

The participation dimension: styles of geography teaching and learning

(Source: based on Roberts, M. (2003) *Learning through enquiry: Making sense of geography in the key stage 3 classroom*. Sheffield: Geographical Association and Roberts, 2006, p 34 after Barnes *et al* 1987)

Style of geography teaching and learning			
	Closed	Framed	Negotiated
Content	Teacher led, subject content specific and not negotiable	Teacher led but based upon an appreciation of students' perspectives	Teachers and students contribute to shaping the content. Content becomes negotiable.
Focus	Teacher is subject expert; students have little to contribute.	Teacher is subject expert; students contribute their limited perspectives.	Teacher is facilitator; supports and prompts open-ended talk via key questions, probing and listening. Creative talk encouraged via use of resources, group processes and drama strategies.
Students' role	Listening. Any student talk is in response to teacher-led closed questions and is therefore limited in scope.	Contributors to more open-ended discussions.	Have responsibility to contribute and participate. Emphasis on listening and talking together creatively.
Key concepts	Teacher communicates knowledge to students.	Teacher shares knowledge with students and builds on their current level of understanding.	Students explore their current level of understanding and, through talking and sharing, deepen understanding of geographical issues.
Methods	Subject-led exposition by teacher. Use of subject-specific language.	Exposition with discussions. Students given opportunities to contribute ideas, perspectives and opinions.	Group and whole-class talk. Students interrogate and critically evaluate geographical concepts using creative talk. They are responsible for their learning.