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The Journal of the Southern African Geography Teachers Association (SAGTA) – ISSN 2517-9861

Notes for Contributors and Invitation for Papers

The *Journal of Geography Education for Southern Africa (JoGESA)* is a blind, double peer-reviewed journal. Articles submitted to JoGESA are reviewed anonymously by a minimum of two expert reviewers. The Editorial Board selects articles and book & teaching resources reviews based on the outcome of the review process and then ratified by the editor(s). **Authors of articles are sent guidelines for their final submission.** Only Conference Reports, Travel Blogs and Eulogies are not refereed but will be reviewed by the editorial board. This eJournal is designed to encourage the continued professional growth and support of existing Geography Teachers, Geography Lecturers, Geography Methodologists and student teachers in-training, in Southern Africa. To build up the importance of Geography as a globally relevant subject within schools across Southern Africa and the World; and to improve the stature of the role of secondary geography education in relation to the study options available at tertiary level, on the African continent, as well as globally. The ISSN for JoGESA is ISSN 2517-9861.

- We invite your participation in producing this journal. JoGESA encourages school teachers; student teachers; university lecturers or Geography methodologists; Subject Advisors or any Geography Experts, and all others interested in geography to share their ideas and experiences in order to promote sound practices, innovative strategies, modern developments and reflection in geography teaching and learning, as well as sharing their research – to submit articles or contributions for possible publication.
- Contributions of varying length are invited, with a maximum of **8000 words** for academic articles and research reports (including References).
- Shorter articles of **2000 words**, on best practice (particularly GIS) and classroom strategies, classroom discipline and management, reflections on particular issues and practices in geography teaching and learning, in-service education or workshops, conferences, reports and comments on previous published articles or contributions are welcome.
- Lesson plans; teaching units and how-to-do-it advice on classroom and fieldwork activities; a travel blog; and eulogies are also invited, of no more than **2000 words**, as long as they have relevance for a broad range of teachers across Southern Africa.

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Email:	Please submit your article/contribution for review to the Editor(s) (address below). **Please send as a Microsoft Word document**.
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Title Page:	The title of the article/contribution, the name & surname, work position or affiliation, email address of the author, and an abstract of **no more than 150 words** should be provided on the title page.
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Paragraphs:	Paragraphs should start without indentation and should be separated by blank lines. All text should be justified.
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Tables & Figures:	All tables and figures should be submitted on a separate sheet of paper but their position indicated in text by leaving a 3cm space above and below, inserting the words **"Figure X – here" or "Table X – here".** All tables and figures (including maps, diagrams and photographs) should be submitted with captions and be clearly numbered, typed and left justified, below the diagram.
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- JoGESA is published bi-annually (April and September). As at least 2 months are needed for reviewing, another month for editing, design, typesetting and printing – articles should reach the Editor by **1st December (for the following April issue**) and **1st May (for the following September issue)**, every year.
- Manuscripts for review, possible publication and all correspondence relating to articles should be sent to: **Dr Clinton van der Merwe**, Editor, JoGESA, PO Box 522, WITS, 2050, South Africa. Email: clinton.vandermerwe@wits.ac.za.
- Reviews of books, textbooks, kits, any Geography Teaching Resources, websites, electronic and other media, reports, travel blogs and eulogies should be sent to **Pam Esterhuysen.** Email: paesterhuysen@gmail.com.

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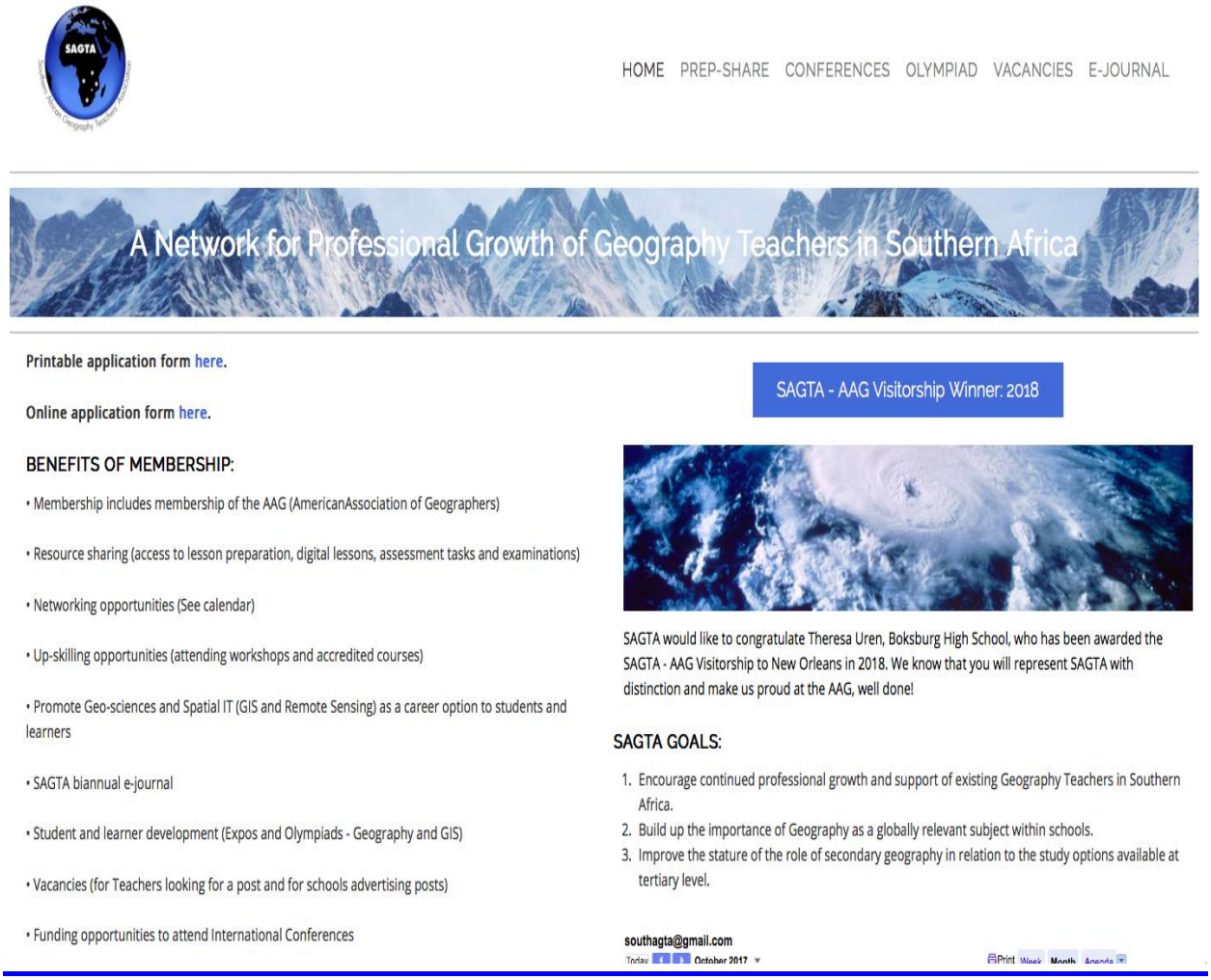

JoGESA is published bi-annually and is distributed to all members of SAGTA. The aims of the journal are to:

- encourage the continued professional growth and support of existing Geography Teachers and student teachers in-training in Southern Africa.
- to build up the importance of Geography as a globally relevant subject within schools across Southern Africa and the World.
- improve the stature of the role of secondary geography education in relation to the study options available at tertiary level, on the African continent, as well as globally.

Review

JoGESA is a refereed journal. Articles or contributions submitted to JoGESA for consideration are reviewed anonymously by a minimum of TWO reviewers (or sent to someone on our Journal Advisory Committee, as necessary). Articles/contributions are selected by the editor(s) based on the outcome of the anonymous reviews and ratified by the Editorial Board. **Authors of accepted articles/ contributions are sent guidelines for their final submission.**

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2017/2018

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Contact: Amanda Louw or Tess Uren

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American Association of Geographers

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3. Have an abstract accepted and present a paper at the AAG: http://www.aag.org/cs/events/event_detail?eventId=1259
4. Write up a best practice (non-academic paper) related to your teaching of Geography for publication in JoGESA – during 2018.
5. Present your AAG paper at the SAGTA conference in 2020.
6. Complete the application form, found at www.sagta.org.za

Contact: **Amanda Louw** (secretary@sagta.org.za)

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"What Washington needs is adult supervision" Barack Obama.

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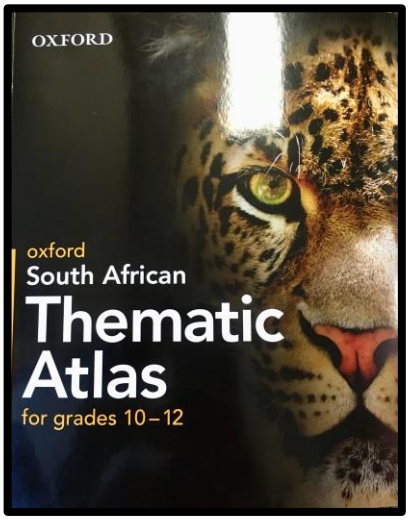
SANGO would like to thank Oxford Publishers, South Africa: for donating the beautiful oxford South African Thematic Atlas' for grades 10 – 12, to the TOP 8 learners of the 2017 SANGO Pilot



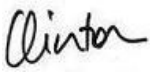
Editorial

JoGESA continues to grow from strength to strength!

Welcome to our eJournal for the **Southern African Geography Teachers' Association (SAGTA),** called the *Journal of Geography Education for Southern Africa* (JoGESA). We are in the process of working towards Department of Higher Education and Training (DHET) accreditation for this journal – but that requires that we consistently publish TWO issues over the three years (2016 – 2018), before we can apply for accreditation. Once a journal is accredited, it means that the academic institution where the published author is based at, earns the Higher Education Institution (HEI) a subsidy from the DHET for the production of new knowledge. *All academics are encouraged to publish their research and are incentivised to submit to accredited journals only.* For this reason we are working towards accreditation – so that we can get world-class Geography Education research being published in JoGESA. Thank you to all the people that have voluntarily joined our editorial board, and for those having given of their time to blind peer review submissions for the journal. We especially thanks all the researchers who have chosen to submit their work for publication to JoGESA specifically.

To the many people that have willingly joined our Journal Advisory Committee, and for also blind peer reviewing and giving feedback on submissions, thank you again! Anyone interested in joining the Editorial Board or Journal's advisory committee are encouraged to send a CV (a template is available) – please email me at: clinton.vandermerwe@wits.ac.za, to be considered. We also welcome any institution that would like to advertise any Geographical Learning, Teaching and Support Material (LTSM) be it in whatever form – in our eJournal (see the rates on page 3). In this issue, Goldschagg and Wilmot explore the role of a Google Group in enabling lesson resource sharing in a South African geography teachers' professional learning community. We are proud to announce that the pilot of the South African National Geography Olympiad (SANGO) went off very well, details on page 24 – **please register and participate in the 2018 SANGO**. Our reports detail some exciting developments and learning from the 2017 AAG Conference in Boston. A great new Geography Atlas and some teaching resources from Oxford Publishers, as well as Nick Norman's book are reviewed in this issue.

Thank you to the many submissions we received – please keep sending your contributions for review – we have an interesting assortment of articles lined up for 2018/19. Please feel free to contribute to the next edition of our journal; ***we especially would like best practice/lesson submissions and more book/learning and teaching resources Reviews for next editions***. We are also calling for a SPECIAL ISSUE of JoGESA 2018 2 (2), watch this space for an exciting edition in October 2018!



Clinton David van der Merwe, PhD
Wits School of Education, Johannesburg

1. Academic Research Papers

Exploring the role of a Google Group in enabling lesson resource sharing in a South African geography teachers' professional learning community

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Abstract

This article presents the findings of the initial phase of an ongoing exploratory study which responds to a national imperative, to create teacher-initiated professional learning communities (PLCs), to improve the professionalism and capabilities of South African teachers. The overarching goal of the study is to understand how an emergent PLC in the form of an online Google Group for South African geography educators may enhance geography education and teacher professional development. The contributions made to the Southern African Geography Teachers Network Google Group over a six month period were analysed and categorized according to themes and topics in the Grade 10, 11 and 12 Curriculum and Assessment Policy Statement (CAPS) curriculum. The findings, in shedding as they do, light on the curriculum sections receiving the most and least contributions, raise more questions that they provide answers. Areas requiring further research are identified. Our main contention is that the emergent PLC enabled through the Google Group offers exciting possibilities for teacher professional learning. As a bottom-up, online, easily accessible initiative, unrestricted by time or place constraints and with a growing membership, it may play an important role in enhancing the quality of teaching and learning in South African school geography.

Key words: school geography, Google Groups, online virtual social networks, professional learning community, teacher support, teaching and learning resources, Southern African Geography Teachers Network.

Introduction

In 2009, the Southern African Geography Teachers Network, the first of its kind in geography education in South Africa, was created by a group of geography teachers for the purpose of sharing links to useful websites, documents, digital resources and making announcements. By February 2017, there were 974 members in this dynamic and expanding group. Online platforms, including, for example Google Groups, made possible by digital and networked technologies, together with teacher associations and unions, have an important role to play in strengthening school geography and supporting teacher professional development. This article explores the role of the Southern African Geography Teachers Network, a bottom-up, teacher-driven initiative, in enabling a teacher professional learning community (PLC) in which teaching and learning may be enhanced through the sharing of information, resources and good practices (Wilmot, 2016). This is particularly important in South Africa where systemic underperformance is an overarching problem which is exacerbated by

> "the quality of schooling is inequitably distributed, with the poorer 80% of the population generally receiving schooling of significantly inferior quality to that enjoyed by the most affluent 20%. The majority of South African children – from homes of working class or unemployed and frequently child headed households- attend township or rural schools…
>
> On the other hand children located in the rapidly deracialising middle class, attend schools (most in urban centers) formerly reserved for minority race groups, which generally produce educational achievement that is closer to the standards achieved in developed countries (NEEDU, 2015: 2).

School geography, the fifth most popular subject in the final three years of secondary schooling, is characterised by "unevenness and huge disparities in: the level at which learners are performing in relation to national curriculum standards; the teaching and learning methods used in classrooms; resources and learning support materials; teacher knowledge, and teacher resourcefulness" (Wilmot, 2016: 11). From our experience as teacher educators, we are aware of low teacher morale and confidence in many schools, particularly those catering for the poor. The persistent low learning outcomes in the national senior certificate provides evidence which

suggest that quality geography education remains an elusive ideal for the majority of South African learners.

We acknowledge that there are many factors contributing to and sustaining the poor quality of teaching and learning. However, a theme running through international and national literature is that the single most important factor influencing the quality of education is the quality of teachers (Organisation for Economic Cooperation and Development, 2013; NEEDU, 2015, Spaull, 2013a, 2013b; 2015; Centre for Development and Enterprise (CDE), 2017). Improving teacher capacity and professionalism is a strategic priority of the national Departments of Higher Education and Basic Education and it is being addressed in policy and action plans (DHET and DBE, 2011; DBE, 2015). The CAPS curriculum provides structured support for teachers telling them what topics to cover each week, how long to spend on a topic, with suggestions about how to teach and assess learning. The quality of teachers and teaching is addressed in the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2025 [ISPFTED] which the DHET and DBE launched in 2011 (South Africa. DBE & DHET, 2011:1), and the Action Plan to 2019: Towards the Realization of Schooling 2030 (DBE, 2015). The plan includes the introduction of a points driven continuous teacher professional development model (CTPD) and a professional certificate which all teachers need to renew periodically. The plan also prioritizes the establishment of professional learning communities. This is discussed in the next section.

Professional Learning Communities

The international and national literature affirms the important role teacher professional learning communities play in enabling and supporting teacher professional development (Prawat, 1996; Wenger, 1998; Graven, 2004; Wilmot, 2009; Brodie, 2013; Chauraya, 2013; DBE, 2015). According to the DBE, professional learning communities are "groups of teachers formed by teachers themselves for the purpose of professional development" (DBE, 2015: 35). By its own admission, the DBE acknowledges that while these "…have yet to take off across a wide range of schools", mathematics education is leading the way in this regard (ibid.: 35). There is a view that for professional learning communities to be effective, they need to address the expressed needs of teachers, and not only their needs as discerned by school authorities (Duncan-Howell, 2010: 325). As a bottom-up, teacher-driven initiative that responds to the needs of teachers at the

chalk face, the Southern African Geography Teachers Network Google Group may be viewed as an emergent professional learning community. Membership and participation are voluntary, with teachers communicating, sharing ideas and resources and good practices and seeking assistance to issues and problems they encounter. As a network of like-minded professionals intent on supporting, gaining insights and learning from their peers, this online emergent professional learning community has enormous potential for strengthening geography teaching and learning in schools.

The findings of research on how geography and history teachers made sense of and implemented curriculum policy and the model of teacher professional development which enabled them to become effective change agents, revealed a social learning and collaboration learning process (Wilmot, 2009). Teacher learning took place in a group situation similar to the sort that Prawat refers to as "a learning community" (1996: 107). According to Prawat collegiality involves honouring each teacher's contribution to the group and their connectedness to the community, and is developed out of commitment rather than control (1996: 108).

The authors concur with Wilmot and Dube (2015) who argue for PLCs or 'communities of practice' (CoP) providing a safe space in which teachers from schools of varying levels of functionality may collaborate and learn from one another. Research on a community of practice consisting of in-service mathematics teachers found that teacher morale and confidence was developed through the social learning process. The efficacy of a community of practice in enabling mathematics teachers' professional development was a finding of Chauraya's research (2013). The extent to which the Southern African Geography Teachers Network Google Group, as an emergent online professional learning community, may facilitate a more collaborative and collegial culture amongst geography teachers and build teacher confidence, needs to be researched.

Social learning in communities of practice is premised on there being opportunities for teachers to communicate with a group of peers (Wenger, 2002). For logistical and financial reasons, it is not always possible to communicate face to face. Online PLCs are an efficient alternative. In England, Networked Learning Communities were established in 2002 for teacher educators, the ultimate goal being to enhance learning opportunities for learners (Katz & Earl, 2010). The Southern African Geography Teachers Network Google Group is the first online PLC to be

established for geography teachers in South Africa. It is similar to an informal PLC described by Cranefield Pak Yoong (2009) in that participation is voluntary and personalised by the members who share and receive information according to their own pace and needs. Decisions on the content of the professional learning are guided by broad goals, usually set up by the communities' founding members and moderators who themselves are often veteran teachers. Informal PLCs are seen as reflecting a shift from the traditional unidirectional construction of knowledge and information to more interactive, user friendly knowledge production and sharing (ibid.).

Analysis of the contributions made to the Southern African Geography Teachers Network Google Group

As part of our ongoing exploratory research on the emergent PLC created by the Southern African Geography Teachers Network Google Group, we counted and analysed the contributions posted by members for a six-month period, July to December 2016. A total of 444 posts were made during this period. These were sorted and posts advertising vacant teaching posts or requests for employment, and advertisements for services or goods for sale were set aside. The remainder (187 posts) were analysed and categorised according to themes and topics in the South African Curriculum and Assessment Policy Statement (CAPS) for Geography in the Further Education and Training (FET) phase of schooling (Grades 10 to 12) (DBE, 2011).

The Geography FET CAPS curriculum allocates four hours per week to the teaching of geography in Grade 10, 11 and 12 (ages 15-18). Important topics include: the Atmosphere; Geomorphology and Geology; Population; Water resources; Development; Resources and Sustainability; Settlement; Economic Geography, and Geographical Skills and Techniques (DBE, 2011).

According to the National Senior Certificate results of 2016, learner performance in all the above mentioned sections is an ongoing concern. Learners' average marks per question (in a random sample of 100 learners per province expressed as a percentage) varied from 44% to 46% for the Atmosphere (Climate and Weather) and Geomorphology, to 45% to 57% for Rural and Urban Settlements and Economic Activities (DBE, 2016). Table 1 shows the number and percentage of posts in each category respectively and Figure 1 illustrates the percentage distribution.

Table 1: Categorisation of posts on the Southern African Geography Teachers Network Google Group from July to December 2016 according to CAPS curriculum topics

CURRICULUM TOPIC	TOTAL POSTS	%
Atmosphere	55	29
Geomorphology	23	12
Population	10	5
Water Resources	19	10
Development	17	9
Resources and Sustainability	17	9
Settlement	12	6
Economic Geography	19	10
Geographic Skills & GIS	15	8
Total	**187**	**100**

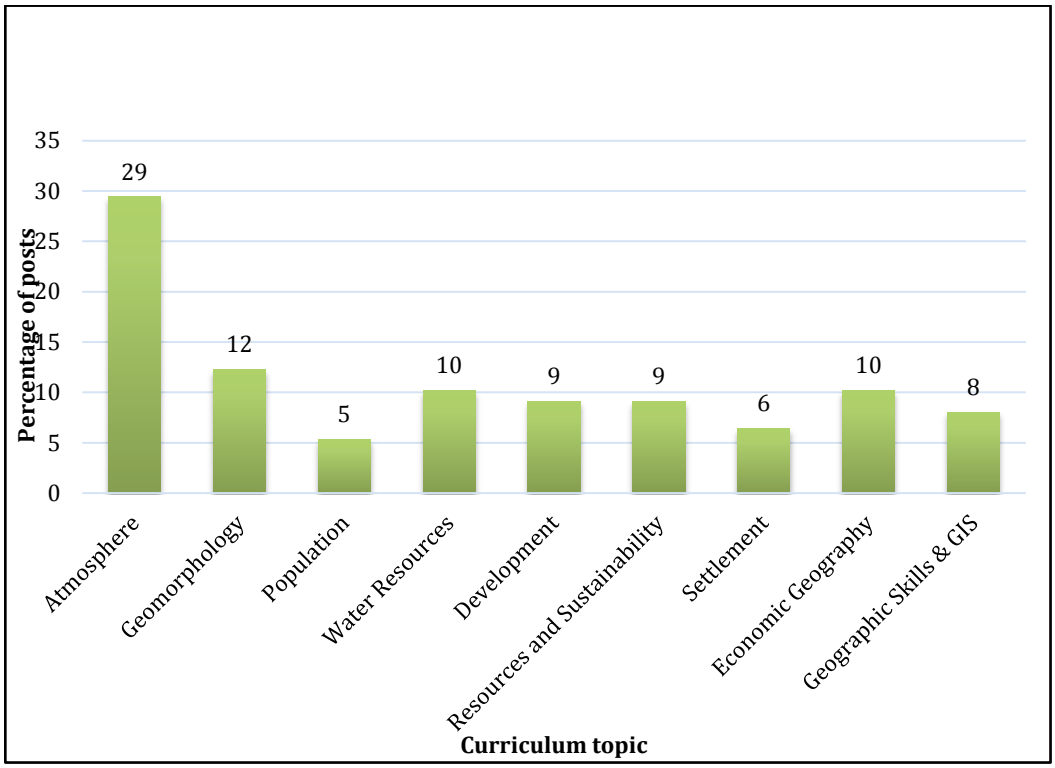

Figure 1: Percentage of posts to the Southern African Geography Teachers Network Google Group for the period July to December 2016

Almost all of the posts contained links to online resources on the internet, sometimes accompanied by a statement to the effect of: "this is useful for….", and then naming some aspect of the curriculum. The number of contributions in descending order were as follows: the Atmosphere (55), followed by Geomorphology in second position (23), then Water Resources and Economic Geography equally in third position (19). Development, and Resources and Sustainability came next with 17 posts each, followed by Geographic Skills and GIS (15), then Settlement (12) and finally Population (10).

The high number of contributions on the Atmosphere topic is interesting and should be probed. To what extent could this be indicative of the need for additional teaching and learning resources, and strengthening teachers' discipline (content) and pedagogical content knowledge (how to teach) the atmosphere and climatology more broadly? What, if anything, could it be telling us about teacher discomfort and confidence when teaching about the 'wicked' and contested problem of climate change? To what extent is the high number of posts due to the availability of content on topical issues? Similarly it would be interesting to find out more about why Geographic Skills and GIS are relatively under represented when the curriculum specifies that they should be integrated into all topics and practiced throughout Southern African Geography Teachers Network Google Group Grade 10, 11 and 12.

In spite of the assertion that additional benefits of online communities include help with assessment, hints or techniques for the classroom, sharing of lesson ideas, support being offered for classroom problems, and discussing change in the classroom (Duncan-Howell, 2010), the number of posts that fitted these categories was low. This needs to be investigated by interacting with the members of the group through a survey or interviews. It also raises questions about enhancing the role of moderators in selecting content and steering the group in a particular direction.

Given that the goal of our research was exploratory, we have provided insights that are useful but limited. We have analysed the contributions made to the Southern African Geography Teachers Network google group in a six month period. Our findings have raised questions rather than providing answers. A key question that we need to investigate is: how does one assess the value and benefit of the postings and social network? Who is benefitting and how are they benefitting from this emergent professional learning community?

The benefits and challenges of the emergent professional learning community

Judging the value and benefits of the PLC enabled by the Google Group, has been a challenge which we have not been able to address in this initial and ongoing exploratory research. It requires engagement with the group members including those who contribute and those who do not, and followers (especially teachers) to elicit their views on how they think they are benefitting from the online group in terms of professional competence (discipline content), curriculum and pedagogical content knowledge) and affective-motivational characteristics (motivation, beliefs about teaching, identity and confidence) (Blömeke & Delaney, 2012). We also need to explore the extent to which the Google Group may be helping to reduce feelings of disconnectedness, isolation and aloneness, which PLCs are seen to do (Duncan Howell, 2010).

Informal online PLCs offer an alternative to the exclusivity of formal professionalised pre-service and in-service teacher development (Sui, Goodchild, & Elwood, 2013). An online PLC is not constrained by time. This flexibility is an advantage because it enables members to work at their own pace between periods of high and low school activity over longer periods of time (Duncan-Howell, 2010, p. 326). Teachers may find this appealing because it allows them to juggle their work and personal commitments. Secondly, teachers may also be largely inactive contributors, but active followers. It is left up to the teachers to make their own meaning of the contributions. Booth asserts that online learning communities are not just databases of resources – they are groups of people who come together in an online space to learn, interact, build relationships and develop a sense of belonging and mutual commitment (2013, p.4). The knowledge or resource is shared because it is seen as being useful to recipients. A professional learning community is held together by a common cause and the need to produce and share knowledge aimed at solving specific issues because it knows and understands the needs of its practitioner members (Wenger, 2002).

Thirdly, an online PLC enables a smooth and free flow of ideas over space and time. Social network sites are increasingly influential in education (Ranieri, Manca, & Fini, 2012). We concur with Booth (2012) who argues that effective educators need access to content, resources, data, information, and the expertise of peers, all of which an online professional network of learning community can provide. The Mobile Africa 2015 study, which surveyed five of Africa's major mobile phone markets, namely South Africa, Nigeria, Kenya, Ghana and Uganda, found

that Internet browsing via phones now stands at 40 per cent across these markets. South Africa leads in app downloads (GSMA 2015). From our experience as teacher educators, we are aware of an upward trend in the number of teachers accessing the internet via mobile phones. The increasing use of mobile phones, tablets and other electronic devices has improved access and connectivity to the internet for teachers in rural as well as urban schooling contexts. This is significant in South Africa where the schooling system is characterised by huge inequality.

In 2016, there were 12,9 million learners in ordinary schools. 12,3 million (95%) were enrolled in 23 719 public schools, taught by 381 394 educators. In the same year, 590 352 were enrolled in 1 855 independent schools, taught by 37 219 educators (DBE, 2016). The extent to which the Southern African Geography Teachers Network Google Group attracts members from diverse schooling contexts should be explored. The school terms of some independent schools differ from those of public schools as does the organisation and sequencing of curriculum coverage. The relevance and usefulness of posts for teachers needs to be explored as do ways of archiving resources online.

For an online PLC to flourish, reliable internet access and connectivity is needed. Irregular and unreliable connectivity militates against active and regular participation. The need to provide teachers with greater access to and develop their capacity for using digital resources is a strategic priority of the DBE (2015). The DBE acknowledges that the process has not been without problems and is committed to resolving these. The draft Master Teacher Development Plan (DBE, 2017: 7) describes how a Professional Development Framework for Digital Learning will be rolled out to improve teacher capacity to integrate ICT into teaching and learning. These state driven initiatives will improve connectivity and access for teachers in the majority of South African schools. This augurs well for expanding the membership and enhancing the levels of participation for the Southern African Geography Teachers Network Google Group.

An increase in availability of resources that can be shared online raises the issue of quality in terms of the trustworthiness, accuracy and credibility of the content of posts and moderation decisions. Booth identifies another challenge, namely how to foster and sustain knowledge sharing to ensure that an online community will thrive (2012: 2). Moderator time constraints, commitment to other work responsibilities, and even fatigue may undermine the effectiveness of the community (ibid.). The extent to which these and other challenges are being encountered and

how they are being addressed by the Southern African Geography Teachers Network Google Group is another future research opportunity.

As the world becomes more digitally connected, the power of online PLCs can be leveraged to grow staff professionally and improve the education of their students, whilst still providing a 'safe space' where "through deliberative and supportive conversations the teachers can critically reflect and challenge one another…" (Feldman & Fataar, 2014: 1537). While online PLCs have great potential to provide ongoing professional development for teachers, Brodie (2013) argues for learning to be professional and based on data from teachers' own classrooms. Additionally, an important component are facilitators who have appropriate skills and knowledge to design and implement activities for teachers and manage the process. Participation in these communities should be with the intention of accelerating, deepening and adding value to education (Norrish et al., 2013: 8). Many veteran teachers know instinctively what is required for good teaching in the classroom. By interacting in an online PLC, novice teachers can benefit from the experience and support of older teachers, and conversely, older teachers can also learn from the enthusiasm of new teachers in these networks.

Conclusion

This article presents the findings of the initial phase of an ongoing exploratory study. The larger project responds to a national imperative to create teacher-initiated professional development activities, in particular professional learning communities. The overarching goal of the study is to understand how an emergent PLC in the form of an online google group for South African geography educators may enhance school geography and teacher professional development. This article has described an online initiative that is aligned to the PLCs advocated by policy. It has analysed the contributions made to the Google Group in a six month period. This has shed light on the curriculum sections receiving the most and least contributions. The exploratory research has raised more questions than it has provided answers and has pointed to further research agendas. Our main contention is that the emergent PLC enabled through the Google Group offers exciting possibilities for teacher professional learning. As a bottom-up, online, easily accessible initiative, unrestricted by time or place constraints and with a growing membership, it could play an important role in enhancing the quality of teaching and learning in South African school geography.

Acknowledgements

The authors wish to acknowledge the insight and assistance of the Southern African Geography Teachers Network Google Group administrator and moderators.

Open data

The corresponding author may be contacted to request data used in this research.

Ethics

Data for this research paper was collected from the Southern African Geography Teachers Network Google Group. The posts which were contributed were analysed anonymously - no contributors or institutions were identified hence no ethical clearance was required by the institution.

Conflict of interest declaration

The authors have no conflict of interest to declare.

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Di Wilmot is Professor and Dean of Education at Rhodes University. She is involved in geography teacher education, post graduate supervision and research. Her research interests include teacher empowerment, curriculum and pedagogical transformation in different southern African contexts. She also serves on the Steering Committee of the International Geography Union's Commission on Geographical Education.

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JoGESA and the SSAG want to partner in offering:

A special session on 'Geography in Education' at the upcoming SSAG conference. If we have a good turnout of papers for such a session at the conference, we hope to invite these authors to submit their work for a **SPECIAL ISSUE of JoGESA on 'Geography in Education'**. Please note the information below:

SSAG
Academic & Student Conference
GEOGRAPHY AND COMMUNITY
research, learning, impact
Bloemfontein, 1-7 October 2018

A call for this conference will come out in ***February 2018***. If you want to know more and be included on the mailing list, contact Elizabeth Rudolph at: rudolphem@ufs.ac.za

2. REPORTS

2.1 The South African National Geography Olympiad (SANGO)

The Southern African Geography Teachers' Association (SAGTA) and the Society of South African Geographers (SSAG), in partnership, have launched *the South African National Geography Olympiad (SANGO)*. The pilot for this online competition consisted of **946 pupils** from across the country, who successfully submitted their responses; SANGO took place on the **14th September 2017**. Congratulations to the 8 winners, the top 1% of all the competitors, that each achieved ***Platinum Certificates*** – they are as follows:

Top 1%: Platinum	9 learners
Top 5%: Gold	51 learners
Top 10%: Silver	87 learners
Top 15%: Bronze	114 learners
Participation	685 learners

Position	Top Performing Schools
1st	St Andrew's College
2nd	Midstream College
3rd	Brainline Learning Centre

Position	Student Name	School
1st	Michael Pereira	Reddam House, Bedfordview, Gauteng
2nd	Tayla Howard	Epworth School, KZN
3rd	Christopher Katranas	St Alban's College, Gauteng
4th	Bryony Bosman	Milnerton High School, WC
5th	Dale Jevon	St Andrew's College, Grahamstown, EC
6th	Handre Scheepers	Midstream College, Gauteng
7th	Beth Watson	Brescia House School, Gauteng
8th	Maru Attwood	Penryn College, Mpumalanga
9th	Kelly-Anne Shaw	Diocesan School for Girls, Grahamstown, EC

We would like to thank Oxford Publishers for donating the prizes for our top 8 learners for the 2017 Pilot Competition. A beautiful atlas will be presented to winning learners at the school assembly before the end of the year. Please budget, save the date and visit the SAGTA (http://sagta.org.za) and SSAG (http://www.ssag.co.za) websites for details of the second online Olympiad in 2018 – **SANGO will take place on Tuesday, 15th May 2018.**

2.2 Lessons learned from the AAG Conference 5-9 April 2017, Boston, Massachusetts, USA.

Pam Esterhuysen, (pame@twc.org.za), Wykeham Collegiate, Pietermaritzburg

How does one really contextualise learning from a conference such as the recent AAG Conference in Boston? This summary focuses on three important methodologies that resonated with me during my time at the conference.

1. Project based learning
2. Storytelling
3. Using wordle as an evaluation or learning tool

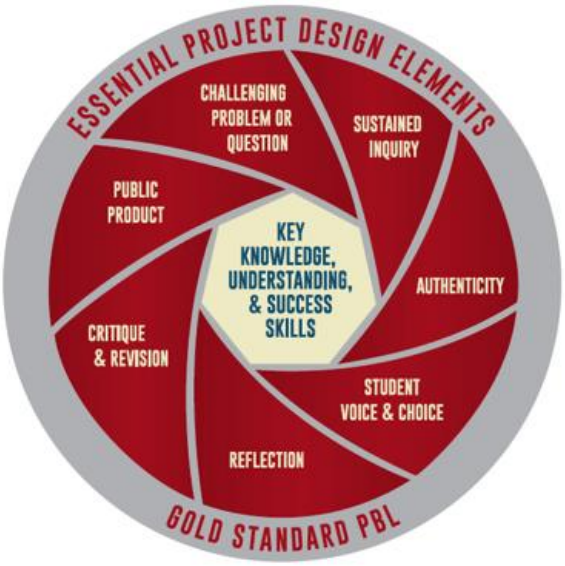
1. Project based learning (PBL)

The National Centre for Research in Geography Education (NCRGE) sponsored organised sessions on the topic of *Transformative Research in Geography Education*. This was the first of a planned annual series of activities at the AAG Annual Meeting. I had registered for one such session but enjoyed the thread immensely so decided to follow their activities. The PBL session was run by Patricia Solis (Texas State University) and chaired by Niem Huynh (AAG), both well-known in the Geography circles.

The session interrogated the gold standard PBL model by the Buck Institute of Education (http://www.bie.org/tag/Gold+Standard) which focuses on opportunities or environments in which learning can be contextualised.

Whilst we might say, same old, same old, this new model is in line with 21st century thinking skills and certainly the thought put forward by John Dewey is true: *'learning through reflection on doing'.* This model is applicable to the IEB Geography Research Project and the One Research Task Project, as well as investigative or guided fieldwork (see figure 1).

Figure 1 **The Gold Standard PBL**



A brief outline of the learning wheel follows:

1. A challenging question or problem is posed. This usually requires teacher input.
2. Sustained inquiry where real life methods are used. Teacher guidance is important as to the appropriate methods to use for discovery.
3. The project must be authentic, using real methods and skills to contextualise the content.
4. The student voice and choice is important and this is where teacher feedback is critical.
5. Reflection plays an integral part of this process and thus limitations, recommendations and feedback must be given in a constructive manner.
6. Critique and revision - a second draft may be required.
7. The final product is presented in a public forum and shared with others.

What was emphasised during the panel discussion was the importance of using real-life contexts; sustained inquiry and real world methods. The voice of the students is important, so guidance, reflection and feedback at the appropriate stages is essential (stages 1, 2, 4, 5 and 6). Using the *what*, *where*, *when*, *why* and *how* questions is seen as critical in interrogating the students when they are doing their research. The end-product is a presentation which is reviewed by the public. Preparation and planning is vital to the process and work outside the classroom is seen as the catalyst for sustained inquiry. Reflection and debriefing is regarded as the norm.

2. Storytelling and mapping

We don't read anymore - we don't tell stories anymore, a skill that does not exist in classroom practice anymore. We have also lost our sense of place or belonging.

"You are where you come from" (Carlos Fuentes in Mitchell and Smith's (Eds.) *The Eland's People*, 2009, p.193). This statement is a truism if we are really serious about transformative education and we should be acknowledging that each teacher and pupil (learner) has a story to tell. Storytelling is also about place: where you come from – in transformation education this is a critical part of learning about the students in your class. Some quotes that support this:

- *Storytelling is the most powerful way to put ideas into the world* Robert McGee
- *If you want to learn about a culture, listen to the stories. If you want to change a culture, change the stories* Michael Margolis CEO at Get Storied
- *There is always room for a story that can transport people to another place* JK Rowling (Quotes extracted from Bronke, C. 2017)

There were so many sessions on storytelling and the importance of allowing students to tell their story. I attended two sessions on storytelling: the first was a paper session and the second session was a workshop hosted by Dr Joseph Kerski on Story Maps using GIS to create these stories.

Some of the methods used for story telling are:

- Story maps
- Posters
- Puppetry
- Cartoons
- Using infographics or vignettes
- Using GIS to tell the story

During my paper presentation I used a similar technique to show how my Grade 12 Geography students could use a story map to gather information for their research project. During their overnight village stay in Sigidi, Pondoland, near Port Edward, I asked an eight-year old child to draw a map to show where he went each day. *What was his daily routine?*

He drew a very accurate sketch map of life around his home showing the daily activities (Figure 2). Figure 3 shows four photographic images of the area he has drawn in his map.

Figure 2 A sketch map

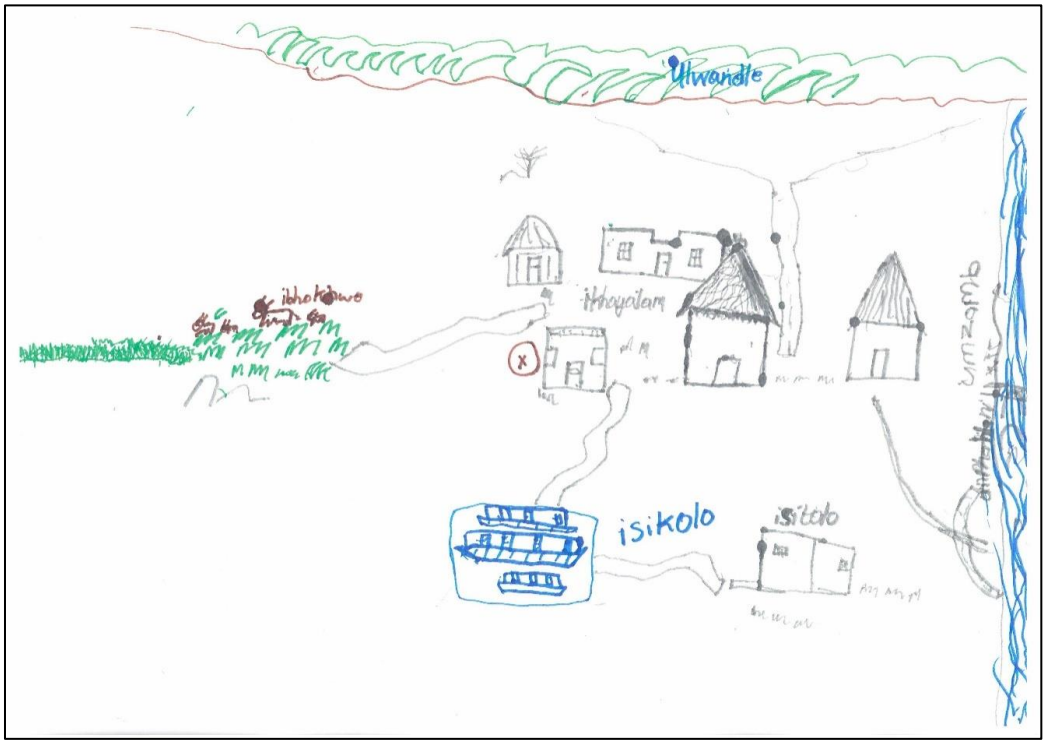
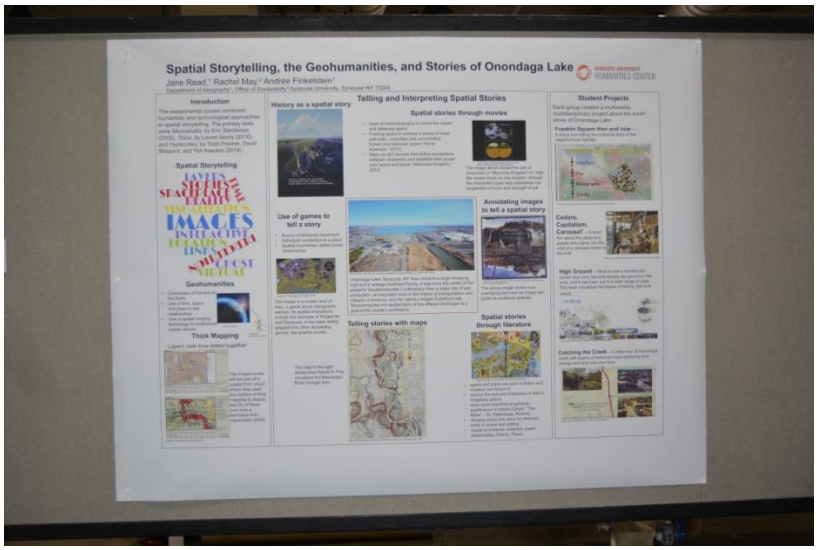


Figure 3 Images of the area referred to in Figure 2

The story is left for you to tell! Best story wins an Exclusive Books Gift Voucher – send your story to Pam Esterhuysen: paesterhuysen@gmail.com

Figure 4 shows one of the thousands of posters on display at the AAG Conference in Boston. The presenter was interviewed by myself before the photograph was taken.

Figure 4 Spatial storytelling, the Geohumanities and Stories of Onondaga Lake



One of the most interesting sessions I booked for was **Storytelling with ArcGIS.**

This was a fascinating session where Joseph Kerski took us through an exercise using **www.storymaps.arcgis.com.** We learnt how this is a rich way in which to present research, using web GIS, multimedia, data and critical and spatial thinking. The lecture notes can be downloaded from the following link:https://esri.box.com/v/storymapsworkshop-m17.

Additional resources that we were sent are:

Planet Story Maps email newsletter:

http://go.esri.com/planet-story-maps

Story maps blog:

https://blogs.esri.com/esri/arcgis/category/story-maps/

Story maps for education space in GeoNet:

https://geonet.esri.com/groups/story-maps-for-education/blog

Education space in GeoNet:

https://geonet.esri.com/community/education/blog

3. Using wordle as an evaluation or learning tool

After attending a number of workshops and panel sessions which used wordle as an evaluation tool, I ended up at a paper session on the *Aesthetics of Neighbourhood Renewal: exclusively through and by design*, chaired by Lisa Bergland, University of California, Los Angeles. The cities of Detroit, Richmond and Durban were discussed. What really struck me was the fact that gentrification and urban renewal tends to marginalise the poor. Since returning from the Conference I have used this idea to create word lists after looking at an issue or theme. The Grade 12s have had to create a wordle on urban renewal strategies used to create a sustainable urban environment. They had to extract key words and phrases from four sources for the word list. The word list I created after attending this session is shown in Figure 5.

Figure 5 Does gentrification and urban renewal create a win-win situation?

All three of these ideas have been used in my classroom from Grade 8 to Grade 12 this year and have enhanced the learning of the students and changed the way I have been teaching.

References

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2.3 LAUNCHING THE SAGTA AWARDS

For many years now, distinguished geographers have been recognised for their dedication and enthusiasm for teaching geography. As with all matters, we have to formalise the process of presenting awards so that we meet the mandate of the association and we are fair, unbiased and transparent in our recognition of distinguished teachers. The first step is therefore to call for nominations from the membership. Refer to the website: www.sagta.org.za.

In this issue we will acknowledge awardees from the previous four conferences; namely 2010, 2012, 2014 and 2016.

We are looking for photographs from conferences prior to 2010, and would appreciate your assistance here. Please send to paesterhuysen@gmail.com with name and date of the conference.

2010 Eden to Kanaanland George-Knysna area Organised by Sharon (Meter) Brown

Recipient: Bridget Fleming

Recipient: Peter Robinson

Recipient: Sally James

Recipient: Judy Koch

Recipient: Scott Anderson

CONTRIBUTIION TO GEOGRAPHY AWARD

In recognition of your dedication, creativity and enthusiasm as a Geography Teacher Conference 2010

2012 Mpumalanga Organised by Jocelyn Brown

Recipient: Paula Oosthuizen

Recipient: Bobby Warriner and Pam Walker

Recipient: Sharon Brown

CONTRIBUTIION TO GEOGRAPHY AWARD

In recognition of your dedication, creativity and enthusiasm as a Geography Teacher Conference 2012

2014 Franschoek and Hermanus Organised by Bridget Fleming and Anthea Manson

Recipient: Eileen Ray

CONTRIBUTIION TO GEOGRAPHY AWARD

In recognition of your dedication, creativity and enthusiasm as a Geography Teacher Conference 2014

2016 Eastern Cape – Buffalo City **Organised by Llewellyn King**

Recipient: Llewellyn King

Recipient: Zama Shabalala

Recipient: Clinton van der Merwe

CONTRIBUTIION TO GEOGRAPHY AWARD

In recognition of your dedication, creativity and enthusiasm as a Geography Teacher Conference 2016

Call for nominations for SAGTA Awards

This is a call for nominations to be submitted for the annual SAGTA awards, awarded either at the annual Cocktail Party (2017) or at the biennial Conference in 2018. The deadline to submit nominations is as follows:

- 31 November 2017– Nominations for 'Contribution to Geography' Award
- 30 October 2017 – Special Awards – Life-time Achievement

Eligibility

1. All applicants must be current, paid up **members of SAGTA**.
2. For additional information, refer to the award guidelines at www.sagta.org.za/Awards.

To make a nomination

The Award requires a proposer (lead nominator) and a seconder.
The lead nominator and seconder must each submit a 1 page motivation. The proposer/lead nominator is responsible for filling in the form from the website and submitting it.
All documentation must be emailed to awards@sagta.org.za by 30 October 2017.

Application guidelines and forms may be found at www.sagta.org.za/Awards
The General Submission Guidelines must be read first.

3. Best Practice/ Ideas in the Geography Class/ Lesson Plans/ Fieldwork/ Teaching Strategies/ Contentious Issues in Geography

3.1 GEOMENTORING

Pam Esterhuysen, (pame@twc.org.za), Wykeham Collegiate, Pietermaritzburg.

When you attend a conference of the magnitude of the AAG Annual Conference you must take every opportunity to pack as much into your day and also to network. There is one aspect of the AAG structure which is very worthwhile and SAGTA, our association, is adopting: Geomentoring.

What is geomentoring?

GISSA and SAGTA are working together to develop a nationwide network of GeoMentors to support the teaching of Geography and GIS skills in the secondary schools in Southern Africa. GeoMentors will help schools and teachers introduce GIS and other associated spatial geographic concepts into classrooms across the country.

At the recent FOSS4G – SAGTA Conference held at St Johns College, Johannesburg from 26-28 June 2017, there was opportunity for this discussion to take place. The topic of geomentoring was discussed on Wednesday 28 June, as it is seen as a cross over between education and industry.

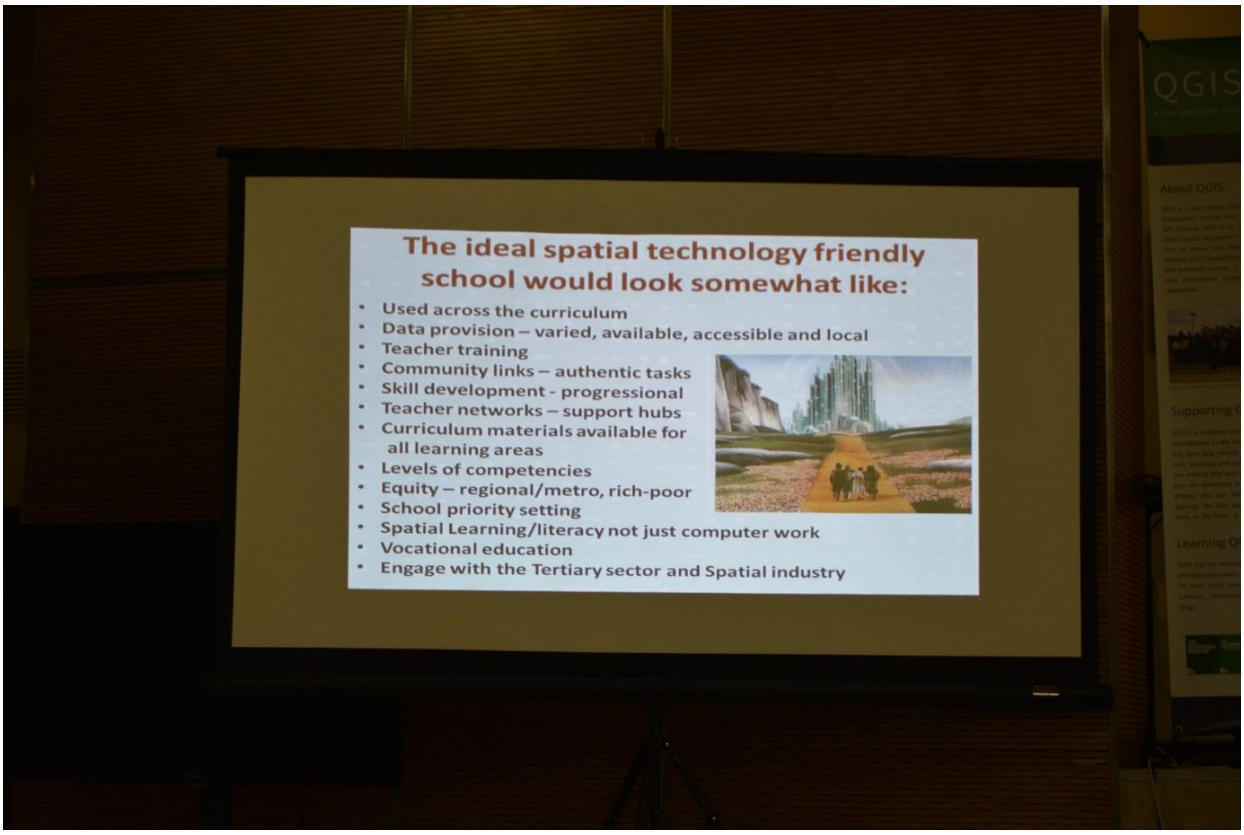
SAGTA hosted a plenary session where the topics were: Building a Tangible Landscape for your local school; Box of Rocks, the School GIS Olympiad and Geomentoring. Later on, FOSS4G hosted a panel discussion on what skills industry needs today from students coming out of school and university.

Plenary session

For schools to engage in the teaching of elementary GIS skills, training and support is required. What is required is a group of GIS specialists and teachers to work together to help schools set up ways and means of acquiring the geospatial skills as set out in the CAPS document (Grades 10-12). The purpose of setting up a Geomentoring group through SAGTA should start to address

ways and means of helping all teachers to engage meaningfully with this small section of the curriculum.

Photograph 1: A slide taken from Malcom McInervey's talk, The Spatial



Photograph 2: Panel discussion with GIS specialists led by Dr Clinton van der Merwe (left)

Panel discussion

Much of the discussion focused on spatial and problem-solving skills which are embedded in the 21st Century skills needed for the workplace.

The 21st Century learner should be: flexible; a team player; and creative. They must also be able to adapt (change) and find solutions to problems.

With the cell phone explosion amongst students, this is a valuable data collecting tool. Teachers and students can get involved in local economic development projects, such as counting taps, toilets, rooves of houses in informal settlements (using Open Street Maps -OSM) and count traffic in congested areas.

Environmental risk management is an important field of the future and this does involve remote sensing and spatial analysis. Teachers with the help of GIS experts should run short courses; attend conferences and learn to use the online platforms for this purpose, such as OSM and Afis which collects disaster data such as for the Knysna fires.

Once again the concept of storytelling and story mapping came up as an approach to developing spatial skills and problem solving techniques.

Industry needs students who are computer literate and have competent skills to prepare them for the geospatial industry. The ICDL certification should be seen as a benchmark; but we could try and offer more, such as GIS short courses to our Geography students and teachers.

What can you do?

- Join the Geomentoring programme by signing up – www.sagta.org.za/Geomentors
- Encourage GIS specialists to get involved with training teachers in schools by asking them to sign up
- Approach the GIS consultants who have already volunteered their services (Table 1)
- Visit www.GeoMentors.net (AAG GeoMentor programme) to find out more about their programme
- Share a media post weekly to create awareness of the importance of spatial literacy

- Nominate a mentor of the semester for the JoGESA journal – they must be willing to share their work or task they have done with the students

Table 1 List of GIS consultants who volunteered their services for Geomentoring

Name of consultant	Email address	Comment
Gauteng		
Diane du Plessis	dupss@mweb.co.za	Schools in JHB
Gavin Fleming	gavin@kartosa.com	Resources; training teachers and pupils
Victoria Rautenbach	victoria.rautenbach@up.ac.za	Training and resources (Pretoria)
Bruno Meyer	bmeyer.smi@gmail.com	Pretoria
Martin Kamphuis	martin.kamphuis@intergraph.co.za	Educational Programs
Vuyo Seku	vuyowethus@gges.co.za	Provide GIS Support to Gauteng Schools
Patrick Ngomane	mnqwenom@statssa.gov.za	Schools in Joburg
Rachel McDermott	rachel@aspiresolutions.co.za	Training in the JHB schools
Deq Robinson	Deq.robin@gmail.com	GIS support and training
Burnie Nawn	burnie@jbnconsulting.biz	Schools in Pretoria
KZN		
Eugene Kroukam	eugene.kroukam@rhdhv.com	Tutoring in PMB area
Other areas		
Bongani Ngwena	ngwenb@gmail.com	Tutoring
Chris Berens	chris@mapland.co.za	Lessons / maps (Cape Town)

4. Travel Blogs

AAG Conference 5-9 April 2017, Boston, Massachusetts, US

A reflection travelogue

Pam Esterhuysen (pame@twc.org.za), Wykeham Collegiate, Pietermaritzburg

Recently, I attended the American Association of Geographers Conference in Boston, Massachusetts, where I presented a paper on my ongoing research on the value of fieldwork in promoting cognitive development. Mingling with some 9300 delegates presenting papers, posters, hosting workshops and panel discussions, is quite daunting. But let me share some thoughts on Boston…

Boston is a city of contrasts: diverse, divided, delightful and beautiful. The first fieldtrip I went on explored the neighbourhoods of Dorchester, a Vietnamese area and South End where the Puerto Rican and American-Negro communities are living. It was quite a humbling experience to realise how divided American cities really are. The tour leaders, Yuko Aoyama and Son Ca Lam, both of Clark University, were knowledgeable and Son had first-hand experiences of living in Dorchester.

Photograph 1: Street murals showing a multicultural society in the Vietnamese precinct, and Photograph 2: Vietnamese American Community Centre.

Throughout the tour we were constantly looking at effects of gentrification: both the positive and the negative impacts on the people who live there. People living in these communities always live in fear of displacement; but now the more real concern is the uncertainty with Trump's proposed immigration laws. The highlight of the tour was meeting Mel King at Tent City in his FABLAB, an African American educational initiative, which he co-founded. He is a renowned activist in South End and at the age of 89 told us the most inspiring story of the struggle for the precinct.

Photographs 3 (FAB LAB in Tent City) and 4 (Mel King with our guide, Yuko Aoyama).

King recommended a book titled *Good Neighbors – gentrifying diversity in Boston's South End* by Sylvie Tissot (Verso; 2015) and I managed to track down a copy at the Trident Booksellers in the new gentrified area of the Back Bay. This is a must read for any urban geographer.

The second field trip took a group of 52 geographers to Salem, a city notorious for its witch and pirate history. There were 5 South Africans in this group too. This was a walking tour of the historic port and customs house and an eerie experience in the

graveyards where known witches (from 1692) are buried. I think this city warrants a full day tour exploring the harbour, museums and shops and learning something of the Puritan past of Salem. Photographs 5 (Main street in Salem) and 6 (Salem Maritime Site).

Boston must be the most expensive city to live in and needless to say finding a reasonable restaurant amongst the 44 Starbucks outlets and 122 Dunkin Donut places was quite a challenge. Fanieul Hall Market is a wonderful place to visit and a welcome stopping place on the historic walking tour of Boston.

Boston is very easy to explore – with a variety of options either by boat, bus or train or by walking. The streets are safe, clean and full of people exploring and sightseeing. Tours that are really worthwhile include the Skywalk at the Prudential; Duck tours – on an amphibian motor vehicle (WWII era), a bus trip to Salem and the Heritage Walking Trail. The Duck Tours was extremely entertaining and really brought the city to life. The following day, I walked the inner city and enjoyed the ground zero experience. I had won two tickets to The New England Aquarium and the visit was as unique an experience as to the Two Oceans Aquarium in Cape Town. I loved the three storied tank and the option of viewing 4-D movies. Photographs 7 (Boston skyline from the DWWK!) and 8 (Quincy Market at Fanieul Hall).

I would highly recommend attending an AAG Conference at least once in a life time, and by all accounts the AAG Conference 2018 on New Orleans promises to be an experience not to miss. See pages 6 & 7, for more details on how you could apply for the SAGTA-AAG Visitorship!

Acknowledgement of Reviewers in this issue:

Dr Kevin Winter, *University of Cape Town, South Africa.*

Dr Elfrieda Fleischmann, *Cedar College of Education, South Africa*

Dr Tracey McKay, *University of South Africa, South Africa.*

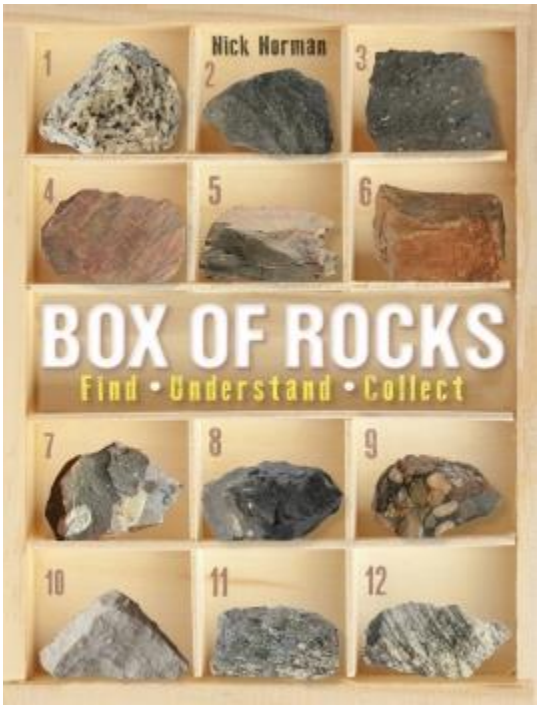
SAGTA - AAG Visitorship Winner: 2018

SAGTA would like to congratulate Theresa Uren, Boksburg High School, who has been awarded the SAGTA - AAG Visitorship to New Orleans in 2018. We now that you will represent SAGTA with distinction and make us proud at the AAG, well done!

If you are interested in applying for the SAGTA-AAG Visitorship for 2019, apply at: www.sagta.org.za

5. Reviews

5.1 BOOK REVIEW – by Pam Esterhuysen, *Wykeham Collegiate, Pietermaritzburg.*



BOX OF ROCKS Find – Understand – Collect

By Nick Norman

www.randomstruik.co.za

ISBN: 978-1-77584-175-3
Format: Paperback
Published: April 2015
Recommended price: R90

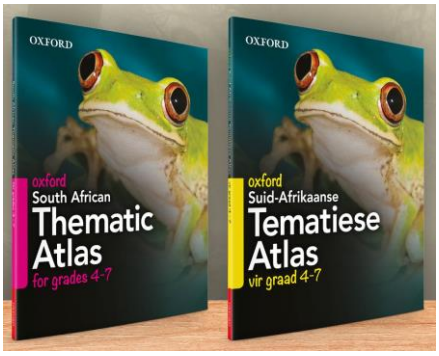
Nick Norman is a retired Geologist who is known for two older publications: Geological Journeys (2006 – with Gavin Whitfield) and Geology off the Beaten Track (2013).

Box of Rocks is an easy to read, full colour hand book offering an introduction to rocks, how they are formed, the rock cycle and the uses of the various rocks. Twelve of the most common rock types (according to Norman (2017)) are illustrated in a manner that the Grade 10 section on Geomorphology, dealing with the structure of the Earth, is more than adequately covered.

The topics Stone Age Tools and Fossils embrace the exploration of indigenous knowledge and are approached from a practical point of view. The instructions to make your own Rock Box are easy to follow and this is a wonderful example of how teachers and learners can make their own classroom resources.

The last chapter on Rock Stars of southern Africa creates an awareness of the beauty of this part of Africa. A classroom set of these books would certainly bring to life the section of the Grade 10 Geography CAPS curriculum.

5.2 Oxford Publishers



Oxford South African Thematic Atlas for grades 4-7

2016

By J Bottaro and J Morton

Oxford University Press, South Africa

Cape Town, South Africa

ISBN 978-0-19-041621-8

Reviewed by Erin McKay, *McAuley House Primary School*, Gwendolynne McKay, *McAuley House High School* and Tracey McKay, PhD, *University of South Africa*.

This atlas is aimed at Primary School children. It comprises of five sections designed to support both Geography and History teaching in the CAPS classroom.

Section one focuses on map skills. Pages 9 to 12 show the transition from a picture to a plan to a map. We liked this comparative exercise and the good use of colours and images made the activity visually exciting. The book is image rich and highly interactive, encouraging learners to click on QR Codes and go to websites, as well as answer the 'look closer' questions. Sections that are covered include direction, scale, latitude and longitude, street maps, sketch maps, using an atlas and some interesting facts.

Section two focuses on key themes such as farming, weather, minerals and mining. The pages are image driven and interesting. It is a pity they chose to focus on presenting junk food (page 32). The rainfall map on page 37 is incorrect. Some of the graphs are complicated and small, making them difficult to read, especially for younger children. The graph on page 42 should have been ranked, provincial borders on page 43 should have been a different colour to the population dots. The exponential graph on page 44 and 45 and the pie chart on page 51 are lovely, innovative and creative.

Section three looks at maps of South Africa and Africa. This section is really useful, with clear and innovative ways of presenting maps and information on the various provinces of South Africa. The authors have also captured the essence of each province, which is most commendable. In terms of Africa, it is a puzzle that they didn't feature Mt Kilimanjaro and featured Mt Kenya instead.

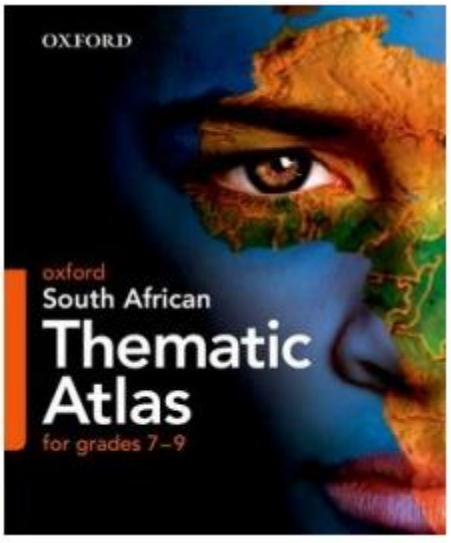
Section four are maps of the world, this includes physical maps and political maps. The binding on pages 82-85 make these maps difficult to use fully.

The last section deals with the History curriculum. There is information on Gandhi, Mandela. There is a really 'cool' section on the history of transportation, communication, medicine with great pictures (with some women featured at least). The section on Ancient Egypt is great. The strong use of timelines is to be commended.

The "Look Closer" sections are actually activities, this may be confusing to many learners, who do not realise they need to try and answer the questions posed. The book also jumps from Grade 4 to Grade 7 activities in a way that is quite confusing. The book also gives one the sense that it was written either by authors based in the Western Cape or for learners in the Western Cape. The book not is so useful for Grade 5 learners. Many of the pictures, graphs and concepts are stretch activities or enrichment activities for Primary school learners. It will definably promote general knowledge and those learners keen on History and Geography will love this book.

The entire book is heavily reliant on the teacher guiding the learners through the book, so it is relatively unsuited for self-study. We then made the assumption that the resource was designed for classroom use. However, this would mean a classroom that is also connected to the internet, as there are multiple opportunities to use QR Codes and internet addresses to go online and learn more.

All in all it is a lovely book, we suggest schools purchase it as a classroom resource or for the library. The overall quality of the paper, printing and pedagogical support is excellent.



Oxford South African Thematic Atlas for grades 7-9

2015

By J Bottaro, D Carr, T Magson, L McEwan, J Morton, T Uren, R Versfeld, P Visser and K Winter

Oxford University Press, South Africa

Cape Town, South Africa

ISBN 978-0-19-904993-6

Reviewed by Erin McKay, McAuley, House Primary School and Tracey McKay, PhD, University of South Africa.

This atlas is aimed at lower High School learners. It comprises of five sections designed to support both Geography and History teaching in the CAPS classroom. Much of what is in this book is repeated in the *Oxford South African Thematic Atlas for grades 4-7* (2016)

The entire book is heavily reliant on the teacher guiding the learners through the book, so it is relatively unsuited for self-study. However, teachers can go online to https://www.oxford.co.za/download_files/schools/Oxford_SA_Thematic_Atlas_Worksheets_Gr7_9.pdf and download worksheets (free of charge) to support lessons they wish to have using this book. Importantly, the book requires learners to have access to the internet, as there are multiple opportunities to use QR Codes and internet addresses to go online and learn more.

Section one focuses on Geoskills, but with less scaffolding that the Grades 4-7 book. This section is text heavy, less image rich than the Grades 4-7 book, but aimed at older learners and so age appropriate. Sections that are covered include distance, scale, directions, street maps, sketch maps, globes, time zones and many others.

Section two focuses on Geo themes such as geomorphology, population, settlement geography, land use, climate and natural resources to name but a few. The pages are image and map rich (although a lot of repetition from the Grades 4-7 book) but useful and learners should find them interesting. This section would be most useful to a teacher who has a strong Geography background and so is confident enough to rely solely on this as a textbook, such a teacher could forgo buying other textbooks.

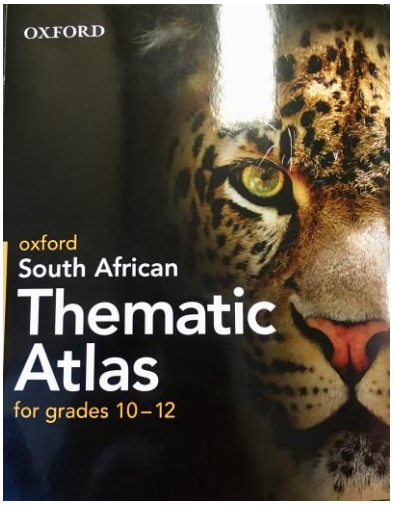
Section three looks at maps of South Africa and Africa, it presents information on political, physical geography, environment and the provinces. This section is really useful, with good maps and information on the various provinces of South Africa. It is more text heavy than the Grades 4-7 book.

Section four are maps of the world, this includes physical maps and political maps. The binding problem appears again (as for the Grades 4-7 book), so these maps difficult to use fully. There are really nice sections on the various regions of the world, once more a nice combination of text, graphs, photos and maps.

The last section deals with the History curriculum. There is information on Mali, the minerals revolution, World War Two and South African history. This section is really well done, lots of lovely maps and photos, this section is bound to be interesting to the learners. Note that there are also sections that are the same as for the Grade 4-7 book. The sections are that on World War Two and Timbuktu are particularly well done.

Once more the "Look Closer" sections are actually activities, this may be confusing to many learners, who do not realise they need to try and answer the questions posed. The book also jumps from Grade 7 to Grade 9 activities in a way that is quite confusing. The overall quality of the paper and printing is of a lower quality than the Grade 4-7 book.

All in all it is a useful book, especially for teachers who are confident in Geography, learners will enjoy using it and it should stimulate an interest in both History and Geography.



Oxford South African Thematic Atlas for grades 10-12

2016

By D Carr, T Magson, L McEwan, Z Szecsei, T Uren, K Winter

Oxford University Press, South Africa

Cape Town, South Africa

ISBN 978-0-19-040205-1

Reviewed by Gwendolynne McKay, McAuley House High School and Tracey McKay, PhD, University of South Africa.

This atlas is aimed at High School children. It comprises of five sections designed to support CAPS Geography to matric.

Section one is called Geoskills and features position, projection, photographs, scale, direction, cross sections and topographical maps to name but a few. This section has a most interesting case study on GIS and water wastage. Overall this section is strongly in line with the curriculum and will provide support for map skills from Grade 10 upwards. A downside is that there are few traditional type activities for learners to do. The resource seems to be designed for a 'connected' classroom use, that is, connected to the internet, as there are multiple opportunities to use QR Codes and internet addresses to go online and learn more.

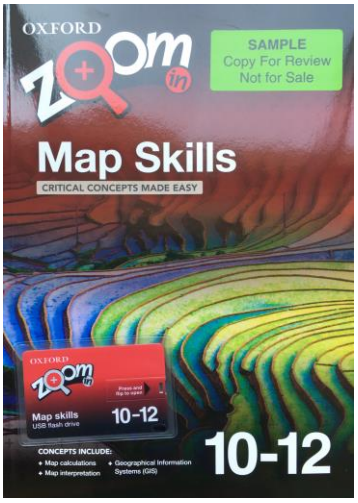
Section two is on Geothemes such as atmosphere, geomorphology and resources to name but a few. The book makes use of many geographical terms, some of which will be unknown to the learners but the definition section is weak as it is not comprehensive. However, the book is beautiful in terms of the photos, maps, graphics and other images. It stands apart from classic textbooks in that it is not text heavy. The book is clearly designed to be interesting for the learners. This section alone would make it a worthwhile purchase.

Section three is on South Africa and looks at a wide array of topics from climate to the economy and the various provinces. There is a really interesting section on Remote Sensing, which is bound to be a stretch activity for learners. There are some lovely case studies such as the Maputo corridor, the urban structure of Ekurhuleni and the crisis in the platinum industry. This section alone would make it a worthwhile purchase.

Section four looks at the continents. It takes a thematic approach such as environments, minerals and political. There is a constant effort to embed GIS into the various themes, which is commendable. Once more the section is image and data rich rather than being text rich. This really sets the book aside from its competitors.

Section five looks at issues on a global scale with maps and up to date Remotely Sensed images and case studies to support the themes.

This book is highly recommended as it will promote deep learning of key Geographical concepts. Parents who can afford it and have children taking Geography as a matric subject should consider investing in this resource. Once more the book is heavily reliant on the teacher guiding the learners through the book, so it is relatively unsuited for self-study. To get the best out of this book, the teacher would need to ensure that learners are actively encouraged to work through the sections over the course of the school year.



Oxford Zoom in Map Skills: Critical Concepts Made Easy. Grades 10-12

2017

By J Morton

Oxford University Press, South Africa

Cape Town, South Africa

ISBN 978-0-19-072255-5

Reviewed by Gwendolynne McKay, *McAuley House High School* and Tracey McKay, PhD, *University of South Africa*.

This book is aimed at learners who are taking Geography to matric. It comes with a type of 'digiband' of memory stick with multiple videos, animations, interactive maps and online activities.

The book itself is in full colour.

Although there is some content, pages 4-16, the bulk of the book is filled with examination questions which make this an excellent revision tool.

The book is highly recommended for learners taking Geography to matric.

We would like teachers to write reviews of Learning & Teaching Support Materials (LTSMs) that they have found particularly useful and great as teaching tools. Please send your review (modelled on the format of the reviews above) to Pam Esterhuysen: paesterhuysen@gmail.com