

ANALYSIS OF STUDENT TEACHERS' LESSON PLANS FOR MULTIPERSPECTIVE GEOGRAPHY LESSONS

Background

In Switzerland, an important aspect of geography education is that students learn about different perspectives – such as, for example, the social, ecological or economical perspective – on a certain issue or question (Deutschschweizer Erziehungsdirektoren-Konferenz D-EDK, 2014). This multiperspectivity principle can be applied to a variety of topics in geography education such as mobility, resources, trade and consumption of goods (GDSU, 2013) and it is supposed to help students connecting different pieces of subject knowledge (Schmid, Trevisan, Künzli David, Di Giulio, 2013).

This explorative study aims at gaining insights in the characteristics of multiperspective geography lessons designed by student teachers who are being trained for primary school level. Based on the findings, the respective education of these students will be adapted so that fundamental concepts and questions of the Geographical perspective (Adamina, Hemmer, Schubert, 2016) can be included more explicitly in the designing of lesson plans.

Context and Design

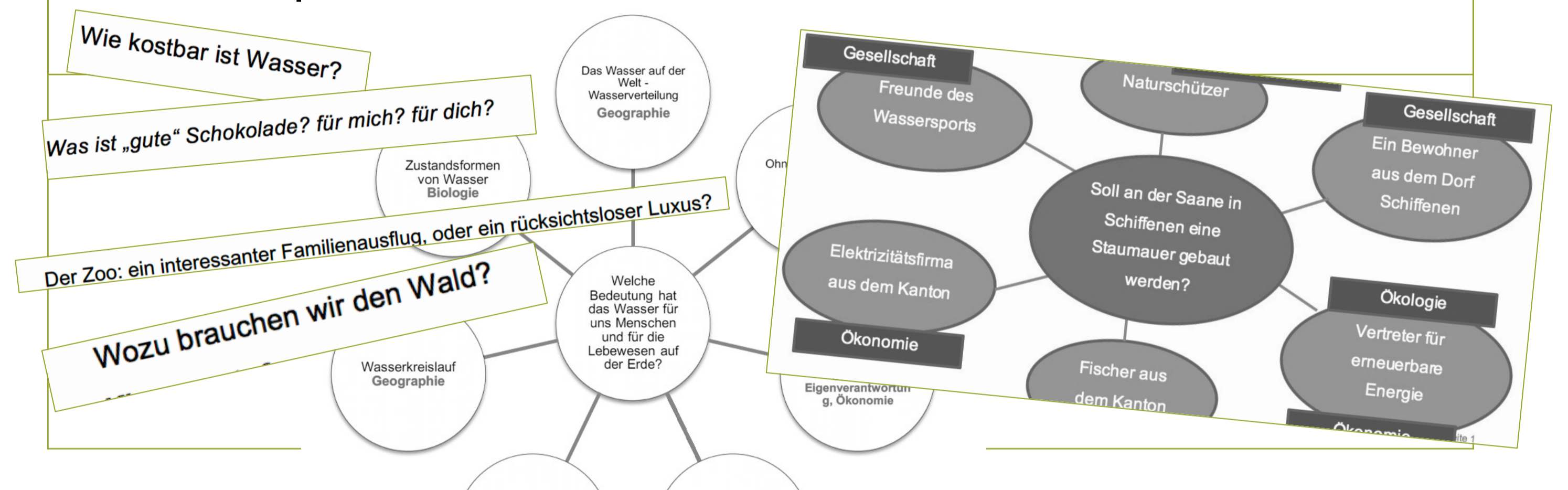
- Two 90-min seminars in the course on geography education for student teachers of primary school level in their last year at the university
- Thematic focus on multiperspectivity based on Kalcics & Wilhelm (2017) and Muheim et al. (2014), illustrated by examples on tourism in the mountains and several examples from school books
- Task for the students: Designing a lesson plan for multiperspective geography education
- Resulting data: Written lesson plans on multiperspective geography lessons from $n=22$ student teachers for primary school level
- Content analysis: Inductively for research question 1, deductively for research questions 2 and 3

Research Question

What are the characteristics of multiperspective geography lesson plans designed by student teachers for primary school level?

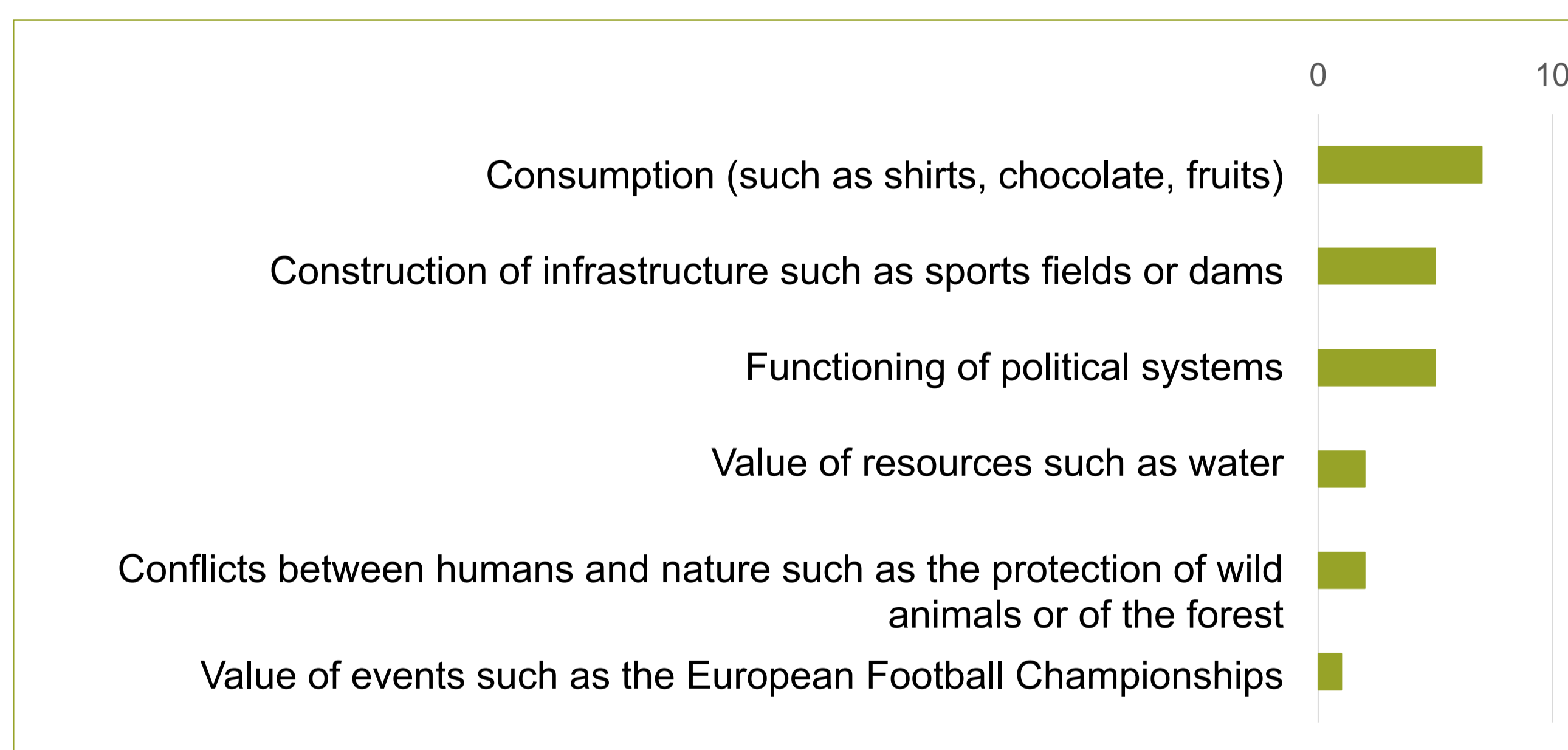
- 1) Topics chosen
- 2) Connections to the curriculum
- 3) Perspectives chosen

Exemplary Data



First Explorative Results

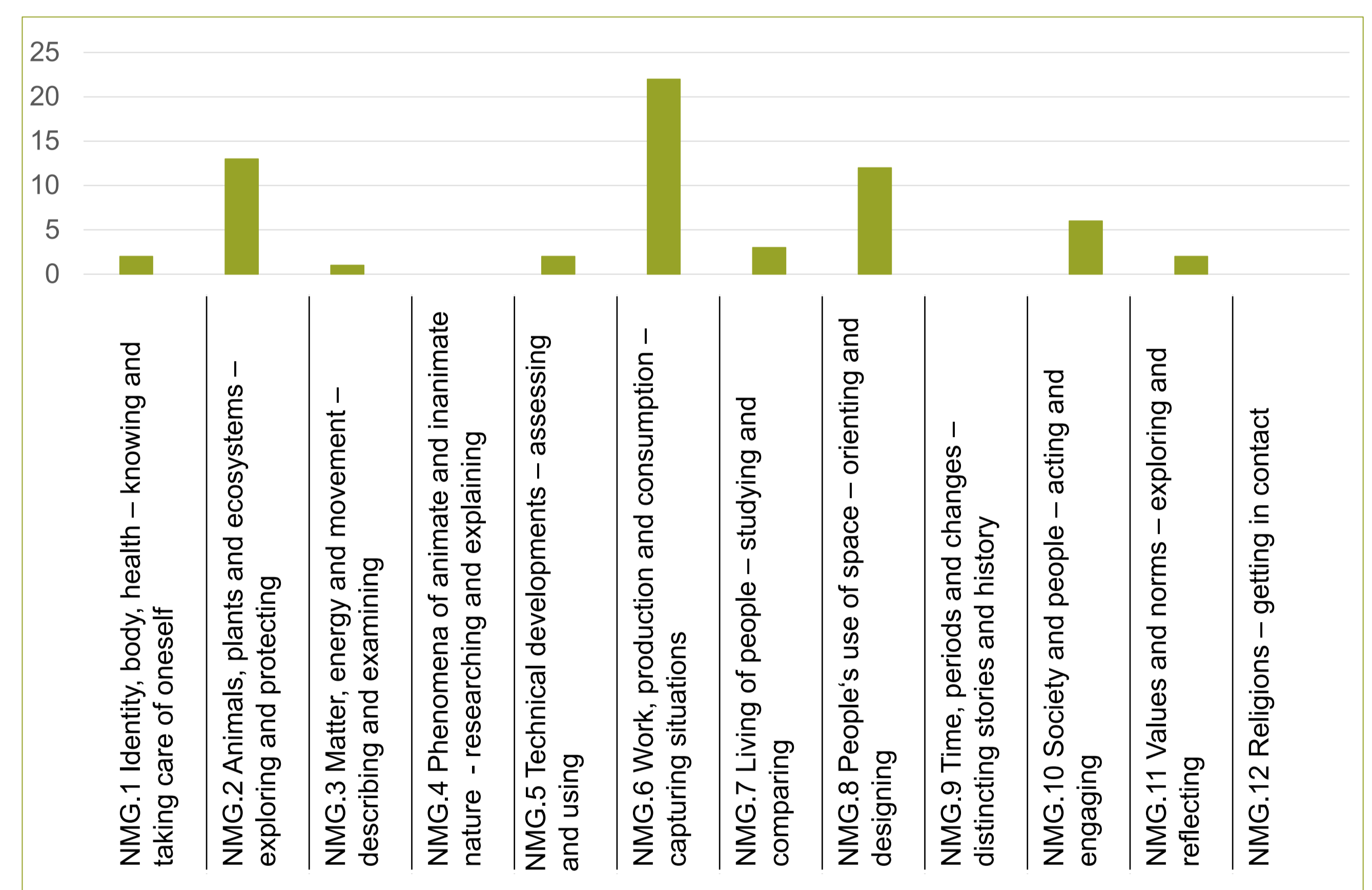
1) Topics chosen for multiperspective geography lessons ($n=22$ lesson plans)



3) Perspectives chosen

All students started from the classical triangle of education for sustainable development (ecology, economy, society). 10 students defined additional perspectives such as health.

2) Connections to the curriculum ($n=63$ links mentioned in 22 lesson plans)



First Attempts of Interpretation

The results on the choice of topics (research question 1) show that the student teachers focussed on issues related to the life of school children, either by selecting topics of daily life (chocolate, shirts, ...) or by working on the local context (dam in the nearby lake).

The connections with the official curriculum (research question 2) were often made with competences that already enclosed areas of conflict (NMG.2 with relations between man and nature and NMG.8 with relations between man and space). In addition, NMG.6 was often mentioned, presumably because of its relation with the daily life of children. It remains unclear why few references to NMG.11 were made even though more than half of the lesson plans included sequences on the children's opinion or on the reflection of their values.

The analysis of the perspectives chosen (research question 3) showed that the student teachers had difficulties in connecting a particular way of reasoning to its theoretical frame. This can be interpreted as a sign that students have a lack of scientific background in their education. Furthermore, hardly any geography-specific competences (GDSU, 2013) were included in the lesson plans.

Literature

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