



Critical Participative Geography Education and the growing need to empower societal engagement

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For many years modern education developments have predominantly sought to justify themselves by seeking to meet changing labour market needs and address skill shortages. University courses are required to address employability. School curricula are designed to encourage the development of core skills. But by and large innovative developments have rarely considered what is the important subject knowledge that needs to be taught or how to significantly improve the quality of learning and teaching.

In this presentation I suggest that as a result of growing global needs for geoinformation that society needs geographical educators to rethink the purpose of teaching and learning geography and develop approaches to geographical education so that students are able to a) access and critically use geographical information; b) engage creatively with enquiry approaches; and c) actively participate in and contribute to society.

I explore these challenges by introducing some of the innovative project developments which have taken place in terms of approaches, tools and technologies.

I conclude by considering the complex task of innovation transfer and the important role of professional societies need to play in changing education and training policy, national legislation and curricula.

Key words: critical geography, participative geography, geoinformation, innovation transfer, geographical education