



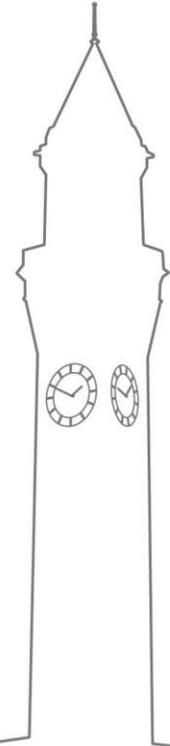
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‘Ask the Geographer’

Working with academics to enhance your geography curriculum

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'Ask the Geographer': Working with academics to enhance your geography curriculum

1. What's to be gained?
2. Okay, what might it look like?
3. I'm interested. How do I do it?



What's to be gained?

immigration reinforcement

sea level reconstruction

space and place

Nigeria

urban planning drought asylum

informal settlements

climate change ARISE model Lebanon

carceral geography migration

children's geographies

post-colonial geographies

sustainable urban regeneration

environmental justice

In 2019/20:

32 sets of new

curriculum materials

developed for

geography

departments, in

collaboration with

academic geographers



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Okay, what might it look like?

Example 1: Applying **contemporary research** at school level...

Ruqayyah Lorgat, inspired by the work of Dr Patricia Noxolo, engaging young people with the concept of post-colonial geographies when teaching about Nigeria

Extract from student assignment, reproduced with permission

Postcolonial geography is an increasingly important sub-discipline within academic geography. Noxolo (2006) defines postcolonial theory as focussed on the relationships and linkages that shape former(European) imperial powers and the countries they formerly colonised. These linkages are both economic and cultural and continue to have an impact on the development of former colonies around the world (Noxolo, 2006). An important example of this is the notion of partnership between such ex-colonising countries and their ex-colonies, wherein partnerships are viewed through a postcolonial lens and deemed to be unequal, thus having greater (negative) impacts on the development of many of the world's least developed countries and emerging economies (Noxolo, 2006).

Raghuram, Noxolo and Madge (2013) interestingly also question how the rapid development of many Asian countries (e.g. India) is problematic for postcolonial theory which is based on European colonialism and its spatialities: a North-South divide which has become ruffled and put this Eurocentric power at its centre .



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Esson, J., Noxolo, P., Baxter, R., Daley, P. and Byron, M. (2017) 'The 2017 RGS-IBG chair's theme: decolonising geographical knowledges, or reproducing coloniality?' *Area*, 49 (3), pp. 384–388.



Okay, what might it look like?

Example 2: Using academic research to create a scheme of work on ‘**unfamiliar geography**’ ...

Cara Sheppard, collaborating with Professor Dominique Moran, developing a scheme of work on carceral geography

Jewkes, Y. and Moran, D. (2014) ‘Should prison architecture be brutal, bland or beautiful?’ *Scottish Justice Matters*, 2 (1), pp. 8-11



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Lesson 1: What is a prison and why do they matter?

Learning Outcomes: Define what a prison is. Describe what prisons do. Explain why they matter.

Lesson 2: What is the UK's history of dealing with crime?

Learning Outcomes: Identify how the punishment for crime has changed over time. Explain how prisons have changed over time. Judge which 'punishment' was the most effective.

Lesson 3: How does being in prison change the body?

Learning Outcomes: Name different ways a body can change in prison. Explain why the body might change. Assess the short- and long-term impacts of bodies changing in prison.

Lesson 4: Is the prison system fair?

Learning Outcomes: Identify statistics showing differences in prisons. Describe how the locations of prisons could have big impacts. Compare the different factors of prisons and judge if they are fair.

Lesson 5: What examples of prisons are there?

Learning Outcomes: Name two different prisons. Explain the main characteristics of the prisons. Contrast the two prisons and argue which is better.

Lesson 6: Building a prison – how would you design it?

Learning Outcomes: List different factors that impact prisons. Explain where and how you would build it. Construct a design brief for your prison.

Lesson 7: Change the title: prisoners of geography?

Learning Outcomes: Locate three places in the world that are affected by physical geography. Explain how they are affected by geography. Analyse how their opportunities are limited due to the physical geography.

Lesson 8: Are we all prisoners of geography?

Learning Outcomes: Identify an example country affected by geography. Explain how they are affected by geography. Evaluate the country leaders' options for the future. (*Lesson 8 progresses from lesson 7 as it will now include human geography factors, not just physical as in lesson 7*).

Lesson 9: Revision

Learning Outcomes: tbc when assessment created.

Lesson 10: Assessment

Learning Outcomes: tbc when assessment created.

Lesson 11: Feedback

Okay, what might it look like?

Example 3: Engaging directly with a researcher, to explore possible **collaboration** and **connection** between school and academic geography...

Kayleigh Vining, collaborating with Doris Wendt (doctoral student, supervised by Dr Anne Van Loon) to incorporate current research into drought in the UK

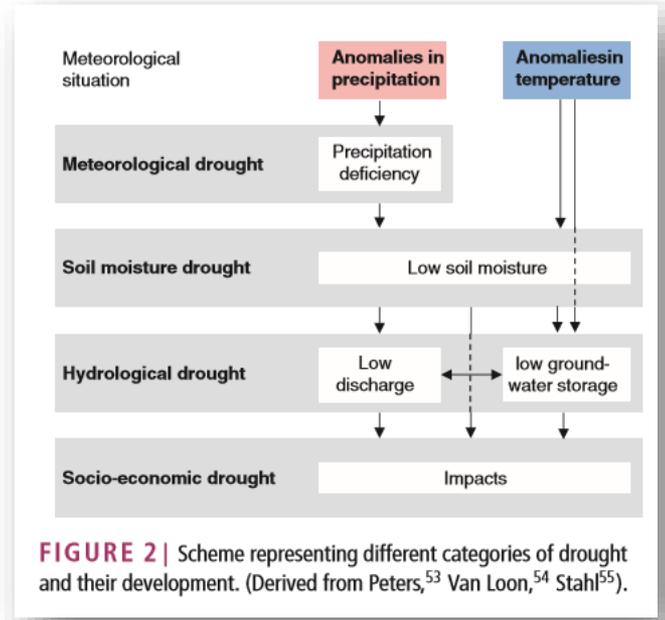


FIGURE 2 | Scheme representing different categories of drought and their development. (Derived from Peters,⁵³ Van Loon,⁵⁴ Stahl⁵⁵).

Van Loon (2015)



Van Loon, A. (2015) 'Hydrological drought explained.' *Wiley Interdisciplinary Reviews: Water*.



Margariti, J., Rangelcroft, S, Parry, S., Wendt, D. and Van Loon, A. (2019) 'Anthropogenic activities alter drought termination', *Elementa: Science of the Anthropocene*, 7 (1)



Use University websites to search **staff profiles**, and don't be afraid to email or connect on social media.



Try some of the *'60 seconds with...'* profiles with key academics from University of Birmingham!



Check for **open-access publications**; different Universities will host these in different places, but all will have them.



Look for **Outreach** opportunities.



I'm interested. How do I do it?

Professor Dominique Moran



Professor in Carceral Geography
 School of Geography, Earth and Environmental Sciences

Dominique Moran's research and teaching is in the sub-discipline of carceral geography, a geographical perspective on incarceration. Supported by the ESRC, her research has informed and extended theoretical developments in geography, criminology and prison sociology, whilst interfacing with contemporary debates over hyperincarceration, recidivism and the advance of the punitive state.

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<https://www.birmingham.ac.uk/staff/profiles/gees/moran-dominique.aspx> [Accessed 19th May 2020]

Supporting Years 7-11



Supporting Year 12



Supporting Year 13



Academic skills



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