

Guest Lecture

Dr. Clare Brooks

UCL Institute of Education



The role of (geography) teacher subject identity and implications for initial teacher education

Recent research suggests that teachers need resilience to thrive in education today. But where does that resilience come from and how can initial teacher education prepare teachers to be resilient in the face of the many challenges in front of them? In this lecture, I outline the findings of my research which took place with ten geography teachers over 14 years, as they describe the significant role that their geographical knowledge plays in relation to their identity and professional practice. These findings make a strong case for the centrality of geographical knowledge and understanding within (initial) teacher education. They also raise questions about how we conceptualise the role of geographical knowledge in education, and thereby how we construct understanding of curriculum and pedagogy.

Clare Brooks is currently Head of Academic Department (Curriculum, Pedagogy and Assessment), Co-Director of Initial Teacher Education, and Vice Dean International at UCL Institute of Education. She is also a founding member of GERECo (Geography Education Research Collective) and Co-Chair of the International Geographical Union Commission for Geography Education, and Chair of the UK Committee. Her background is in geography education, having been a geography teacher and Head of Geography in East London, and former leader of the PGCE Geography and MA in Geography Education at the Institute of Education. Clare's research interests are in teacher subject identity and how teachers use their subject knowledge, and in subject specialist pedagogies.

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Room K.0.01 (Stiftungssaal)

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