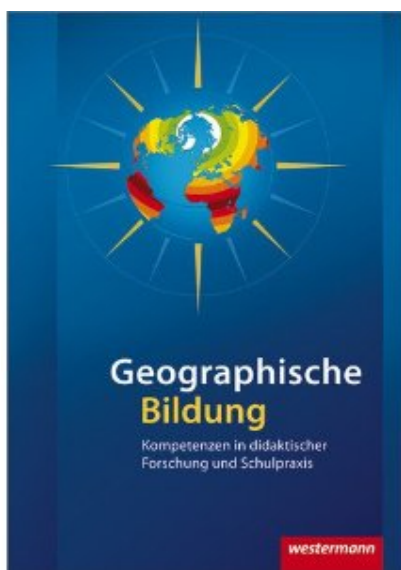


## **Geographische Bildung – Kompetenzen in didaktischer Forschung und Schulpraxis (Geographic Education-Competencies in Educational Research and School Practice)**



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In recent times a didactical concept has entered the discourse on the curriculum in multiple school subjects: Competency. One of them was and is the Geography.

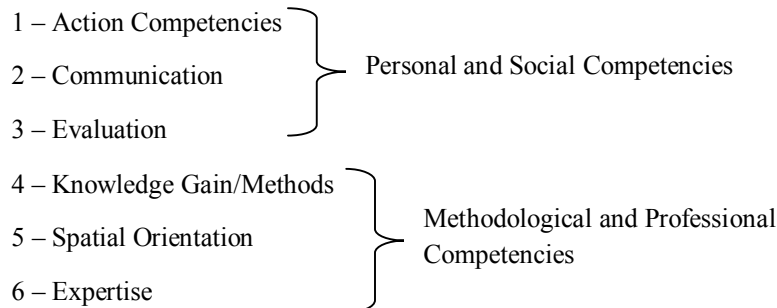
This book, written in German, whose title can be translated into English as “Geographic Education-Competencies in Educational Research and School Practice”, is the result of a symposium held in Georg-Eckert Institute (Germany) in 2010, related to these aspects. From the symposium, the book is a set of articles by several authors, most of them German<sup>1</sup>, organized by Christiane Meyer from Leibniz Universität Hannover

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<sup>1</sup> At the end of the book, the affiliations of all authors are shown.

and Roderich Henry and Georg Stöber from Georg-Eckert Institute für Internationale Schulbuchforschung.

The book aims to reflect six competency areas in Geography Teaching in Germany:



It presents different contributions to those competencies, addressing issues such as:

- competencies of the teacher job;
- competencies in disaster education;
- diagnosis;
- argumentation;
- ethical judgments;
- experiments;
- photos;
- textbooks;
- competency model.

I call special attention to the article of Armin Rempfler and Rainer Uphues “Systemkompetenz im Geographieunterricht–Die Entwicklung eines Kompetenzmodells” (whose English translation is: Competencies identified in Geography lessons–development of a competency model) for its relevance to the discussion of this issue in the context of Geographic Education.

Basically, as shown by Martina Flath in her article, this book crystallizes the key-trends in Teaching – orientation to competencies; a new task culture and media – analyzing and questioning them in the light of the Geographic Education.

Given that this issue of competencies in Geography Teaching needs to be more debated and researched by geographical educators, this book can be a contribution to an international discussion of comparative geographic education. In order to promote the Geography curricula, comparison and the theoretical debate of didactical concepts, such as “competency” and “skill” in geography teaching, this book may be useful.