

HANDBOOK FOR Teaching and Learning in Geography

'This book is a much-needed comprehensive overview of recent research and practices on teaching geography in higher education. Written by leading researchers, it provides not only insights but also practical applications for lecturing, assessment and innovation in geography pedagogy.'

Jongwon Lee, Ewha Womans University, South Korea

'Written by an acclaimed team of international scholars, this Handbook is invaluable for both early career and established geography faculty in higher education internationally, as well as for individuals, course teams and departments. It provides practical and research-based advice on a wide range of disciplinary and wider higher education issues.'

Alan Jenkins, Oxford Brookes, UK and co-founding editor of the
Journal of Geography in Higher Education

This exemplary *Handbook* provides readers with a novel synthesis of international research, evidence-based practice and personal reflections to offer an overview of the current state of knowledge in the field of teaching geography in higher education. Chapters cover the three key transitions – into, through, and out of higher education – to present a thorough analysis of the topic.

With key contributions from top scholars, the *Handbook* investigates student transitions, exploring how students require different pedagogical approaches as they progress through university or college. A wide range of learning contexts relevant to the breadth of spaces and places in which geography teaching takes place is used to provide examples of how teaching and learning in geography can be enhanced. It identifies key principles including working in partnership and acknowledging the whole student, calling for the adoption of courageous pedagogy.

With a useful resources section included in each chapter, this *Handbook* is a vital reference source for those teaching geography in higher education settings. Written in an accessible style, it will also be of use to early career geographers and those who are new to teaching, including postgraduate students.

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