

PowerPoint notes of Presidential Lecture by Margaret Roberts – 17 April 2009

GA Annual Conference

NB All photographs were taken by Margaret Roberts unless otherwise acknowledged

Slide no.	Information about slide	Additional notes
1	Title page	
2	Three questions	These questions provided structure of lecture
3	Quotation from lecture (1960) by Dr T. Wrigley, University of Cambridge	
4	Some of the questions MR has been interested in	Three highlighted questions to be explored in first section of the lecture (slides 5 – 29)
5	Map from survey of Ghana 1959; Photograph of coast near Accra, Ghana	The original title of MR's undergraduate dissertation – shown on slide – was changed to: Factors affecting economic development of Nungua's communally owned land
6	Street in Nungua near Accra	
7	Top photograph: Nungua's land, looking south to coast Bottom photograph: Nungua's land looking north to hills. Scattergraph of irregular rainfall	MR studied data on physical geography Photographs provided by University of Accra Agricultural Station
8	Photographs of fishermen in Nungua	MR interviewed fishermen in Nungua
9	Photographs of agriculture on Nungua's land	MR interviewed farmers in inland villages The dissertation (1960) was of its time: influenced by regional geography and focused on interrelationships of physical and human features. It answered questions: What? Where? Why?
10	Photograph of District 6 in Cape Town, South Africa, taken in 1966, Table Mountain in background	In February 1966, during the Apartheid regime, District 6 was declared an area for 'whites' only. The 60,000 inhabitants, classified as coloured, were forcibly moved to Cape Flats, 15 miles away.
11	Photographs of District 6 in Cape Town, taken in 1966	The people resisted removal and the last people were forcibly moved in 1982.
12	Photograph of District 6 in Cape Town, taken in 1966	Extract from: Rive, Richard, (1986) <i>Buckingham Palace</i> , Heinemann (p.128).
13	Extract from letter to Guardian, May 31 st , 1984	The people of Kwa Ngema, a farming community on the border of Transvaal/Natal, protested about a planned forced removal to their 'homeland'.
14	Photographs of Kwa Ngema and its farming land, taken in 1984	Kwa Ngema was a so called 'black spot' in 'white' South Africa'. During the Apartheid years 3 ½ million people were forcibly moved.
15	Photograph of the resettlement site in KaNgwane, on the border with Swaziland, tin toilets already in place, taken in 1984	This site in KaNgwane, a so-called homeland for Swazi speaking South Africans, is 100 miles away from Kwa Ngema. The people of Kwa Ngema would not be able to continue farming and would have to become migrant labourers, part of the Apartheid plan

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16	Covers of some of the books written or co-edited by David M. Smith.	Experiences of South Africa changed the geographical questions MR was interested in, to questions related to the meaning of place, inequality, social justice and ethics.
17	Quotations from the work of David M Smith	David Smith, through his experiences in South Africa became interested not only in how things actually are but in how they ought to be.
18	Photograph (unmodified), taken near Royal Natal National Park in 1991, of a dividing line between 'black' land on left and 'white' land on right	Although the Apartheid laws no longer applied after 1991, geographical questions with political and ethical dimensions remain. One of the most complex is related to the distribution of land.
19	Photograph of map on floor of District Six museum, which records the memories of a community	Not many of those removed by the Apartheid regime have returned to their land. An exception is in District Six which is being resettled.
20	Textbook photograph of farmer herding sheep on hillside. (from Waugh, D & Bushell, T, (2006) <i>Interactions</i> , NelsonThornes	The heading 'farming in the south' suggests that this photograph represents farming everywhere in the South of Italy. The text suggests that farming in the south is at subsistence level everywhere.
21	Textbook photograph, annotated, showing hill town and surrounding countryside.	The title of the photograph is 'Disadvantages of farming'. Each annotation mentions a 'disadvantage'
22	Textbook activity. The illustration shows a stereotypical poor 'peasant' family.	The text mentions, 'Cassa per il Mezzogiorno', a centrally administered fund which ended in 1984 but does not refer to more recent locally administered EU funding.
23	Photos and map from: De Agostini (2006) <i>Atlante Geografico di Base, per la scuola primaria</i> , Istituto Geografico D'Agostini	The photographs and map emphasise agricultural production
24	Text from Italian atlas	The text emphasises the advantages of these regions for agriculture
25	Activity from Italian atlas	Using this data, three of the most six productive regions in Italy agriculturally are in the south.
26	Photograph of products bought in Sainsbury's, Sheffield	While students are taught that farming in the south of Italy is at subsistence level, it is possible to buy these products in large English supermarkets.
27	Processes involved in Othering, based on ideas in Edward Said's book, <i>Orientalism</i>	The textbook and atlas see the south differently as if through different lenses. The textbook presents the south as something 'other'.
28	Negative attitudes towards the south of Italy have a long history	Negative attitudes towards the south still persist sometimes in the north of Italy.
29	Summary of changes in geography	Geography is variously constructed through the types of questions it asks.
30	Title page for second section of lecture (slides 31 – 49)	What are the implications of thinking about geography as a construction for the geography classroom?

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31	Cover: <i>Learning through Enquiry</i>	Published by the Geographical Association
32	Four important aspects of learning through enquiry	See p. 44, <i>Learning through Enquiry</i>
33	Stance: concept mentioned by Jerome Bruner in <i>Actual Minds Possible Worlds</i> (1986).	See p. 40, <i>Learning through Enquiry</i>
34	Stimulus and speculation	Stimulus provided by extract from Michael Palin's final <i>Pole to Pole</i> programme (flight from Punta Arenas in Chile to Antarctica)
35	Photographs taken in Priory School Barnsley of Y9 class with Japanese university student visitor	See pages 91-92 in <i>Learning through Enquiry</i>
36	Types of data	Data as evidence to be interpreted rather than information to be learnt. Geography can use a huge range of data. See p. 41-42 <i>Learning Through Enquiry</i>
37	Interactive map of Aquila, Italy, available on BBC website, April 09	Geography has easy access to topical data.
38	Worldmapper map showing Internet users in 2002	From: Dorling, D., Newman, M., & Barford, A. (2008) <i>Atlas of Real World</i> , Thames and Hudson, or available on Worldmapper website
39	Results on Google from 'Antarctica' search	Vast amount of data easily available.
40	Photographs taken in the former homeland of Transkei, South Africa, in 1980s and 1990s	The former Transkei is now part of the Eastern Cape region. Photographs used for PhotoEditor activity. See p.182, <i>Learning through Enquiry</i>
41	Folders of information related to Mozambique floods	An example of a teacher reducing the complexity of information but still enabling selection.
42	Four diagrams explaining the Boscastle Floods taken from national press and BBC website at the time	The evaluation of different diagrams encourages more critical engagement than the use of one authoritative diagram.
43	Taken from the Guardian online on 1 st April 2009	Data needs to be critically evaluated rather than simply accepted.
44	Photograph of Y8 students at King Edward VII School, Sheffield	Making sense involves linking pieces of information together, e.g. through concept mapping and writing.
45	Photograph of Pumzile Mniki from Umtata, Eastern Cape, South Africa	Students make sense of geography through discussion and writing.
46	Affective map by Y7 student at Wickersley School, Rotherham	Students made sense of their maps through writing letters to the head teacher. See pp.171-174, <i>Learning through Enquiry</i>
47	Examples of public meeting role plays	Role plays provide opportunities for students to make sense through talk, through questioning and reconstructing arguments. See pp 145-150 <i>Learning through Enquiry</i>

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48	Compass Rose (Birmingham DEC) 5Ws framework (from <i>More thinking Through Geography</i> , published by Chris Kington Publishing)	The geography that is constructed varies according to the frameworks used. But neither of these frameworks draws attention to 'What ought?' and 'From which viewpoint?'
49	Photographs: Japanese Visitor, Priory School, Barnsley; settlement next to rubbish tip outside Umtata, Eastern Cape, South Africa; photograph of tree felling from <i>Manifesto for Geography</i>	A period of reflection after an investigation enables teachers to find out what sense the students have made of their investigation and learners to look back on what and how they have learnt. See p. 44, <i>Learning Through Enquiry</i>
50	Title page for third section of lecture (Slides 50 – 58)	Frameworks that help us see the complexity of classrooms differently are more helpful than tick lists which focus on separate elements of a lesson.
51	Participation framework, adapted from framework in Barnes, D. et al, (1987) <i>The TVEI Curriculum</i> , The University of Leeds	This framework can be used to analyse the extent to which teachers enable students to participate in the construction of knowledge. (see pp. 34-35, <i>Learning through Enquiry</i>)
52	Photograph taken at King Edward VII School, Sheffield	Classroom talk can be analysed to give insights into classroom practice (Chapter 7, <i>Learning through Enquiry</i>)
53	Dialogues of learning	Research by Webster et al. (see p. 31, <i>Learning through Enquiry</i>)
54	Photograph taken at King Edward VII School, Sheffield	Many researchers have stressed the role of teachers in promoting learning through classroom talk.
55	Photograph taken at Fir Vale School, Sheffield: PGCE student and pupils	The teacher as listener: investigating Y7 students' knowledge of Sheffield, the UK and the world.
56	World map with arrows to Central America and South America	Students often have a vast personal knowledge of geography, not necessarily related to ability to locate places they know. When they locate places wrongly they can still reveal geographical thinking
57	The Earth from Space; classroom globe	Listening carefully to young people can make teachers aware of misunderstandings
58	Extracts from Learning Logs of Y12 students	Learning logs can enable teachers to get into the minds of their students, to be aware of what they find difficult and what they are thinking
59	Summary 1: Images used previously in lecture	The lecture emphasised the construction of knowledge: Part 1: Construction of knowledge by geographers; Part 2: Re-construction of knowledge by learners Part 3: Co-construction of knowledge between teachers and learners in the classroom
60	Summary 2: Identical background patterns on Altair design pads coloured in differently by MR's daughters when they were young	The same world, the same place, the same classroom can be interpreted differently depending on the lenses, the frameworks of questions or the conceptual frameworks used.