



Posters

Author	Poster title	Abstract	Institution
Zsuzsanna Dr. M. Császár	3D-visualization and activity-based learning with geomodels	<p>Co-authors: Dr. Czigany, Szabolcs, - Dr. Pirkhoffer, Ervin - Dr. M. Császár, Zsuzsa. Ample application options exist to utilize the advantages of activity-based learning in education. In the field of geomorphology and hydrology, one of these options include the use of geo- and hydromorphological flumes and geomodels. Activity-oriented teaching enhances individual and group labor skills, competences and cooperative project attitude of students. In the current study we analyzed the applicability of a computer-controlled geomodels on motivating students' teaching attitude in the fields of hydrology and remote sensing. With the geomodel, students were able to analyze the observed processes and visualize the phenomenon with virtual 3D methods.</p> <p>With this activity-based learning method, beyond the collaboration and problem-solving competences of students, their digital competences were also improved, which is essential in the rapidly changing world of today. The poster itself presents options to develop students' skills and competences through a hydromorphological case study. The streambed and alluvial fan development processes are visualized through virtual-reality 3D-glasses.</p>	University of Pécs
Haura Zahro	Siben-Poly: Game-based learning for children to improve disaster mitigation management	<p>Co-authors: Nadira Nuri Auliani, Nadzira Fadhilah, Wahyu Widi Astuti. Children are considered to be one of most groups that are vulnerable when disaster strikes, proven by the estimation of the World Health Organization in 2011, which 30-50% victim is children. It is needed to have an approach to education as a key component to minimize the risk of children towards disasters. Therefore, this journal aims to create an educational game "SiBen-poly" that could introduce children to the concepts of risk and mitigation also potentially raising awareness among them. This research conducting a paired t-test to evaluate the score of pretest and post test of samples to calculate pretest-post test means, standard deviations and level of significance. The score of the pretest and post test of all samples as a result to be calculate statistically with SPSS. The result is p value < 0.05 (in fact p = 0.008) which shows there is an impact of SiBen-poly towards the children.</p>	Department of Geography, University of Indonesia
An Steegen	Digital excursions and geographical research assignments in an online learning environment	<p>Current online geospatial databases and tools offer opportunities in geoscience education for interactive learning in Earth sciences curricula. However, the effectiveness of such e-learning approaches in terms of learning outcomes has rarely been addressed. In this research, the use of Virtual Field Trips (VFTs) and interactive lessons on river systems in Google Earth™ is studied in geography courses for undergraduate students. The qualitative evaluation of the interactive sessions showed that the majority of students perceive these as very useful and inspiring, and more efficient in exploring the spatial linkages between various environmental variables and processes compared to traditional lectures. Students were also positive about the use of VFTs by which their mental map of the study area was improved and horizontal relationships were strengthened. However, significant improvements on test results were not observed. Finally, some technical difficulties on sufficient</p>	KU Leuven



		wireless internet access and flexible work spaces have to be encountered.	
Mathijs Booden	The value of an AR sandbox as an educational tool	The augmented reality sandbox is a set-up consisting of a Microsoft Kinect 3D camera, a Linux PC, a projector and a sandbox of which the main feature is that a live elevation map is projected directly onto the sand surface. Relying on open source software, AR sandboxes have been appearing in institutions like museums and, increasingly, schools. The University of Amsterdam geography teacher training team have used a Grassroots support grant to build a portable version for use by teachers in training during their internship, and this has so far been used by two students to investigate the actual educational value of the AR sandbox - beyond its inherent coolness. This poster details the preliminary results of those investigations.	University of Amsterdam
Marine Matosyan and Armen Gevorgyan	Transdisciplinary research and teaching in sustainable development and tourism	<p>The role of science and research in addressing challenges in the field of sustainable development, and the link of academia to policy and practice need to be strengthened in Armenia. Progress in this respect depends on innovating university practices, including by introducing transdisciplinary approaches to teaching and research practices. The Academic partnership will enable the partners to address real-life problems of sustainable development - focusing on tourism development - in cooperation with the local population and other stakeholders.</p> <p>The overall goal is contribution to Capacity building of the universities in transdisciplinary teaching, specifically by:</p> <ul style="list-style-type: none"> • Introducing a number of new approaches: <ul style="list-style-type: none"> o Case study teaching format o Transdisciplinarity in teaching and interdepartmental cooperation o Knowledge and experience exchange on promoting diversity and equal opportunities in the university policies • Supporting young scholars • Contribution of tourism content to the developing Caucasus scientific network. 	Armenian State Pedagogical University
Kelly Butler	A Future 3 curriculum scheme of work	This poster will show an annotated scheme of work taken from one independent school from the United Kingdom. It will show how the geography teaching is planned to try and deliver a Future 3 curriculum. It will highlight the real conflicts between the teacher as a lesson planner and the professional teacher as a curriculum maker- can every lesson deliver powerful knowledge? The pedagogic choices in powerful knowledge are visualised with the emphasis on technology very clear.	Stafford Grammar School
Eleonora Guadagno Co-author: Floriana Galluccio.	Research and didactics in geography in Italy: a critic state of art	<p>Following the Bologna process and the different education reforms, in the last decades Italian universities suffered from contractions, reductions and cuts, in terms of personnel, teaching programs and funds for research.</p> <p>This poster suggests a critic interpretation of the official data (furnished by Italian Ministry of Education), considering a survey conducted in 2016 between geographers, in order to present: the real entity of the faculty working in geography and the scrawny teaching programs dedicated to the discipline among the three cycles of higher education in Italy. Furthermore, the study aims to focus on the innovative production in geography considering its thematic areas, the interdisciplinary approaches and the international research groups.</p> <p>All these aspects reveal that apart from the financial problems that have negative impacts on production and reproduction of knowledge, the Italian</p>	University of Naples "L'Orientale"



		geographic scientific community still resists and promotes this science in a very fruitful way, even in a hostile context.	
Adriana Galvani	Tourism from bad to good	Great damage has been perpetrated at environmental and societal level in tourism, although in the 80's it were argued that tourism is less harmful than all other economic activities. Its development has been however excessive and especially badly distributed, like its impacts and benefits. The poster will examine situations from all perspectives all around the world.	University of Bologna and Univ. Mediterranea
Cagdas Yuksel Necef Zaloglu	Analysis of Fieldwork Skills in High School Geography Curriculum in Turkey	In this study, fieldwork skills in high school geography curriculum will be analyzed how often it is based on which goals and achievement. In addition, the comparison will be made with contents of the IB curriculum and the International Geography Olympiad (iGeo).	Robert College of Istanbul
Iveta Rakytova	The European Union in the curriculum of geography at the 2nd elementary grade schools in Slovakia	The European Union is currently experiencing a turbulent time. There has been an increase in dissatisfaction among the population of its member states, with more and more people pushing for exit referenda. It is essential for the future of the European Union that we encourage a positive attitude towards this institution starting from school age. Geography is an ideal school subject that can help develop a positive attitude towards the European continent, to understand the differences between cultures and to build respect for the traditions. Geography is uniquely predisposed to join patriotism on one side, and the feeling of being part of a larger grouping on the other. For this to work, it is necessary that students have sufficient knowledge of not only the country where they live, but also the community of states of which they are part. The aim of this paper is to evaluate how the European Union is presented within the subject of geography at secondary schools in the Slovak Republic. The paper includes an evaluation of a survey of the pupils' knowledge of basic information about the European Union.	Pedagogic University of Ruzomberku
Ivana Tomcikova	Geography of local landscape in the educational process in Primary schools in Slovakia	Local landscape has a unique status in education in Slovakia. It is an issue that can be found within the whole education system of geography in all stages. Elementary level of geographical knowledge is acquired at primary schools within the subject of Homeland studies. At the second level, it is in the subject of Geography. Geography of the local country is included in the 9th year at the elementary school with the biggest portion. The aim of this paper is to assess the concept of the local country and geography teaching at the elementary schools in the region of Liptov in Slovakia. Levels of pupils' knowledge of the local landscape geography were examined by the test with a survey in which participants had to answer the questions. The point of view of geography teachers was also reviewed in form of questionnaire asking questions regarding the use of progressive methodology, ways, means, and forms of teaching of the local landscape.	Pedagogic University of Ruzomberku