



## 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 2016-04-26 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2016

### Prerequisites

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

## Objectives

Objectives for the course as a whole

After completing the course, the students 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,
- in general terms account for didactic models used in the teaching of geography,
- problematise the teaching of geography in lower secondary school through field studies in schools, focusing on aspects concerning grading and assessment,
- 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,
- identify and apply aspects which strengthen the applicability of the teaching,
- in general terms account for the content and development of geography as a subject, including its development in schools,
- collect, process and present geographic information in both written and spoken forms,
- in general terms problematise the world's food production in relation to

- sustainable water use,
- discuss sustainable development from a number of geographic perspectives,
- account for and discuss the water cycle, meteorological processes, the climate and climate change,
- apply simple forms of geographic information systems (GIS),
- account for changes and processes in society and relate these to the effect they have on cityscapes and cultural landscapes as well as people,
- with a certain degree of independence formulate research questions relevant to human geography and the earth sciences,
- discuss the method of field studies on the basis of geographical phenomena,
- discuss the method of excursions as a form of teaching with clear applicability.

## **Content**

The course includes the following 6 modules (the teachers will inform the students about compulsory parts):

### ***Module 1 Global water use and food production 7.5 credits***

#### **Objectives**

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

- analyse parts of the world's food production and its environmental impact,
- in general terms problematise the world's food production in relation to sustainable water use,
- demonstrate an understanding of human exploitation of resources in connection to food production and its environmental impact,
- in general terms account for the content and development of geography as a subject, including its development in schools.

#### **Content**

The students acquire knowledge and understanding of human exploitation of resources in connection to food production and its environmental impact. Issues concerning sustainable water use are discussed in the module. By studying food production and water use the students develop their understanding of global connections. This module introduces a holistic, global perspective. 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.

### ***Module 2 Meteorology, climate and climate change 7.5 credits***

#### **Objectives**

After completing the module, 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 geographical perspectives which strengthen the applicability of the teaching,
- discuss Lgr11 in relation to geography.

#### **Content**

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 3 Communications and sustainable development 7.5 credits***

#### **Objectives**

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

- discuss how people's increasing mobility affects geography, the media and the virtual world, in terms of spatial and social planning for sustainable development,
- analyse the numerous dimensions of globalisation,



- exemplify the phenomenon of time geography in their own case study,
- in general terms account for didactic models used in the teaching of geography,
- discuss the method of field studies as a form of applicable teaching, by using geographical concepts.

#### **Content**

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 case studies. Didactic models for teaching geography are analysed and tested. On the basis of geographical concepts and phenomena, the module discusses the method of field studies as a form of applicable teaching.

#### ***Module 4 Conceptions of the world, maps and GIS 7.5 credits***

##### **Objectives**

After completing the module, 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,
- problematised the teaching of geography in lower secondary school through field studies in schools, focusing on aspects concerning grading and assessment.
- discuss perspectives which strengthen the applicability of teaching outside the classroom.

##### **Content**

The module focuses on different ways to view and represent the world through pictures, reports, maps and geographic information systems (GIS). In terms of subject didactics, the module covers forms of teaching used in geography, on the basis of Lgr 11. The module discusses perspectives which strengthen the applicability of teaching outside the classroom.

#### ***Module 5 Independent project 7.5 credits***

##### **Objectives**

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

- with a certain degree of independence formulate research questions relevant to human geography and the earth sciences,
- with a certain degree of independence identify and apply appropriate theories and methods for information retrieval and analysis in relation to their research questions,
- apply established methods for academic writing.

##### **Content**

In this module the students practise planning, conducting and presenting a scientific study and a specialisation paper in any geographical area, using geographical theories, sources and methods. The students have the possibility to develop their knowledge in both human geography and the earth sciences. The student's work is presented in a paper and a research report. The topic is chosen in consultation with the supervisor.

#### ***Module 6 Cities, population and cultural landscapes 7.5 credits***

##### **Objectives**

After completing the module, 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,
- discuss the method of excursions as a form of teaching with clear applicability.

##### **Content**

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



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 the development of society. The module demonstrates and discusses the method of excursions as a form of teaching with clear applicability.

### Type of Instruction

The course is completely distance-based and includes no meetings on campus. Teaching is delivered in the form of lectures, seminars, exercises, laboratory sessions and supervision. The teaching is carried out on the online learning platform MyMoodle, and some teaching might be carried out through Adobe Connect. Students must have access to a computer (PC or Mac) no more than three years old, and broadband or ADSL of at least 2 MB, as well as a web camera and a USB headset with a built-in microphone. Some parts of the teaching will be recorded for the students.

### Examination

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

The modules are examined through written assignments. Assessment of the students' performance is usually provided in written form, in connection to each module. In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction on at least 22.5 credits. For students who do not pass the first examination, retake examinations are provided in accordance with local regulations at Linnaeus University.

### Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

### Other

Validation is offered to enable credit transfer from previous studies.

### Required Reading and Additional Study Material

Links to digital resources are available on the learning platform.

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

Møller, Jens Peter, (2003): *Geografididaktik. Perspektiv och exempel*. Stockholm: Liber. ISBN: 914705140X. 120 p.

Skolverket: *Läroplan för grundskolan, förskoleklassen och fritidshemmet, LGR 11* (digital resource), ca. 300 p.

Current research within geography didactics (article compendium) ca 500 p.

#### **Module 1 Global water use and food production 7.5 credits**

Comprehensive Assessment of Water Management in Agriculture (2007): *Water for Food, Water for Life: A Comprehensive Assessment of Water Management in Agriculture*. London: Earthscan, and Colombo: International Water Management Institute. Swedish summary. Digital resource. 48 p.

Daniels, Peter, Bradshaw, Michael, Shaw, Denis & Sidaway, James. (2012). *An introduction to human geography: Issues for the 21st century*. 3rd edition. Harlow: Pearson Education. ISBN: 9780273740704. Chaps. 7 and 15, ca 40 p.



Jägerskog, A., Clausen, T.J. (eds.), (2012): *Feeding a Thirsty World – Challenges and Opportunities for a Water and Food Secure Future*. Report Nr. 31. SIWI. Digital resource. 52 p.

Jägerskog, A., Clausen, T. J., Holmgren, T., Lexen, K., (eds.), (2014): *Energy and Water: The Vital Link for a Sustainable Future*. Report Nr. 33. SIWI. Digital resource, 64 p.

Lundqvist, J., de Fraiture, C., Molden, D. (2008): *Saving Water: From Field to Fork – Curbing Losses and Wastage in the Food Chain*. SIWI Policy Brief. SIWI. Digital resource, 36 p.

Nellemann, C., MacDevette, M., Manders, T., Eickhout, B., Svihus, B., Prins, A. G., Kaltenborn, B. P. (Eds.), (2009): *The environmental food crisis – The environment's role in averting future food crises. A UNEP rapid response assessment*. United Nations Environment Programme, GRIDArendal, www.grida.no. ISBN: 978827701054-0. 104 p.

SIWI-IWMI (2004): *Water – More Nutrition Per Drop*. Stockholm International Water Institute. Digital resource, 36 p.

United Nations Development Programme (UNDP), (2006): *Beyond scarcity: Power, poverty and the global water crisis*. Human Development Report. ISBN 0230500587. Swedish summary. Digital resource, 68 p.

Compendia provided by the department. Texts about water and food relevant to the module: extracts from literature and reports and articles, ca 350 p.

## **Module 2 Meteorology, climate and climate change, 7.5 credits**

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

Bogren, Jörgen; Gustavsson, Torbjörn; Loman Göran: *Klimatförändringar. Naturliga och antropogena orsaker*. Studentlitteratur. The latest edition. 270 p.

Additional literature chosen in consultation with the teacher. ca. 200 p.

## **Module 3 Communications and sustainable development 7.5 credits**

Rodrigue JeanPaul, Comtois, Claude and Slack, Brian. (2013). *The Geography of Transport Systems*. (3 ed.), Abingdon: Routledge. ISBN 9780415822541. 416 p.

Thulin, Eva and Vilhelmson, Bertil (2010): *The Internet, Mobile Phones and the Geography of Everyday Life*. In: Hermelin, Brita & Jansson, Ulf (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 277–309.

Compendia provided by the department. Texts about communications and sustainable development relevant to the module: extracts from literature and reports and articles, ca 350 p.

## **Module 4, Conceptions of the world, maps and GIS, 7.5 credits**

Gren, Martin and Per-Olof Hallin (2003): *Kulturgeografi: en ämnesteorietisk introduktion*. Malmö: Liber. ISBN: 9147065044. ca. 200 p.

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

Additional literature chosen in consultation with the teacher. ca. 200 p.

### **Module 5 Independent project, 7.5 credits**

Björklund, Maria and Paulsson, Ulf (2003): *Seminarieboken: att skriva, presentera och opponera*. Lund: Studentlitteratur. ISBN: 914404125X. 138 p.

Trost, J. (2008): *Att skriva uppsats med akribi*. 3rd [revised] edition. Lund, Studentlitteratur. ISBN: 9789144053400. 88 p.

### **Module 6 Cities, population and cultural landscapes 7.5 credits**

Daniels, P., Bradshaw, M., Shaw, D. & Sidaway, J. (2012): *An introduction to human geography: Issues for the 21st century*. (3rd ed.). Harlow: Pearson Education. ISBN: 9780273740704. Chaps. 4–5, 9–11. ca 100 p.

Jansson, U & Wästfelt, A. (2010): *Rural Landscape Changes from a Longterm Perspective: Farming, Policy, Economy and Society from 1750 to Today*. In: Hermelin, B. & Jansson, U. (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 113–141.

Malmberg, B (2010): *Population and Development in Sweden 1750–2000*. In: Hermelin, B. & Jansson, U. (eds). *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 143–161.

Müller, D. (2010): *Second Homes in Sweden: Between common Heritage and Exclusive Commodity*. In: Hermelin, B. & Jansson, U. (eds). *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 185–207.

Öhman, Jan (2010): *The Swedish City System: Spaces of Competition 1800–2005*. In: Hermelin, B. & Jansson, U. (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp.163–184.

Compendia provided by the department. Texts about cities, population and cultural landscapes relevant to the module: extracts from literature and reports and articles, ca 600 p.