



Workshops

W1	Tim Favier	Fieldwork and geospatial technologies	<p>Geospatial technologies offer many possibilities for supporting fieldwork activities in K12 education. In this workshop, we will have a look at three fieldwork projects. In the first project, students investigate the livability of their city. They conduct surveys, enter the data in a collector app on their smartphone, and visualize the data in online maps. In the second fieldwork project, students map the distribution of different kinds of services, and study the differences between shopping streets. Finally, we'll explore the possibilities of smartphone applications for setting up excursions in which students follow a route on their smartphone and answers questions at spots of interest. In this workshop, used is made of simple, freely available mapping, collector and excursions apps. Bring your laptop or tablet!</p>	Universiteit Utrecht / Hogeschool Fontys
W2	Kelvin Williams	Exploring Nexus thinking in the new IB Diploma Programme geography course	<p>Exploring Nexus thinking in the new IB Diploma Programme geography course</p> <p>'Nexus Thinking' is central to the new IB DP geography course and the workshop will allow participants to explore the interconnected challenges of food, water and energy security, through the systems and complexity approaches of the course.</p> <p>The workshop will be part presentation, part interactive and will include the opportunity to participate in a practical critical thinking activity involving the Nexus and the UN Sustainable Development Goals.</p> <p>[Kelvin Williams is Head of Curriculum Development for the Diploma Programme and Career-Related Programme and is based in the International Baccalaureate Global Centre in The Hague, Netherlands. He works with a team of curriculum managers in the Academic Division, alongside other divisions of the organisation and IB educators in leading the review and development of a number of DP subjects. He feels privileged to be the lead on geography.]</p>	International Baccalaureate
W3	Alessio Lupi	YouthMetre; a geo-tool for engaging youth	<p>This will be a hands on presentation of the YouthMetre tool and some non-formal learning activities for use with students and youngsters. YouthMetre is an innovative use of Geo-ICT, which is established to support the engagement of young people in developing relevant youth initiatives in Europe addressing the European Union Youth Strategy Priority 7: using e-participation as an instrument to foster young people's empowerment and active participation in democratic life, under the Erasmus Plus Programme. A data benchmarking process led to the establishment of a data dashboard and visualization of EU Policy achievements using innovative technologies. This session illustrates how the YouthMetre is a platform-independent youth-friendly tool, with associated mapping functionality , offering access to EU data concerning the eight EU Youth policy initiatives. The toolkit, especially aimed at guiding young users on how to use to information provided by the "YouthMetre" to organize and implement an advocacy campaign in their territories, with the objective of fostering youth engagement and their capacity to influence decision and policy makers.</p>	Ars4Progress



W4	Harrison Wavell / Sara Heinrich	Resource Flows in a Circular Economy	<p>With global population estimated to reach 9.7 billion by 2050 and 3 billion expected to join the consumer middle class by 2030, it is imperative that Geography education addresses the issue of resource stewardship. The circular economy framework as a systems approach for effective cycling of materials and energy offers an alternative to a sustainability narrative based on slowing the process of resource depletion.</p> <p>In this session, we aim to explore how resources, information and energy could flow within a circular economy and how designing for effective flows can make our economy work in the long term. We propose a transition from the current linear (take, make and dispose) economy to an economic system that is restorative and regenerative by design and intent. The session includes an introduction to complex adaptive systems, as a lens through which interdependence of the environment, society and the economy can be effectively explored. Educators will be encouraged to participate in a discussion of the current challenges around resources, what the possible responses might be, and how to advance teaching and learning to ensure critical engagement with different narratives for the future.</p> <p>The Ellen MacArthur Foundation was established in 2010 with the aim of accelerating the transition to the circular economy. Underpinning the Foundation's activities involving thought leaders in business, government and academia, is its work in education, which encompasses both formal and informal learning. The Foundation provides tools to support a community of educators in inspiring learners to re-think the future through the circular economy framework. It is currently working with the International Baccalaureate to create a Geography curriculum that approaches resource use from a systems perspective.</p>	Ellen MacArthur Foundation
W5	Adriana Galvani	SDGs: No one left behind	<p>The workshop will underline the words of the UN Deputy Secretary-General Jan Eliasson on 13 January 2016: "The universal inclusiveness of the 2030 Agenda for Sustainable Development is an ethical imperative to think, and to act, comprehensively and holistically. Every actor, every country, every international and regional organization has a responsibility to work in synergy, translating the Agenda into practical realities on the ground," he underscored.</p> <p>The 17 SDGs stress everyone from zero poverty, zero hunger, good health, quality education, gender equality, clean water and sanitation, and affordable clean energy, to decent work and economic growth, innovation, reduced inequalities, sustainable cities, responsible consumption, climate action, unpolluted oceans and land, and partnerships to achieve the goals.</p> <p>I suggest that only good GEOGRAPHY can do that.</p> <p>The first goal is to discard silo-thinking an GEOGRAPHY has this particular vision in theory and in practice.</p>	University of Bologna and Univ. Mediterranea



W6	Tim Favier	Spatial classroom activities: let's move!	<p>This workshop focuses on a special kind of activating methods for K-12 education in which students simulate geographic phenomena and processes by moving their arms and legs or by changing position in the classroom. The classroom represents geographic space, and students are actually part of the geographic system. Doing so, geography comes to live. Both theoretical and empirical research shows that such kind of activities can be a valuable contribution to geography education, and that docents and students are enthusiastic about it. In this workshop, we will conduct two spatial classroom activities, and discuss the characteristics of an effective and viable design.</p>	Universiteit Utrecht / Hogeschool Fontys
W7	Adwin Bosschaart	Dry feet in the polder? Designing flood-risk education in the Netherlands	<p>Despite the importance that is attached to flood-risk awareness and preparedness in the Netherlands, Dutch students show low flood-risk perceptions and preparedness intentions. Also the OECD in a study about water governance in the Netherlands concluded that Dutch citizens show an 'awareness gap' with respect to water management and water safety.</p> <p>In this context a flood-risk education program was designed that aimed for enhancing 15-year-old students' flood risk perception and preparedness intentions in the Netherlands. The design of the program was based on theoretical understandings from learning theory, information processing and risk communication. The program was tailored to the local situation and is characterized by a blended pedagogy. Learning processes were modeled in such a way that besides the application of knowledge and understanding, the arousal of moderate levels of fear should contribute to belief change. An experiment showed the effectiveness of the program.</p>	Hogeschool van Amsterdam
W8	Alicja Barbara Pasiut	HERE Map Creator	<p>General presentation of HERE, the open location platform and, more in detail, of the Core Map activities around HERE's Map Creator Communities. For more than 20 years, we have been working with local authorities as data providers and since a few years with local, regional and national volunteers to provide "real world" edits and feedback on our maps. Yearly we collect more than 20 million edits from our community members. To make this cooperation even more successful, HERE has started a global community program, working with local schools, universities and other authorities, in order to offer the freshest and most accurate map to our customers. Through use cases and community events, we will show the interest of our Map Creator tool and community. Speakers Eric Oeder, Georg Herrig, Alicja Pasiut</p>	HERE Global B.V