



Dr Nick Hopwood
(Oxford University)
Presented to the Conference of
Geography Teacher Educators
26-28 January 2007
Institute of Education



Leading education
and social research
Institute of Education
University of London

Approaches to values education discussed in geography education literature

Values inculcation: aims for pupils to adopt a pre-determined set of values

Values analysis: pupils investigate and assess evidence which may support value judgements

Growth of moral reasoning: provides opportunities for pupils to discuss reasons for adopting particular value positions

Values clarification: helps pupils become aware of their own values in relation to those of others

Action learning: focuses on students having a reasoned base for whatever actions they might take in relation to specific social and environmental issues

(after Butt 2002; Lambert & Balderstone 2000)

Arguments relating to values and controversial issues in geography education

Fien J & Slater F (1981) Four strategies for values education in geography. *Geographical Education*, 4(1) 39-52.

Huckle J (1981) Geography and values education. In R Walford (Ed) *Signposts for geography teaching*, Harlow: Longman, pp 147-164.

Morgan J (2000) To which space do I belong? Imagining citizenship in one curriculum subject. *The Curriculum Journal*, 11(1) 55-68.

Slater F (1992) To travel with a different view. In M Naish (Ed) *Geography and education*, London: Institute of Education, University of London, pp 97-113.

Slater F (1996) Values: towards mapping their locations in a geography education. In A Kent, D Lambert, M Naish & F Slater (Eds) *Geography in education: viewpoints on teaching and learning*, Cambridge: Cambridge University Press, pp 200-230.

Examples of research about teaching and learning controversial issues in geography

Cotton D (2006) Teaching controversial environmental issues: neutrality and balance in the reality of the classroom. *Educational Research*, 48(2) 223-241.

Ellis B (2003) Constructing a value map: a rejoinder. *Geography*, 88(3) 234-235.

Morgan J (2003) Comment [a response to Standish (2003)]. *Geography*, 88(2) 151.

Standish A (2003) Constructing a value map. *Geography*, 88(2) 149-151.

Summers M, Corney G & Childs A (2004) Student teachers' conceptions of sustainable development: the starting-points of geographers and scientists. *Educational Research*, 46(2) 163-182.

Emerging issues

1. What is controversial is itself contested
2. Pupils relate to controversy in different ways
3. Pupils engage with controversial issues in geography classrooms in complex ways

- A. View controversial issues at nexus of pupil-geography interaction
- B. Why teach geography? Why learn geography? Who owns school geography?