

Recent Publications in and Relevant to Geographical Education

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During the past two years many books have been published in English on geographical education. Some of these are directly on geography and its curriculum, teaching, learning, resources and policy matters, aimed at teachers, teacher educators and researchers. Other publications which inform the wider frame of geography education include books on environmental education, education for sustainability, social studies education, outdoor education, cartography education, textbooks, the geography of education, and children's geographies.

You may know of English language books either about or likely to be of interest to geography educators that I have missed. If you do, please let me know about them. You can contact me via my email address: sjcatling@brookes.ac.uk.

It helps to let me have the full reference for a book: *author(s)/editor(s), year of publication, title, place of publication and publisher*. I will be most grateful to hear from you.

RIGEO publishes book reviews but has not yet been able to do so in each issue. We aim to review books on and relevant to geography education. Our intention is to include at least one review in each of the three annual issues of *RIGEO*.

We are looking for reviewers. You may be able to help us.

Our approach is usually to invite a reviewer to review a particular book, aware that she or he may well have access to that book. Unfortunately, we are not in a position to provide copies of books for review, so we depend on reviewers having or obtaining the book they review. If there is a book in the list that you wish to review, please get in touch with me via my email address above. So that you have some idea about what is required, there is guidance about the form of review we will consider following the book list below.

Please take this as an invitation to review for *RIGEO*. We would like to hear from you.

Reviewing for *RIGEO* is, as in other academic journals, a voluntary activity, which we hope you would do because you believe in sharing information about relevant geography education publications with colleagues. We appreciate greatly the time, energy and insight reviewers give.

Of the books listed below, *RIGEO* has recently published reviews of:

Colin Brock (2016), *Geography of Education: Scale, Space and Location in the Study of Education*.

Clare Brooks (2016), *Teacher Subject Identity in Professional Practice: Teaching with a professional compass*.

To keep us all informed, here is the list of books relevant to geographical education published in English since 2016 that I have managed to compile. It may not be complete, so do let me know what I have missed.

Geography Curriculum, Teaching, Learning, Resources and Policy

Armitage, S (2017) *Approaches to Learning and Teaching Geography: A toolkit for international teachers*. Cambridge: Cambridge University Press.

Blankman, M. (2016) *Teaching about Teaching Geography*. Amsterdam: Vrije University.

Brooks, C. (2016) *Teacher Subject Identity in Professional Practice: Teaching with a professional compass*. Abingdon: Routledge. [Reviewed in RIGEO]

Catling, S. (Ed.) (2017). *Reflections on Primary Geography*. Sheffield: The Register of Research in Primary Geography (via The Geographical Association).

Catling, S & Willy, T (2018) *Understanding and Teaching Primary Geography*. London: Sage.

Chang, C-H, Sheng Wu, B, Seow, T & Irvine, K (Eds) (2018) *Learning Geography Beyond the Traditional Classroom: Examples for Peninsular Southeast Asia*. Singapore: Springer.

Demirci, a, de Miguel Gonzalez, R & Bednarz, S (Eds.) (2018) *Geography Education for Global Understanding*. Cham: Springer.

Haigh, M., Cotton, D. & Hall, T. (Eds.) (2017) *Pedagogic Research in Geography Higher Education*. Abingdon: Routledge.

Harris, M (2018). *Becoming an Outstanding Geography Teacher*. Abingdon: Routledge.

Jones, M. (Ed.) (2017). *The Handbook of Secondary Geography*. Sheffield: Geographical Association.

Jones, M & Lambert, D. (Eds.) (2018). *Debates in Geography Education* [2nd Edition]. Abingdon: Routledge.

- Kidman, G. & Casinader, N. (2017). *Inquiry-based Teaching and Learning across Disciplines: Comparative Theory and Practice in Schools*. London: Palgrave Macmillan.
- Nunez, J, de Sens, C, Ulugtekin, N, Rodriguez, P (Eds.) (2017) *Children Map the World: Commemorating the International Map Year, Volume 4*. Redlands, CA: ESRI Press.
- Robertson, M & Tsang, P K (Eds) (2016) *Everyday Knowledge, Education and Sustainable Futures: Transdisciplinary Approaches in the Asia-Pacific Region*. Singapore: Springer.
- Rogers, D. (2017). *100 Ideas for Secondary Teachers: Outstanding Geography Lessons*. London: Bloomsbury.
- Scoffham, S. (Ed.) (2017) *Teaching Geography Creatively* [2nd Edition]. Abingdon: Routledge.
- Scoffham, S. & Owens, P. (2017). *Teaching Primary Geography*. London: Bloomsbury.
- Shepardson, D., Roychoudhury, A. & Hirsch, A. (Eds.) (2017). *Teaching and Learning about Climate Change: A framework for educators*. New York: Routledge.
- Solari, O., Solem, M. & Boehm, R. (Eds.) (2017) *Learning Progressions in Geography Education: International Perspectives*. Dordrecht: Springer.
- Tally, R (Ed.) (2018) *Teaching Space, Place, and Literature*. Abingdon: Routledge.

Environmental Education

- Byrne, L. (2016). *Learner-Centred Teaching Activities for Environmental and Sustainability Studies*. Dordrecht: Springer.
- Derby, M. (2015) *Place, Being, Resonance: A critical ecohermeneutic approach to education*. New York: Peter Lang.
- Dillon, J. (Ed.) (2017) *Towards a Convergence between Science and Environmental Education: The Selected works of Justin Dillon*. Abingdon: Routledge.
- Edwards, J. (2016) *Socially-critical Environmental Education in Primary Classrooms*. Dordrecht: Springer.
- Jickling, B & Sterling, S (Eds) (2017) *Post-Sustainability and Environmental Education*. Palgrave Macmillan.
- Knight, S. (2016) *Forest School in Practice for All Ages*. London: Sage.
- Reiss, G & Scott, J (Eds.) (2018) *International Perspectives on the Theory and Practice of Environmental Education: A Reader*. Dordrecht: Springer.
- Winograd, K. (Ed.) (2016) *Education in Times of Environmental Crises: Teaching children to be agents of change*. Abingdon: Routledge.

Education About and For Sustainability

Boyd, D., Hirst, N. & Siraj-Blatchford, J. (2018). *Understanding Sustainability in Early Childhood Education: Case studies and approaches from across the UK*. Abingdon: Routledge.

Gorama, R.N. & Kanaujia, P.R. (Eds.) (2016). *Reorienting Educational Efforts for Sustainable Development: Experiences from South Asia*. Dordrecht: Springer.

Jickling, B & Sterling, S (Eds) (2017) *Post-Sustainability and Environmental Education*. Palgrave Macmillan.

Lotz-Sisitka, H., Shumba, O., Lupete, J. & Wilmot, D. (Eds.) (2017). *Schooling for Sustainable Development in Africa*. Dordrecht: Springer.

Malone, K., Truong, S. & Gray, T. (Eds.) (2017). *Reimagining Sustainability in Precarious Times*. Dordrecht: Springer

Nolet, V. (2016) *Education for Sustainability: Principles and Practices for Teachers*. New York: Routledge.

Social Studies Education

Hickey, G. & Clabough, J. (2017). *Digging Deeper: Activities for Enriching and Expanding Social Studies Instruction K-12*. Charlotte, NC: Information Age Publishing.

Manfra, M. & Bolick, C. (Eds.) (2017). *The Wiley Handbook of Social Studies Research*. Chichester: Wiley Blackwell.

Outdoor Education

Beames, S. & Brown, M. (2017). *Adventurous Learning: A pedagogy for a changing world*. New York: Routledge.

Grigg, R. & Lewis, H. (2016) *A to Z of Learning outside the Classroom*. London: Bloomsbury.

Humberstone, B., Prince, H. & Henderson, K. (Eds.) (2016) *Routledge International Handbook of Outdoor Studies*. Abingdon: Routledge.

Jeffs, T. & Ord, J. (2018). *Rethinking Outdoor, Experiential and Informal Education: Beyond the confines*. Abingdon: Routledge.

Pickering, S. (Ed.) (2017). *Teaching Outdoors Creatively*. Abingdon: Routledge.

Porter, H (2018) *Educating Outside: Curriculum-linked outdoor learning ideas for primary teachers*. London; Bloomsbury.

Waite, S. (Ed.) (2017) *Children Learning Outside the Classroom*. [2nd edition]. London: Sage.

Waller, T., Ärlemalm-Hagsér, E., Hansen Sandster, E., Lee-Hammond, L., Lekies, K. & Wyver, S. (eds.) (2017). *The Sage Handbook of Outdoor Play and Learning*. London: Sage.

Map Learning

- Goga, N. and Kümmerling-Meibauer, B. (2017). *Maps and Mapping in Children's Literature: Landscapes, seascapes and cityscapes*. Amsterdam: John Benjamins Publishing Company.
- Nunez, J, de Sens, C, Ulugtekin, N, Rodriguez, P (Eds.) (2017) *Children Map the World: Commemorating the International Map Year, Volume 4*. Redlands, CA: ESRI Press.
- Richardson, P. & Richardson, T. (2016) *The Everyday Guide to Primary Geography: Maps*. Sheffield: Geographical Association.

Spatial Thinking

- Denis, M (2018) *Space and Spatial Cognition: A multidisciplinary perspective*. Abingdon: Routledge.
- Milner, G (2016) *Pinpoint: How GPS is changing our world*. London: Granta.
- Mizzi, A (2017). *The Relationship between Language and Spatial Ability*. Wiesbaden: Springer.
- Ness, D, Farenga, S & Garofalo (2017) *Spatial Intelligence: Why it matters from birth through the lifespan*. New York: Routledge.
- Postma, A & van der Ham, I (2017) *The Neuropsychology of Space*. London: Academic Press.
- Schemmel, M (2016) *Spatial Thinking and External Representation: Towards a historical epistemology of space*. Berlin: Max Plank Institute for the History of Science.

Place, Geography and Education

- Brock, C. (2016) *Geography of Education: Scale, space and location in the study of education*. London: Bloomsbury. [Reviewed in RIGEO]
- Carvalho, L., Goodyear, P. & de Lallt, M. (Eds.) (2017). *Place-based Spaces for Networked Learning*. Abingdon: Routledge.
- Casinader, N. (2017) *Transnationalism, Education and Empowerment: The latent legacies of Empire*. Abingdon; Routledge.
- Ford, D. (2017). *Education and the Production of Space: Political Pedagogy, Geography and Urban Revolution*. New York: Routledge.
- Mitchell, K (2018) *Making Workers: Radical geographies of education*. London: Pluto Press.
- Springer, S., Lopes de Souza, M. & White, R. (Eds.) (2016) *The Radicalization of Pedagogy: Anarchism, Geography and the Spirit of Revolt*. New York: Rowman & Littlefield.

Thomson, P. & Hall, C. (2017). *Place-based Methods for Researching Schools*. London: Bloomsbury.

Representing geography in textbooks

Risager, K (2018) *Representations of the World in Language Textbooks*. Bristol: Multilingual Matters.

Children's Geographies

Ansell, N. (2017) *Children, Youth and Development* [2nd Edition]. Abingdon: Routledge.

Bishop, K & Corkery, L (Eds) (2017) *Designing Cities with Children and Young People: Beyond playgrounds and skate parks*. New York: Routledge.

Blazek, M. (2016) *Rematerialising Children's Agency: Everyday practices in a post-socialist estate*. Bristol: Policy Press.

Blundell, D. (2016) *Rethinking Children's Spaces and Places*. London: Bloomsbury.

Christensen, P., Hadfield-Hill, S., Horton, J. & Kraftl, P. (2018). *Children Living in Sustainable Built Environments: New Urbanisms, New Citizens*. Abingdon: Routledge.

Little, Toby (2016) *Dear World, How are You? The true story of a little boy on a big quest*. London: Michael Joseph.

Malone, K (2018) *Children in the Anthropocene: Rethinking sustainability and child friendliness in cities*. London: Palgrave Macmillan.

Murnaghan, A.M. & Shillington, L. (Eds.) (2016) *Children, Nature, Cities*. Abingdon: Routledge.

UNICEF (2017) *The State of the World's Children 2017: Children in a Digital World*. New York, NY: UNICEF.

A 12-volume series on the geographies of children and young people is published by Springer. The series editor is Tracey Skelton. Eleven of the twelve books are available:

Evans, R. & Holt, L. (Eds.) (2017). *Geographies of Children and Young People 2: Methodological Approaches*. Dordrecht: Springer.

Nairn, K. & Kraftl, P. (Eds.) (2016) *Geographies of Children and Young People 3: Space, Place and Environment*. Dordrecht: Springer.

Worth, N. & Dwyer, C. (Eds.) (2016) *Geographies of Children and Young People 4: Identities and Subjectivities*. Dordrecht: Springer.

Punch, S. & Vanderbeck, R. (Eds.) (2018) *Geographies of Children and Young People 5: Families, Intergenerationality, and Peer Group Relations*. Dordrecht: Springer.

Ni Laoire, C. & White, A. (Eds.) (2017) *Geographies of Children and Young People 6: Movement, Mobilities and Journeys*. Dordrecht: Springer.

Kallio, K. & Mills, S. (Eds.) (2016) *Geographies of Children and Young People 7: Politics, Citizenship and Rights*. Dordrecht: Springer.

Ansell, N. & Klocker, N. (Eds.) (2016) *Geographies of Children and Young People 8: Geographies of Global Issues: Change and Threat*. Dordrecht: Springer.

Evans, B. & Horton, J. (Eds.) (2016) *Geographies of Children and Young People 9: Play and Recreation, Health and Wellbeing*. Dordrecht: Springer.

Abebe, T. & Waters, J. (Eds.) (2017). *Geographies of Children and Young People 10: Labouring and Learning*. Dordrecht: Springer.

Harker, C. & Horschelmann, K. (2017). *Geographies of Children and Young People 11: Conflict, Violence and Peace*. Dordrecht: Springer.

Freeman, C. & Tranter, P. (Eds.) (2017) *Geographies of Children and Young People 12: Risk, Protection, Provision and Policy*. Dordrecht: Springer.

The opening book for this series is planned to be published later in 2018:

Skelton, T. & Aitken, S. (Eds.) (2018) *Geographies of Children and Young People 1: Establishing Geographies of Children and Young People*. Dordrecht: Springer.

As you have seen, there are many books which could be reviewed for *RIGEO*.

Preparing a Book Review for *RIGEO*

If you would like to review a book on or relevant to geography education for *RIGEO*, the following guidance should help you. Deliberately, we have kept it brief.

1. If you have or can access a book you think *RIGEO* would be interested in publishing a review on, please email me [sjcatling@brookes.ac.uk] to ask if such a review would be considered. You will need to let me know the book's authors/editors, date of publication, title and publisher. I will then let you know if it is a book we would like to review in the journal. Remember that we cannot send you copies of books to review.
2. The focus is on books written in English on and relevant to geography education (*RIGEO* is an English language journal). Reviews must be written in English.
3. *RIGEO* publishes book reviews of between 1000 and 2000 words. These should state the context for the book in relation to geographical education, provide an outline of the book's focus and content, and include a critical appraisal of the book. It is appropriate to provide a small number of references in the review essay, as necessary.
4. The purpose of the review is to inform readers about recent publications in and relevant to geographical education. We encourage a critique of the book, not simply a description of what it is about. By a critique we mean relating it to other relevant

literature in geography education, identifying its strengths and limitations, and saying how it is of value to geography educators.

5. You can read previous book reviews in earlier issues of *RIGEO* by going to the *RIGEO* website [www.rigeo.org]. There is no set pattern for a review but these past reviews will give you a flavour of the type and range of reviews that have been published so far. The reviews are published at the back of journal issues.
6. As *RIGEO* book reviews editor, I will read and provide feedback about your review. My focus will be on maintaining the ethical stance of the journal and on the quality of written English for communication purposes. The views expressed in the review will be your own and not those necessarily of the journal editorial board.
7. Reviews will be published at the earliest opportunity in an issue of *RIGEO*, with the intention of publishing no later than three issues from receipt of the final submission of the review.

If what is stated here does not provide you with enough information or guidance do please get in touch with me and ask questions about reviewing for *RIGEO*.

There are many books on geography education which we would like to review in *RIGEO*, but we are in need of reviewers who have their own access to the book they review. If you wish to review for *RIGEO* please contact me.

I look forward to hearing from you.