

LTSN-GEES Employability Project

Graduate employability is an important issue for all Higher Education disciplines and particularly for non-vocational subject areas such as geography, earth and environmental sciences (GEES). The GEES disciplines have made good progress on the key skills agenda but less work has been done on other aspects of employability such as business awareness, employer links, self-management, career development and entrepreneurship. Additionally, the majority of work to date has been focused on the undergraduate experience with much less attention given to postgraduate issues. LTSN-GEES has a strong commitment to employability and has already begun to address these issues (e.g. our conference and theme issue of PLANET on careers education) but there is much still to be done.

In 2002, LTSN-GEES submitted a proposal to the LTSN Generic Centre for funding to support the development of our employability strategy. This proposal was successful and over the next few months we will be gathering information, producing resources and developing activities to help the disciplines in enhancing their support of graduate employability. We are one of eight Subject Centres who have received such funding as part of the Generic Centre's employability programme.

Our project will have three main phases:

Information gathering:

Including graduate destination data, and perceptions of employability from the major stakeholders (staff, students, professional bodies and employers)

Framework development:

There are many different interpretations of the term 'employability' and it is important to be clear what our GEES discipline communities understand by the term before developing materials and activities to support them. We shall, therefore, be consulting widely in order to identify GEES needs and opportunities.

Resource development:

Once we have a clear understanding of employability issues in GEES and the opportunities and constraints afforded by policy requirements, we will begin developing learning and teaching resources to support the disciplines. These resources are likely to include case studies, guides and workshops. Examples of practice will form the basis of the resources and will be drawn mainly from the GEES disciplines but also from other Subject Centres where appropriate. This phase will begin its main development towards the end of the 2002-2003 academic year and will cross over to the following year when most of the dissemination activities will be under way.

It is crucial for the success of this project, and for the appropriate provision of support to the GEES disciplines in UK HE, that the communities (staff, students and professional bodies) have opportunities for close involvement in all three phases. Further information will be made available via our web-site, mailing lists, email discussion lists and future editions of PLANET.

If you have a particular interest in this area of our work and would like to get involved in the project please contact Helen King, the LTSN-GEES manager: h.king@plymouth.ac.uk

Widening Participation: what does it mean for learning and teaching?

"Our sector now has clear targets for both increasing the level of participation [in higher education] to 50 per cent of 18-30 year olds by 2010 and for widening the social profile of students whilst maintaining our traditionally high rates of student success (student retention) and standards of educational provision. These are challenging targets and universities and colleges will be faced with delivering specific targets in these areas over the next year or so. Therefore, departments, subject communities, course teams and individual academics will all be involved in some way in helping to deliver this key dimension of higher education." (Cliff Allan, LTSN Programme Director, 2002)

For those who teach or support learning, widening participation (WP) is not just about increasing student numbers. Institutional WP strategies will potentially have an influence on the types of students taking up courses in the disciplines. This potentially increased variety of students brings issues such as:

- social inclusion;
- more diverse learning styles;
- more diverse prior education experiences (different qualifications);
- cultural differences and associated barriers to learning;
- new learners (e.g. first generation HE students, those returning after an extensive period in the world of work);
- students with disabilities.

There is currently very little information available on the curriculum issues associated with WP *per se*. However, when the topic is broken down into its key elements (for example, those listed above), it is possible to identify areas for learning and teaching development. Over the next few months, LTSN-GEES will be exploring further the discipline-specific issues of WP, identifying examples of good practice and developing materials and activities to support the GEES disciplines.

"The issues that LTSN-GEES will be particularly looking at in relation to the WP agenda, and in the context of curriculum development, include:

- Transition to HE
- Retention
- Student diversity (including learning styles, social inclusion, cultural differences and barriers to learning)
- Accessibility (SENDA)"

(LTSN-GEES Strategic Plan 2002 – 2004).

If you are interested in any aspect of widening participation and / or have examples of good practice in dealing with some of these issues, top tips, or notes from your own experiences to share, please get in touch with **Helen King**, the LTSN-GEES Manager:

Tel: 01752 233 532

Email: h.king@plymouth.ac.uk

References and Sources of Further Information

Cliff Allan, LTSN Programme Director. 2002. Widening Participation. *LTSN Bioscience Bulletin*, Autumn 2002 No.7, pg 9.

A list of institutional WP contacts is available at: <http://www.dfes.gov.uk/excellencechallenge/partners/>

Action on Access: the HEFCE national co-ordination team for WP
<http://www.actiononaccess.org/>

WPSW Integrated Learner Support and Staff Development (Includes links to WP sites around the country and information on diagnostic assessment).
<http://www.ex.ac.uk/wp/>

HEFCE 01/36. June 2001. *Strategies for Widening Participation in Higher Education. A guide to good practice*. Available at http://www.hefce.ac.uk/pubs/hefce/2001/01_36.htm

Universities UK. 2002. Social Class and Participation: Good practice in widening access to higher education. Available at:

<http://www.universitiesuk.ac.uk/bookshop/downloads/feti2.pdf>

LTSN Geography, Earth & Environmental Sciences <http://www.gees.ac.uk>

LTSN Generic Centre <http://www.ltsn.ac.uk/genericcentre/>

Can We Help You?: The LTSN-GEES Enquiry Service

The **LTSN-GEES Enquiry Service** has enjoyed a steady number of enquiries since the inception of LTSN-GEES, covering both subject-specific and generic questions on learning, teaching and assessment. Much of the information uncovered in answer to these questions is of use to the whole GEES community. As such, the comments are fed-back into our developing Resource Database. This in turn allows us to highlight gaps in resource provision and enables us to structure the future harvesting of educational materials.

We aim to provide help on any aspect of learning and teaching in the GEES disciplines. However, to give you an idea of the kind of enquiry we can deal with, here are some examples of the questions asked by members of the GEES HE community over the last few months: (reproduced with permission)

- **Can you provide me with a list of available learning technology software for the GEES disciplines?**
- **Do you know of any staff at any geography departments who have taken students to Kenya and if they would be prepared to share information with us?**
- **Do you have any advice or good practice guidelines on the staffing of residential field trips with HE students?**
- **Are there any freely available question banks (particularly for multiple choice questions) in Physical Geography that you are aware of?** [N.B. Do any of you have further information on this question, or are you also interested in this topic? If so, then Joerg Kaduk (University of Leicester) who asked this question, would like to hear from you. You can email him at jk61@leicester.ac.uk.]
- **I am trying to find out how other universities are responding to the Disability Discrimination Act 2001 in respect to fieldwork and Special Education Needs. Can you help?**
- **Do you have any examples of 'best practice' in 'marking across the full range of available marks'?**

We are a developing service. It may be that we are unable to help with your query immediately, but all questions are logged, and if any further information comes up regarding your query, we will contact you. Email LTSN-GEES at info@gees.ac.uk, or ring the centre on 01752 233560. If we don't know the answer, we will endeavour to find someone who does!

Arrival: The LTSN-GEES Resource Database

PLANET Issue 4 introduced the **LTSN-GEES Resource Database** as an up-coming new service for the GEES HE community. In June 2002, now it has arrived!!

As a quick reminder, the **LTSN-GEES Resource Database** aims to provide resources and information on resources, covering all aspects of learning, teaching and assessment, through a single webpage.

The technical development of the **LTSN-GEES Resource Database** has now come to a point where we would like to invite you to use the resource and provide us with constructive criticism. e.g. Is the search engine easy to use? Do you have any comments on the record layouts? What type of resources would you particularly like to find? Please

remember that this database has not come into service fully formed, but will grow according to the support and contributions from you, the GEES community. We would like to know about any learning and teaching initiatives or resources you have used, are using, or are currently developing, which you feel might be of interest to fellow practitioners.

In addition, we would like to invite you to join the LTSN-GEES team as reviewers for these resources. We want you to be involved in discussion and consideration of the quality of material, context and fitness for purpose of resources. We will also commission comparative reviews. We hope to foster a supportive environment of constructive review and commentary amongst colleagues. The additional information provided by reviews and comments will hopefully assist the database users in identifying the most appropriate materials for their learning and teaching.

Visit the **LTSN-GEES Resource Database** from the home page of our website, following the main link on the menu bar, at <http://www.gees.ac.uk>.

Please feel free to send us your feedback and help us develop a comprehensive and crucial service for all those involved in learning and teaching in the GEES disciplines.

Invitation to join the Area Studies Network



The LTSN Subject Centre for Languages, Linguistics and Area Studies is launching its new Area Studies Network which aims to bring together colleagues with an interest and expertise in the teaching of area-related subjects.

Their experience over the past few years has shown that while Area Studies is a very diverse field encompassing a wide range of disciplines and types of programme, there are occasions when it is of great benefit to network with colleagues across apparently discrete areas (e.g.) on issues such as marketing and recruitment, language training, study abroad, multi-disciplinarity, intercultural competence, key skills and employability.

So, if you would like to be involved in shaping this national support network for the learning and teaching of Area Studies, we invite you to join the Network (please send a message to llas@soton.ac.uk stating that you wish to join the Area Studies Network and giving your name and contact details).

Further details are available at: http://www.lang.ltsn.ac.uk/events/as_network.html

LTSN-GEES are involved in this network and we will be running two events this year for our GEES colleagues on overseas fieldtrips which focus on the study of particular regions. Further details will be announced soon on our website www.gees.ac.uk and on fliers distributed to your departments.

Can we pay you a visit?

The LTSN-GEES Departmental Workshop Programme 2003

Between September 2000 and August 2002, LTSN-GEES co-ordinated and funded over 40 workshops within individual geography, earth and environmental science departments across the UK on a variety of topics ranging from fieldwork to e-learning. Feedback from the facilitators and participants, as well as information received through our May 2002 needs survey, indicated that these events have been extremely successful and very well received*:

"Informative, well organised and interactive. An excellent opportunity for discussing specific learning and teaching issues"

"Thought Provoking"

"Excellent quality of delivery and presentations. A very well spent morning!"

"The sympathetic attitude and open approach of the facilitator was impressive"

Facilitators

Whilst LTSN-GEES has been fortunate in being able to draw on the expertise and commitment of the existing workshop facilitators, we need to ensure that we can continue to provide such a service into the future. Consequently, last year we invested time and resources into training an additional group of workshop facilitators, and in further developing the workshop materials.

On 14th and 15th November 2002, we ran a two-day residential training event for new facilitators, at Hornton Grange, University of Birmingham. The first day was run by Chris Rust, Head of the Oxford Centre for Staff and Learning Development, and took the form of a workshop on 'How to Run Workshops'. The second day focused on the development of specific workshop materials on individual topics (Fieldwork, Key Skills, Student Transition and Retention, Independent Learning, E-Learning, Laboratory and Practical Work, Problem-based Learning), with old and new discipline-based workshop facilitators working to develop the workshop programmes. As a result of this training event, we now have over 30 departmental workshop facilitators who are currently lecturers in UK geography, earth and environmental science departments. The list of workshops on offer is detailed below.

However, we thought that PLANET readers would appreciate being given the opportunity to read some personal statements about the recent training event in Birmingham from three of the workshop delegates.

Dr Derek Walton, Head of Division, Division of Earth Systems Science, University of Derby,

"On the first day, we examined how to run an effective workshop: for me this was a change from my usual teaching methods. Amongst other things, the training helped me to deal with protests from colleagues such as 'what on earth do you think can that you can teach me?' which have occurred in previous workshops that I have facilitated. Chris Rust demonstrated a range of mechanisms useful to all present. After an evening with Alan Jenkins (don't ask for the details!) came the chance to put Chris' lessons to good use as the delegates produced the outlines for the topic-specific workshops which were dealt with at the event (see above).

The sessions I attended (Fieldwork and Key Skills) produced the outline for four separate workshops, depending on the needs of the department concerned. In my view, and having seen the content, we all have things to learn from the workshops, and I am looking forward to running sessions in my own department and elsewhere. The training and the commitment of colleagues in the GEES community to Teaching and Learning were both first rate. Long may it continue!"



(from left to right) Sheena Wwrthman, Kehinde Oduyemi and Duncan Reavey all indulging in the cream cakes.

Kehinde Oduyemi, Senior Lecturer, Division of Built and Natural Environment, University of Abertay, Dundee

"Chris Rust's workshop addressed the process techniques in the design of a workshop. This, in my view, was very interactive and I learned new techniques that I would use appropriately in the future. The first day of the event ended on a high note, with the very 'light-touch' workshop from Alan Jenkins! The interaction between delegates and the exchange of ideas continued informally during and after dinner. This interaction allowed for more reflection on the day's activities.

The over-riding lesson I learned as a result of exchanging ideas at the event is that we all have good practices in some areas of teaching, learning and assessment and we all definitely have developmental needs in other areas. It seems appropriate to then conclude that we can only enhance our various positions by working together. The event was an enjoyable and refreshing one."



Pauline Kneale (left) and Derry Correy (right) competing to win the LTSN-GEES smiling competition.

Glynn Skerratt, Joint Distance Learning Scheme Leader and Postgraduate Award Tutor, Staffordshire University

"Although I've been involved in both the development and delivery of a number of workshops over the years, I found the first day's content thought-provoking. Chris Rust led us all through a wide range of activities, providing both the inspiration and the techniques to help us all to improve our individual facilitation skills. The workshop was packed with ideas about how to make future workshops more interesting and useful for the participants. From my own perspective, I'd single out the opportunity to explore and enact a range of different feedback/report back activities and procedures as being of particular help in the construction of future events.

Working on the design of subject-orientated independent learning and e-learning workshops during Day 2 offered the chance for me to implement some of the ideas generated during Day 1. Producing relevant, engaging and stimulating workshops is a vital part of LTSN-GEES's remit, and pooling thoughts and ideas about what might 'work-for-me' is a critical part in the successful development of these.

Two days well spent - enabling me to offer a better product within my own University and also within in other institutions."



Derek France (left) and Brian Whalley (right) deep in conversation about the quality of the bitter the night before.

Workshop Topics 2003

The list of workshop topics was selected by considering the most popular topics from 2000-2002, the responses to our needs survey, and forthcoming HE priorities. The workshop topics soon to be made available will include:

- Teaching in the Field;
- Independent Learning;
- E-learning;
- Student Transition and Retention;
- Problem-based Learning;
- Key Skills;
- Laboratory and Practical Work;
- Work-based Learning;
- Learning Outcomes and Assessment.

In addition, workshops on employability, accessibility (SENDA), and personal development profiles (PDPs) will be made available later on in the year developed from projects run by LTSN-GEES, the Geography Discipline Network and the Hertfordshire Integrated Learning Project respectively. Other workshop topics may be negotiated with individual GEES departments.

Logistics and Cost

The logistics and particular focus of each workshop will be organised by LTSN-GEES in liaison with you and your colleagues, thereby ensuring an event tailored to your department's individual needs.

In total, LTSN-GEES are able to fund **10 free departmental workshops** across all GEES departments during semester B in 2003. Departments who have not already received an LTSN-GEES funded workshop during 2000-2002 will be given particular priority. **However, if your department is able to meet the costs itself, we may also be able to co-ordinate and deliver more workshops in addition to those offered free of charge.** At present, the standard workshop fee is £350 plus travel and accommodation for the facilitator. A greater number of workshops will be offered free of charge as from Autumn 2003.

Further details on our new programme of departmental workshops, including registration information have been circulated with this edition of PLANET.

We hope to visit your department soon.

(*All quotes are taken from LTSN-GEES departmental workshop participants' evaluation forms.)

Geography Discipline Network Grant



The Geography Discipline Network (GDN) has been awarded £147,513 from the Higher Education Funding Council for England (HEFCE) under its Improving Provision for Disabled Students Programme for a three year project commencing in January 2003 on "Developing an inclusive curriculum for disabled students: the case of geography, earth and environmental sciences".

The project aims to develop and promote resources for supporting disabled students studying geography, earth and environmental sciences (GEES) in HE and transfer the generic lessons to subject-based academics, educational developers, learning support staff and disability advisors. It enhances an earlier HEFCE project on 'Learning support for disabled students undertaking fieldwork' (<http://www.glos.ac.uk/disabil/index.htm>).

The new project:

- **extends the coverage** from one mode of learning and teaching (fieldwork) to all experienced by students in the GEES disciplines (e.g. lectures, seminars, tutorials, practicals, laboratories, work-based learning, dissertations, independent studies) and shows how accessible forms of learning, teaching and assessment need to be integrated and planned for in an inclusive curriculum for both undergraduate and postgraduate taught courses;
- **develops supporting resources targeted at specific interest groups** - heads of department, course leaders, lecturers, support staff, and disabled students;
- **identifies the specific needs of disabled students** studying the GEES disciplines, to inform the design of inclusive curricula;
- **focuses on effective dissemination and embedding** via the GDN Web site, national and departmental workshops, department consultancies, an advice service, publications in newsletters, journals, executive briefings, and hard copies of the guides distributed to the GEES communities, the LTSN Generic and Subject Centres, the National Coordination Team, the Institute for Learning and Teaching in Higher Education, and the wider disability, educational development and learning support communities.

The Geography Discipline Network is a consortium of HEIs in England led from the University of Gloucestershire. For this project it consists of geographers, earth and environmental scientists, educational developers and disability advisers from the University of Gloucestershire, Lancaster University, Liverpool John Moores University, Middlesex University, Oxford Brookes University and Plymouth University. The GDN will be working closely with LTSN-GEES in undertaking the project.

Readers who have experience of supporting the learning of disabled students in higher education in the GEES subject areas are invited to contact us (mhealey@glos.ac.uk).

Mick Healey
Director
Geography Discipline Network

ROYAL GEOGRAPHICAL SOCIETY WITH THE INSTITUTE OF BRITISH GEOGRAPHERS

RGS-IBG 'Chartered Geographer Status'

What is C.Geog?

Chartered Status is an internationally recognised professional qualification for Fellows of the Royal Geographical Society (with IBG) who can demonstrate a high level of competence and professionalism in the practice of Geography and related disciplines, and who are committed to maintaining their professional expertise through an annual continuing professional development programme. The scheme will therefore be of interest to the Geography academic who could readily qualify for C. Geog status.

Why should I obtain C.Geog status?

C.Geog status:

- Provides a unique qualification for geography;
- Recognises high levels of competence of individuals;
- Displays professionalism in the practice of Geography;
- Might form part of your internal staff appraisal.

Basic criteria

- Fellow of the Royal Geographical Society (with IBG);
- An honours degree, or equivalent qualification in Geography or a related discipline awarded by a university, or other such establishment;
- Demonstrated academic achievement, equivalent to the attainment of an honours degree in Geography;
- At least 6 years experience in the profession and practice of Geography since graduating;
- Evidence of a commitment to Continuing Professional Development;
- Completion of an application form, including a professional report of 1000 words;

Continued Professional Development (CPD)

CPD is compulsory for C.Geog and is based on a 'points scheme'. Points are awarded from relevant events or activities throughout the year. It is largely self-regulatory and the CPD requirement is 35 hours per year (20 external and 15 internal - see below).

External events (e.g. conferences, presenting papers / writing documents / papers, chairing meetings, training courses etc) are allocated an 'hours worth' value. For example, attendance for two days or more at the RGS-IBG International Annual Conference (3-5 September 2003) could be worth 10 external hours.

Hours for internal activities (such as internal seminars, training, teaching above first degree, field trips or publications) would be those actually spent subject to a limit of 5 hours per day allocated.

Additional CPD hours could be accumulated through, for example; wider professional subjects and skills such as management training, IT, language skills, managerial work and professional activities or mentoring. There are other activities which could no doubt qualify here. Your judgment is essential and we will provide the necessary guidance.

Application Process

Fellows need only submit an extended CV and a report of their practical experience together with an application form.

STAGE ONE: Complete an application form and submit it along with an extended CV and short professional report.

STAGE TWO: Application reviewed by two assessors

STAGE THREE: Applicant informed of provisional status allocated by assessors: Accept, Hold (with a request for further information) or Apply at a later date

STAGE FOUR: Applications considered by the Vetting Committee who make their recommendations to Council (once per term)

STAGE FIVE: Formal approval of C.Geog by RGS-IBG Council, following which the successful applicant is notified

The RGS-IBG would like to encourage geographers who read PLANET to apply for C.Geog status.

Further Information

Further information is available at www.rgs.org/charteredstatus including a downloadable application form. For any other enquiries please contact Felicity Thorne, Professional Officer at f.thorne@rgs.org, 020 7591 3027.

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Too many to mention – but our most popular are:

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Visual MODFLOW - Waterloo Hydrogeologic : 3D groundwater and contaminant transport modelling.

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TEACHING AND RESEARCH in GEOGRAPHY, EARTH and ENVIRONMENTAL SCIENCES



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Learning and Teaching
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for Geography, Earth and
Environmental Sciences

An LTSN-GEES Residential Conference

Monday June 30th - Tuesday July 1st 2003, The Royal Court Hotel, Warwickshire

What is the conference all about?

Teaching and research are HE's two principal activities but are often seen as separate, in competition, or even in conflict. However, evidence suggests that connecting student learning to staff discipline-based research can be beneficial for both, providing the relationship is positively managed. In addition, student learning itself can generate opportunities for discipline-based educational research which can lead to staff publications and then feed back into enhanced teaching and student performance.

So, this conference will consider two broad strategies for linking teaching and research in the GEES disciplines, viz: (a) strengthening existing links between research in our disciplines and the student curriculum - this will be the primary focus of the conference; and (b) strengthening the development of pedagogic research in our disciplines.

Key questions to discuss will include: How can we design our curricula and our research so as to maximise the synergies between them? How can we ensure that both activities are properly valued and rewarded? What is the nature of teaching/research linkages and relationships in the GEES disciplines? Is educational research for all staff or for only a small number of 'consenting academics'?

Through show-casing good practice in these areas, delegates will be able to improve their personal management of the research-teaching relationship and in addition help lead the debate and stimulate change within their own departments and institutions.

The conference will also provide an opportunity for delegates to learn about and discuss two recent LTSN-GEES projects - one on linking teaching and research and one on research into enhancing the quality of fieldwork.

We hope that you will want to become involved in this debate and join us in the summer of 2003.

Conference Format

This two-day conference will feature presentations and posters on these key issues. Add to this keynote speakers, "question time" style plenaries, open sessions and plenty of time for informal networking and you have a conference format ideal for reflection, lively debate and agenda setting.

Oh, and don't forget the conference BBQ, cheese and wine reception and the hotel's health and fitness club (including indoor pool, gym, sauna and steam rooms) - all included in the conference fee!

How much does it cost?

EARLY-BIRD RESIDENTIAL REGISTRATION £99 per person (maximum of 2 individuals per department at this subsidised rate.)

EARLY-BIRD NON-RESIDENTIAL REGISTRATION
£75 per person (includes conference BBQ, but excludes B&B)

STANDARD RESIDENTIAL REGISTRATION
£150 per person

STANDARD NON-RESIDENTIAL REGISTRATION
£125 (includes conference BBQ, but excludes B&B)

Register Now Online! Please visit our website for full details at: <http://www.gees.ac.uk> and follow the link

Free prize draw entry for contributors!

Delegates will be given the opportunity to formally contribute to the programme through good practice summaries, posters, and paper presentations.

DAY ONE - Theme: Linking Teaching and Research

09:30 - 10:00	Registration, Coffee and Poster Viewing
10:00 - 10:05	Welcome and Introduction
10:05 - 10:30	KeyNote 1: Cliff Allan (LTSN Programme Director)
10:30 - 11:45	Plenary Session 1 : Introduction to Linking Teaching and Research (Alan Jenkins, Oxford Brookes University)
11:45 - 12:30	Parallel Paper Session 1: Linking Teaching and Research**
12:30 - 13:45	Lunch
13:45 - 14:30	Parallel Paper Session 2: Linking Teaching and Research**
14:30 - 15:30	Three discipline-based parallel sessions. Each one will focus on: (1) How/Are teaching-research relationships shaped by disciplinary concerns? and (2) How does the delegates' experience of departmental organisation shape the relationship? Chairs: Mick Healey, Geography, University of Gloucestershire; Neil Thomas, Earth Sciences, Kingston University; Jennifer Blumhof, Environmental Sciences, University of Hertfordshire
15:30 - 16:15	Plenary Session 2: Panel and discussion on developing departmental policies to promote teaching/research relationships Panel to include: Mick Healey, Neil Thomas and Jennifer Blumhof Chair: Mike Bradford, University of Manchester
16:15 - 16:45	Tea
16:45 - 17:45	KeyNote 2: (Liz Beaty, Director of Learning and Teaching, HEFCE)
17:45 - 19:00	Free Time and Networking
19:00 - 19:30	LTSN-GEES Resource Database launch (Cheese and Wine Reception)
19:30 - 21:30	Conference evening BBQ
21:30 onwards	Bar and Networking

** times at which delegates are invited to present their own work on the days theme.

DAY TWO - Themes: Linking Teaching and Research and Undertaking Pedagogic Research: The Teaching/Research Agenda

07:00 - 09:00	Breakfast
09:00 - 09:15	Welcome to Day 2: Setting the Scene
09:15 - 10:30	Parallel Paper Session 3: Undertaking Pedagogic Research (fieldwork and other curriculum areas)**
10:30 - 11:00	Coffee
11:00 - 12:00	Plenary Session 3: What have we learnt from undertaking such Pedagogic Research? Chair: Mick Healey, University of Gloucestershire
12:00 - 13:15	Lunch
13:15 - 14:00	Plenary Session 4: Semi-structured interview with Heads of Departments on issues related to Linking Teaching and Research and undertaking discipline-based Pedagogic Research Panel to include: Gordon Walkden (University of Aberdeen) Carolyn Roberts (University of Gloucestershire) Richard Blackwell (LTSN) Chair: Roger Lee (Queen Mary, University of London)
14:00 - 15:00	Plenary Session 5: Looking Forward - setting the agenda: The next steps Panel to include: Chris Wilson (Open University) Alan Jenkins (Oxford Brookes University) Sue Burkill (University of Plymouth) Chair: Brian Chalkley (LTSN-GEES)
15:00 - 15:15	Close, Thanks, Tea and Depart

** times at which delegates are invited to present their own work on the days theme.



Geography, Earth and Environmental Sciences

**LTSN-GEES Residential Conference
June 30th and July 1st 2003,
Royal Court Hotel, Warwickshire**

CALL FOR SUBMISSIONS!!

The LTSN-GEES residential conference 2003 planning team are calling for papers, posters and good practice summaries that relate to the event's themes - linking teaching and research and undertaking research into teaching (pedagogic research).

How can you contribute?

- 1. Papers (and accompanying abstract)**
You may wish to present a short paper (10 minutes) on day 1 or day 2 of the programme relating to the conference themes.
- 2. Posters (and accompanying abstract)**
You may wish to produce a poster to inform other delegates of what you are doing at your institution with respect to the conference themes.
- 3. Good Practice Summaries (and accompanying abstract)**
You may wish to produce a brief good practice summary to inform other delegates of what you are doing at your institution with respect to the conference themes.

Deadline for all abstracts is

March 31st 2003

Please visit: www.gees.ac.uk and follow the links to register and for submission guidelines

**Free prize draw entry for all who submit an abstract!
Early-bird places still available...register NOW!**



In Memoriam - Vince Gardiner

Vince Gardiner lost his battle with cancer last summer. Vince had a distinguished career raising teaching standards in higher education. Vince graduated in geography from the University of Exeter in 1969, from where he also gained his PhD. After positions at the Royal College of Art (Experimental Cartography Unit) and various Polytechnics, he became lecturer at the University of Leicester. Vince furthered his contribution to teaching and learning when he became a Member of HMI's Inspectorate of Education in 1989, responsible for geography in Higher and Further Education. When OFSTED and FEFCE took over from HMI in 1993, he became Professor of Geography at the University of Surrey, and Head of the Department of Environmental and Geographical Studies, Roehampton Institute, London. Vince's last post was as Professor of Geography and Director of the School of Education, Community and Social Science at Liverpool John Moores University.

Vince published widely on geomorphology, water resources, cartography, the United Kingdom, as well as on teaching, learning, curriculum development, assessment and educational management. He recently participated in a number of HEFCE and DfEE-funded projects through the Geography Discipline Network. He was a former editor of the *Geographical Journal*.

He will be sadly missed.

Webbed Foot

JISC unveils new subject-specific Resource Guides



The new subject-specific **Resource Guides** produced by JISC aim to provide overviews of key electronic resources for teaching, learning and research across specific discipline areas.

Those of immediate interest to the GEES communities are the Resource Guides in the following discipline areas:

- **Geography and the Environment**
- Physical Sciences [including **Earth Sciences**]
- Social Sciences

There are four other Guides covering the following disciplines which may also be relevant:

- Health and Life Sciences
- Arts and Humanities
- Hospitality, Leisure, Sports and Tourism
- Engineering, Mathematics and Computing

Each guide is arranged under the categories of:

- bibliographical, reference and research information
- publications online
- subject gateways
- data services
- learning and teaching
- support services

These resources therefore cover the full breadth of electronic services available to HE, tailored to your discipline(s). You may find the explanations regarding conditions of access particularly useful, especially regarding access to complex distributed datasets such as the UK Census of Population.

Each resource included in the Guides has been vetted by the Resource Guide Advisor, a subject specialist experienced in both research and teaching. In addition, free advice and study materials on the effective use

of such resources in Higher Education are also available; please see contact details below.

If you work in the areas of human geography and/or environmental science, you may well have already used the pilot study Resource Guide for Social Sciences (RGSS). Since the inception of this pilot guide five years ago, in excess of 60,000 printed guides have been distributed to UK HEIs, and workshops and presentations have also been delivered across the UK. This enthusiastic take-up by the pilot subject community has demonstrated a wider need for resource quality and validated guidance to electronic resources across all disciplines. As a result of this pilot study, the number of Resource Guides has been expanded to cover more discipline areas, including GEES, as highlighted above.

The Resource Guides are available free from the following website at <http://www.jisc.ac.uk/resourceguides/> in web form. For printed versions of the Resource Guides, please get in touch with the appropriate contact listed below:

For the Resource Guide for **Geography** and the **Environment** contact:

Adam Gardner

RGA for Geography and the Environment
John Rylands University Library of Manchester
Oxford Road
Manchester, M13 9PP

Tel: 0161 275 3782

Email: adam.gardner@man.ac.uk

Web: <http://www.jisc.ac.uk/resourceguides/geoenv>

For the Resource Guide for **Physical Sciences** (including **Earth Sciences**) contact:

Gillian Sinclair

RGA for Physical Sciences
John Rylands University Library of Manchester
Oxford Road
Manchester, M13 9PP

Tel: 0161 275 8728

Email: gillian.sinclair@man.ac.uk

For contact details of all other Resource Guides please refer to the website: <http://www.jisc.ac.uk/resourceguides/>



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Paul A Longley et al

0471892750 472pp 2001 Pb £24.95

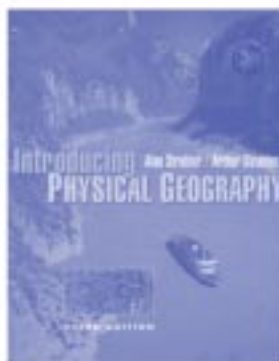


Environmental Science

Earth as a Living Planet, 4th edition

Daniel B Botkin and Edward A Keller

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Introducing Physical Geography

3rd edition

Alan H Strahler and Arthur Strahler

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Steve Hinchliffe et al

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www.wileyeurope.com

Higher Education Dept., John Wiley & Sons Ltd., The Atrium, Southern Gate, Chichester PO19 8SQ

Tel: 01243 770372 **Fax:** 01243 770571 **Email:** HigherEducation@wiley.co.uk

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 City University, London
 Northampton Square,
 London EC1V 0HB, UK

Diary Dates Jan 2003-Oct 2003

This section lists some specific learning and teaching conferences and workshops, and other conferences with learning and teaching sessions. For further information and registration, visit the website addresses provided. A continually updated list can also be downloaded at <http://www.gees.ac.uk>

January 2003

14 Jan

LTSN-GEES/CHES Swapshop.
Venue: RGS, London
<http://www.gees.ac.uk>

16 Jan

TechDis Virtual Learning Environments and Accessibility Workshop
Venue: York
<http://www.techdis.ac.uk/workshops/>

16-17 Jan

Student Progression and Transfer (SPAT) National Conference for Student Progression and Transfer
Venue: Plymouth University
<http://www.spat.ac.uk/national.html>

17 Jan

Americanisation and Teaching of American Studies (AMATAS) Conference
Venue: University of Central Lancashire
<http://www.uclan.ac.uk/amatas/>

29 Jan

LTSN Physical Sciences Personal Development Planning Workshop
Venue: Glasgow
<http://dbweb.liv.ac.uk/ltsnpsc/summ3.asp>

29-30 Jan

AUA/AACRAO Conference
Students in the Consumer Age: Recruitment and Retention Issues
Venue: London
<http://www.ltsn.ac.uk/index.asp?id=202>

February 2003

16 Feb

LTSN-GEES and LTSN Bioscience
Work-related Learning Swap-shop
<http://bio.ltsn.ac.uk/events/registration/realworldreg.htm>

March 2003

4- 8 March

Association of American Geographers Annual Conference 2003
Venue: New Orleans, USA
<http://www.aag.org>

14- 17 March

American Association for Higher Education (AAHE) Annual Conference
Learning To Change
Venue: Washington, DC, USA
<http://www.aahe.org/conferences.htm>

April 2003

2 April (Provisional)

Area Studies Workshop
Teaching Overseas Fieldwork
Venue: TBC
<http://www.gees.ac.uk>

3-4 April

C-SAP Annual Conference 2003
Dynamics of Change in Higher Education
Venue: Birmingham
<http://www.c-sap.bham.ac.uk/c-sap%20events.htm>

8-10 April

CAL 2003 21st Century Learning
Venue: Queen's University, Belfast
<http://www.cal2003.com>

9 April

Progression-Employability-Transferability (PET) Conference
Venue: London
<http://www.spat.ac.uk/pet.html>

9-11 April

International Conference on Building Education and Research (BEAR 2003)
Venue: Salford
<http://www.scpm.salford.ac.uk/bear2003/>

23-25 April

Annual GA Conference
Valuing Geography
Venue: University of Derby
<http://www.geography.org.uk/events/conf2002/2003.html>

28-29 April

CHES Annual Conference and Annual General Meeting
Research, Recruitment, Retention.
Venue: University of Birmingham
<http://www.gees.ac.uk/>

May 2003

12 May

RGS-IBG Higher Education Research Group
Fieldwork Practice and Scholarship Workshop
Venue: Leeds University
email: pauline@geog.leeds.ac.uk

19-20 May

LTSN-GEES Residential Workshop for New Lecturers
Venue: University of Birmingham
<http://www.gees.ac.uk/> (further details to be announced soon)

June 2003

15-18 June

UNESCO Conference on Intercultural Education.
Venue: University of Jyväskylä, Finland
<http://www.jyu.fi/kti/unesco2003>

P L A N E T

22-24 June

American Association for Higher Education (AAHE)
Assessment Conference
Venue: Seattle, USA
<http://www.aahe.org/conferences.htm>



14-19 July

5th British-American-Canadian Conference on Rural Geography
Contrasting Ruralities: Changing Economies, Societies and Landscape
Venue: Exeter and Plymouth
<http://www.geog.plym.ac.uk/ruralgeography/default.htm>



27-29 June

Centre for Research in Life-long Learning International Conference
Experiential-Community-Workbased: Researching Learning Outside the
Academy.
Venue: Glasgow Caledonian University
<http://crl.gcal.ac.uk>



20-30 July

The International Geographical Union and National Committee of
Geographers of Russia Special International Conference
Society and Environment Interaction under Conditions of Global and
Regional Changes
Venue: Moscow and Barnaul, Russia
http://igu.org.ru/en/events/barnaul_2003_1.html



30 June -1 July

LTSN-GEES Residential Conference
Teaching and Research in Geography, Earth and Environmental Sciences
Venue: Coventry
<http://www.gees.ac.uk/> **REGISTER NOW ONLINE!**



August 2003

10 August- 14 August

GeoSciEd IV
Venue: Calgary, Canada
<http://www.science.uwaterloo.ca/earth/geosciEd/>



July 2003

2-4 July

ILT Annual Conference
Venue: University of Warwick
<http://www.ilt.ac.uk>



September 2003

8-10 Sept

ALT-C 2003: Communities of Practice.
Venue: Sheffield
<http://www.shef.ac.uk/alt>



2-4 July

Forum for the Advancement of Continuing Education (FACE) Annual
Conference 2003
Venue: University of Stirling
www.stir.ac.uk/departments/daice/



2-5 Sept

RGS-IBG Annual Conference 2003
Geography Serving Society and the Environment
Venue: London
<http://www.rgs.org/templ.php?page=3reaseann>



6-9 July

Higher Education Research and Development Society of
Australasia (HERDSA) Annual Conference 2003
Learning for an Unknown Future
Venue: Christchurch, New Zealand
<http://www.conference.canterbury.ac.nz/herdsa2003/>



October 2003

8-11 Oct

National Council for Geographical Education Annual Meeting
Venue: Salt Lake City, Utah, USA



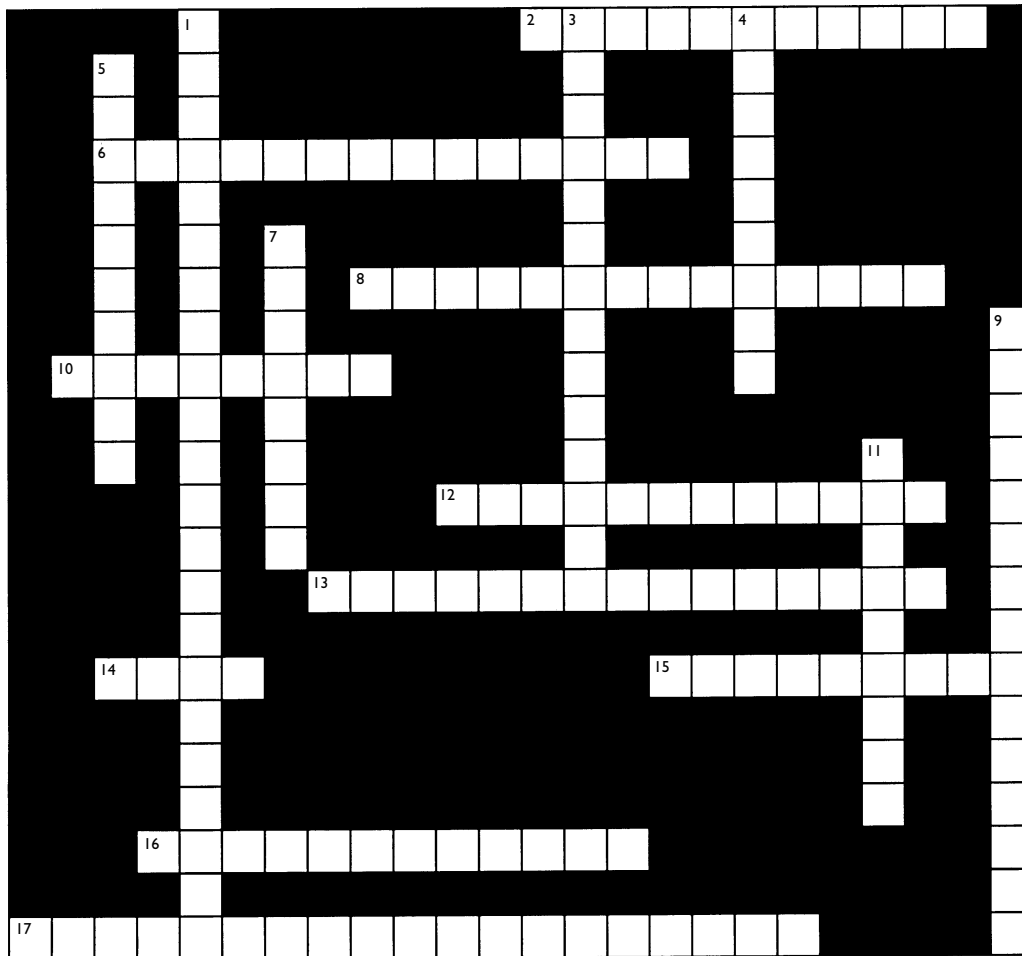
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Planet

CROSSWORD

ACROSS

- 2 Recognised as an important underpinning of both teaching and research (11)
- 6 Type of research that is intended to influence practice directly (6/8)
- 8 A learning style model (flowers)? (6/8)
- 10 New HEFCE director of learning and teaching (8)
- 12 Independent (final year?) project (12)
- 13 Consequence of learning? (8/7)
- 14 A circular model of learning (4)
- 15 Assessment at the end of an assignment (9)
- 16 An intention to understand and seek meaning (4/8)
- 17 RGS-IBG professional qualification (19)

DOWN

- 1 Meeting the needs of the current generation without comprising the needs of future generations (11/11)
- 3 New education minister (14)
- 4 The learning and teaching of adults (9)
- 5 Forming of judgement about the worth of something or someone (10)
- 7 Assessment of one's self (8)
- 9 Intention to just undertake the task and memorise information (7/8)
- 11 Assessment during an assignment (9)

Information for Contributors



The editorial committee of PLANET welcomes all material of interest to academics and support staff in the fields of learning and teaching across the three disciplines of Geography, Earth and Environmental Sciences. Generic submissions from other disciplines and submissions with an international dimension are also invited. PLANET also welcomes learning and teaching 'work in progress'.

The audience for PLANET is academics, support staff and educational developers. Articles accepted for publication may be subject to editing.

Types of Contributions

Short research papers, notes or short communications, case studies of learning and teaching practice, annotated web-links, software and book reviews, forum commentary, and letters to the editor commenting on an article previously published in PLANET, or on current higher education issues.

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General: Manuscripts must be typewritten. The author(s) should provide contact details, including email addresses. All submissions should be in electronic format.

Paper Length: Main papers should normally be in the order of 1000-2000 words, although longer articles may be considered. An abstract of no more than 200 words should also be provided. Notes, or short communications, annotated web-links, book and software reviews, forum commentary and letters to the editor, should be no longer than 400 words.

Referencing:

All publications cited should be presented in accordance with the Harvard Referencing System, both within the text and in the reference list.

Illustrations:

All illustrations should be provided in a reproducible form (this may include reduction).

All articles with any accompanying figures, tables, diagrams and photographs, should be submitted in electronic format to:

Steve Gaskin

Operational Editor

LTSN Subject Centre for Geography,

Earth and Environmental Sciences

Room 509, The Moneycentre

University of Plymouth

Drake Circus

Devon, PL4 8AA UK.

Email: sgaskin@plymouth.ac.uk

Tel: +44 (0)1752 233535

Fax: +44 (0)1752 233534

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Contact Us!

If you have any questions or queries about this publication, or on any learning and/or teaching issue, then contact the Subject Centre team at:

The LTSN Subject Centre for Geography, Earth and Environmental Sciences

University of Plymouth

Room 509, The Moneycentre

Drake Circus

Plymouth

Devon UK PL4 8AA

Tel: +44 (0)1752 233530

Fax: +44 (0) 1752 233534

Email: info@gees.ac.uk

Website: <http://www.gees.ac.uk>



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