomorphology and vulnerable areas, 6 credits**

Andréasson, Per--Gunnar (ed): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. Latest edition. 300 p.

Additional literature chosen in consultation with the teacher. ca. 250 p.

**Module 7, Globalisation and communications, 6 credits**

Daniels, P., Bradshaw, M., Shaw, D. & Sidaway, J. (2008): *Human geography. Issues for the 21st Century*. 3rd ed. Harlow: Prentice Hall. Chaps. 2, 3, 6, 7, 8, 13-18. ISBN: 9780132056847. ca. 350 p.

De Blij, H.J. & P. O. Müller. *Geography. Realms, Regions & Concept*. John Wiley & Sons. New York. Latest edition. 400 p.

Compendia provided by the department. ca 100 p.