



N° 2016/5

ASG

GeoAgenda

Enseigner la géographie

Geographie unterrichten



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Verband Geographie Schweiz
Association Suisse de Géographie
Associazione Svizzera di Geografia

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Swiss Academy of Sciences
Akademie der Naturwissenschaften
Accademia di scienze naturali
Académie des sciences naturelles

Chère lectrice, cher lecteur,

Voici le dernier GeoAgenda de 2016. Le Focus de ce numéro est consacré à l'enseignement de la géographie et est coordonné par Philippe Hertig, co-président de l'Association suisse pour la didactique de la géographie. Soutenir la discipline de la géographie est l'un des rôles centraux de l'ASG. La « santé » de la discipline touche, au-delà des enseignant-e-s et des élèves, autant les instituts universitaires de géographie qui doivent s'assurer de la relève des étudiant-e-s, que les professions qui bénéficient du travail des géographes diplômé-e-s. Le Focus restitue les réflexions centrales de la conférence internationale sur la formation des enseignants de géographie – problématique centrale pour le futur de la géographie comme branche scolaire – qui a eu lieu en septembre en Argovie. Les contributions faites par les participant-e-s et organisatrices-teurs relatent les ateliers qui ont eu lieu dans ce cadre. Trois autres contributions enrichissent ce numéro de GeoAgenda : un article qui questionne l'avenir du Röstigraben à l'aune de la nouvelle géographie politique suisse (p. 18), ainsi que deux compte-rendus des événements annuels marquants pour, d'une part, les géographes de l'Université de Berne (p. 24), et, d'autre part, la « European Geography Association » (p. 21). Finalement, pour vous tenir informé-e-s des activités, projet communications et réflexions récentes de l'ASG, nous vous proposons une nouvelle rubrique intitulée « What's up ASG », que vous trouverez à la fin du bulletin en p. 30.

UN SEUL CLIC & back :

la navigation interactive de GeoAgenda a une nouvelle fonction : les flèches situées au milieu en haut des pages permettent un retour immédiat à la table des matières !

Bonne lecture !
Isabelle Schoepfer

Liebe Leserinnen und Leser,

Gerne überreichen wir Ihnen die letzte GeoAgenda des Jahres 2016. Der Fokus dieser Ausgabe, die von Philippe Hertig – Co-Präsident des Verbands Geographiedidaktik Schweiz – koordiniert wurde, liegt auf der Wissensvermittlung im Bereich Geographie. Für die ASG steht die Förderung der Disziplin Geographie im Vordergrund. Das Wohlergehen der Fachrichtung ist nicht nur für Lehrpersonen, Schülerinnen und Schüler von Bedeutung, sondern auch für die geographischen Institute der Universitäten, die den Nachwuchs an Studierenden sicherstellen müssen, sowie Berufsgruppen, die von der Arbeit diplomierter Geographinnen und Geographen profitieren. Im Fokus wird das Schwerpunktthema der internationalen Konferenz, die im September im Kanton Aargau stattfand, dargestellt: Die Ausbildung der Geographielehrpersonen – ein zentraler Bestandteil für die Zukunft der Geographie als Schulfach. Teilnehmende, Organisatorinnen und Organisatoren berichten über die im Rahmen dieser Veranstaltung durchgeführten Workshops.

Drei weitere Beiträge bereichern diese Ausgabe der GeoAgenda: Ein Artikel zur Zukunft des Röstigrabens im Licht der neuen geopolitischen Gegebenheiten der Schweiz (S. 18) und zwei Berichte – einer von den Geographen der Universität Bern (S. 24) und einer von der «European Geography Association» (S. 21) – über die diesjährigen Highlights.

Am Ende dieses Hefts (S. 30) finden Sie eine neue Rubrik «What's up ASG» mit aktuellen Informationen zur Tätigkeit der ASG, ihren Vorhaben und zu den Fragestellungen, mit denen sich unser Verband befasst.

NUR EIN KLICK & back:

die interaktive Navigation der GeoAgenda beinhaltet eine neue Funktion: die Pfeile die oben in der Seitenmitte sind bringen Sie direkt zum Inhaltsverzeichnis zurück!

Viel Spass beim Lesen
Isabelle Schoepfer

DOSSIER

Geography teacher education, a key issue for geography's future as a school subject

Geography, a school subject at risk?



It is no exaggeration to say that geography is a school subject at risk, both in Switzerland and in most countries. This is for instance reflected in the reduction of hours reserved for geography in the weekly schedules or, more seriously, in the fact that the majority of the geography teachers are not geographers: they did not study geography at university level and are not trained as teachers for that school subject.

School geography has quite a poor reputation, which can be explained by several factors, as different as an insufficient presence of geographers in public debates, a large gap between the general public's views on geography and the epistemological conception of the discipline promoted in the curricula, or a poor quality of teaching when geography is based on rote learning of names of places, towns, rivers and mountains, just to name a few.

"Geography should allow the pupils to develop their empirical relationship with the world, based on rational and formalised procedures which are discussed and subject to critical analysis."

However, like all scientific school subjects, geography should allow the pupils to develop their empirical relationship with the world, based on rational and formalised procedures which are discussed and subject to critical analysis (Audigier, Sgard & Tutiaux-Guillon, 2015). The pupils should learn to grasp socio-spatial issues, the analysis and explanation of which need to take into account numerous stakeholders and factors and the ability to decipher their complex interactions. Geography should therefore contribute to help pupils to be able to analyse complex issues, to make informed choices, to make decisions and to act rationally (Hertig, 2015). Nowadays, in a political, social and economic context shaped by globalization and postmodernity (Grataloup, 2016), most curricula express goals of that kind.

To debate:

- ▶ Why do authorities and the general public believe that geography is only useful to know the names of places, towns, rivers or mountains and for holiday planning?
- ▶ Is it normal that the majority of secondary-level geography teachers are not geographers and have little or no training in teaching this school subject?
- ▶ Why is the hourly allocation of school geography low and still threatened to decrease?

"Geography teachers need a high level of training."

It is therefore obvious that geography teachers need a high level of training. As a matter of fact, geography teachers must be able to design their teaching based on a systemic approach, to allow students to think and understand the complexity of today's world. In this perspective, geographical knowledge is far more than just declarative knowledge, and teachers must highlight the integrative concepts that interconnect in a dynamic way factual knowledge, practical and cross-curricular skills. These integrative concepts are "thinking tools" that play a central role in organising geographical knowledge and achieving geographical thinking. Furthermore, the evolution of curriculums gives nowadays an increasing place to "transdisciplinary approaches", such as education for sustainable development (ESD). In this context, geography teachers have to "fight" to prevent the disappearance of geography as a school subject: any inter- or transdisciplinary approach needs the thinking tools, the knowledge and the skills which are built in the disciplines, in this case in geography. Thus, the learning processes of the core concepts of the discipline, the links between geography and cross-curricular approaches like ESD are among the most important research fields for the next few years, both in geography education and geography teacher education. Moreover, the same is true for all other scientific school subjects, whether involving natural sciences, humanities or social sciences. ▶

"Geography teachers have to "fight" to prevent the disappearance of geography as a school subject."

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Conferences specifically dedicated to issues related to Geography and Earth Science teacher education are not common. As “guest editor” of this GeoAgenda issue, I am therefore very pleased that this thematic paper focuses on an international conference which took place some weeks ago in Switzerland. The organizers of the #IPGESTE 2016 conference (International Perspectives on Geography and Earth Science Teacher Education) designed an exciting program, with prominent international keynote speakers, as well as a variety of high level scientific contributions in the different sessions and workshops. The conference allowed the participants to have in-depth discussions on some key issues of geography teacher education, starting for instance with considerations about the purpose and the role of geography as a school subject, going on with reflections about some critical challenges in the field of teachers’ professional development, and opening up to perspectives on transformative research.

“Conferences specifically dedicated to issues related to Geography and Earth Science teacher education are not common.”

The Swiss Association for Geographic Education (AGE-CH) was proud to back the #IPGESTE 2016 conference. A relatively young association (it was established in 2008), the AGE-CH aims to support the evolution of geography as a school subject in the context of the general school and curriculum development in Switzerland, and to work in educational research and development to enhance teaching and learning in geography and environmental education. This means that geography teacher education and research in this field are among the key issues the AGE-CH has to deal with.

In the following pages, the members of the organizing committee present the conference’s aims and a short outlook. The conference workshops are then shortly described by their leaders who highlight some key issue of geography and earth science teacher education, like integration of ESD, primary level teacher education or learning approaches using Geographic Information Systems (GIS) technology and methods.

Philippe Hertig

Zusammenfassung

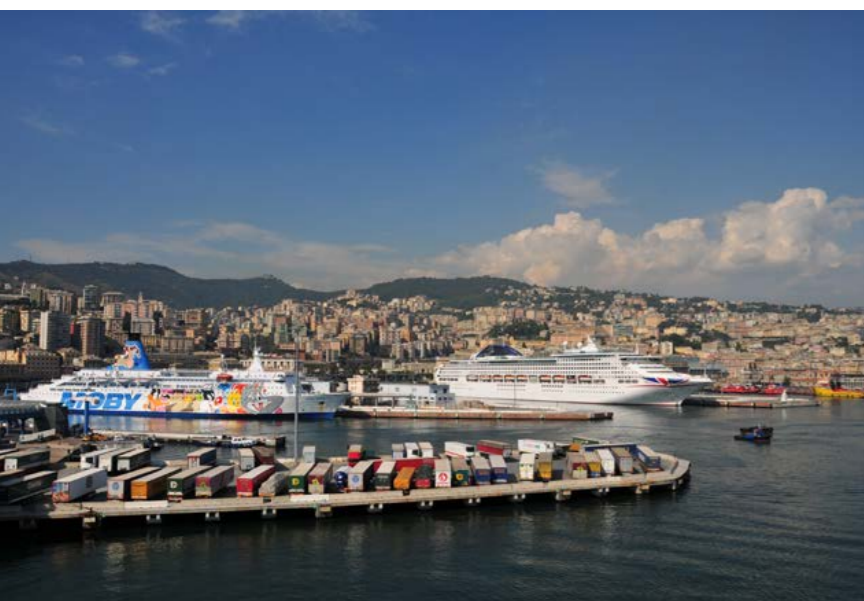
Geographie ist ein gefährdetes Schulfach, nicht zuletzt wegen des Rückgangs der Stundendotation und wegen eines gefährdeten Rufes, teilweise verursacht durch eine Unterrichtspraxis, die zu oft auf die Vermittlung eines dekontextualisierten und für die Schülerinnen und Schüler sinnlosen Wissens beschränkt ist. Eine Erklärung dafür kann die Tatsache sein, dass die meisten Geographielehrpersonen nicht Geographie studiert haben und dass sie über keine fachdidaktische Kenntnisse in Geographie verfügen, und dies auch, wenn sie auf der Sekundarstufe I unterrichten. Deswegen ist eine gute Aus- und Weiterbildung der Lehrpersonen – sowohl im Bereich des Fachwissens als auch in der Fachdidaktik – eine unabdingbare Voraussetzung, wenn das Schulfach Geographie zur Entwicklung der Fähigkeiten und Fertigkeiten der Schülerinnen und Schüler beitragen soll, die nötig sind, um die Komplexität der Welt zu verstehen und als Bürgerinnen und Bürger zu handeln. Die verschiedenen Beiträge des Fokusdossiers weisen auf einige Schlüsselthemen der Aus- und Weiterbildung der Geographielehrpersonen und des Geographieunterrichts hin.

Résumé

La géographie est une discipline scolaire malmenée, dont la place diminue dans les grilles horaires. La médiocre considération dont elle est créditée est notamment liée au fait que la majorité des enseignants de géographie ne sont pas des géographes, même dans les degrés secondaires de la scolarité obligatoire, et que les pratiques enseignantes en restent trop souvent au niveau des apprentissages de savoirs décontextualisés, isolés et dépourvus de sens pour les élèves. La formation des enseignants, tant au niveau académique que sur le plan de la didactique, est donc un enjeu fondamental pour que la discipline soit à même de donner aux élèves les outils qui leur permettront de comprendre la complexité du monde d’aujourd’hui et de demain et d’y agir de manière rationnelle.

Abstract

Geography is a school subject at risk: the reduction of its weekly hours or its poor reputation linked to teaching practices that are too often focused on the transmission of decontextualized and isolated knowledge, which is meaningless for the pupils, are examples of the problems that school geography has to face. These problems can be partly explained by the fact that most geography teachers are not geographers, even at the compulsory secondary level. Geography teacher education is therefore a key issue: teachers have to be experts both in subject knowledge and learning processes. Otherwise, school geography will not be able to give pupils the tools they need to understand the complexity of the world and to act in a reasoned way as responsible citizens. The various papers of this «Focus» dossier highlight some critical issues about geography teacher education and geography teaching.



View of the port of Genoa (Italy), with a part of the ferry terminal. Studying such a port landscape and its urban surroundings at school is a complex subject matter that requires competent geography teachers. Photo © Philippe Hertig (August 2015)



View of the Rhône Valley from the area of Chermignon (Valais, Switzerland). Analysing and explaining such a landscape at school is a complex issue that requires expert geography teachers. Photo © Philippe Hertig (May 2012)



n | w University of Applied Sciences and Arts Northwestern Switzerland
School of Education

International Perspectives on Geography and Earth Science Teacher Education

Conference: 26./27. September 2016
Pädagogische Hochschule FHNW,
Brugg-Windisch, Switzerland
#IPGESTE

Further information:
www.gesellschaftswissenschaften-phfhnw.ch



Conference poster

Presentation of the conference and outlook

The conference 'International Perspectives on Geography and Earth Science Teacher Education' (#IPGESTE) took place on September 26 and 27, 2016 on the FHNW's Brugg-Windisch campus.

People from seven countries participated (Switzerland, Germany, Netherlands, UK, USA, Australia, Singapore). The two-day conference aimed at bringing together researchers, teacher educators, pre-service teacher students and in-service teachers, focusing on teacher education in geography and earth science.

Geography and earth science, despite common topics such as climate change or natural hazards, have developed along different pathways in many countries. This includes school teaching, university education and research. Thus, it seemed time to explicitly combine these two strands and explore connections and differences between them for both school practice and further research.

The conference's broad aims were

- 1 to explore connections and differences between geography and earth science, with a focus specifically on teacher education, comparing perspectives from different countries,
- 2 to summarize the current state of art in teacher education in both fields and
- 3 to posit (research) questions for the future.

The conference was funded by the Swiss National Science Foundation (SNF) as well as the PH-FHNW. Moreover, the conference was supported by the Swiss Association for Geographic Education (VGD-CH). The annual member meeting of the VSGG (Swiss Association of Geography Teachers) took place during the conference.

Additionally, a [research symposium](#) of the international geography assessment committee took place right before the conference (September 23-25) at the FHNW in Basel.

The conference organizing committee were Dr. Kathrin Viehrig and Daniel Siegenthaler (co-chairs) as well as Samuel Burri. Prof. Dr. Sibylle Reinfried was an advisory member. The [conference programme](#) consisted of keynote presentations, presentation sessions, a panel discussion and workshops as well as a social programme.

The conference workshops reflected several of the

current research and development lines in geography and earth science teacher education across countries:

- mobile learning/ apps
- online learning with digital geomeia (learning platforms, Story Maps, GIS, ...)
- integration of sustainable development

The workshops also showed continued efforts in evergreen issues such as frameworks for what constitutes good geography/ earth science education, learning material development (e.g. models) or the lessons that can be drawn from a subject's past.

"Mobile learning and apps, online learning with digital geomeia or integration of sustainable development are examples of current research and development lines in geography and earth science teacher education."

The workshops also showed that materials are sometimes developed for a topic that is specific to either geography or earth science and sometimes for topics that are relevant to both subjects (and sometimes even to others such as biology). Yet, many of the underlying didakti¹ principles and methodological, technological and conceptual developments are applicable to both geography and earth science (teacher) education. As Sibylle Reinfried phrased it in her keynote, both earth science and geography are more than what is usually associated with the subject (i.e. more than just collecting rocks and knowing the countries of the world). Both are a part of earth system science.

Moreover, global initiatives such as for instance the Story Map competition for school (15-19 year old) and university (19+ year old) students that has been launched within the IGU International Year of Global Understanding (IYGU; submissions till December 31, 2016 <http://go.esri.com/IYGU-Competition>) highlight the applicability of digital geomeia to a wide range of topics that are part of educating students for life in a globalized world.

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¹ Didactic is here spelled with a k based on Clare Brooks' presentation at the IGU Singapore conference to denote the meaning it has in the German-speaking area, as opposed to the (negatively connotated) meaning didactics has in the Anglophone area. Differences in terms and concepts were one of the issues discussed during the #IPGESTE conference.

History of the school subject geography since the Second World War

The workshop dealt with a study of the school subject of geography in Swiss secondary schools during the post-war period. Switzerland does not have earth science as a separate school subject, instead, earth science topics are included in geography lessons. The school subject geography has changed remarkably over the last seventy years.

This process is still ongoing. It developed under the influence of general and school politics, the competition of different types of schools and subjects, ideologies and pedagogy as well as general didactics. Schultz (2012) mentioned learning goals, curriculum and the school timetable. The following questions are important for the study:

- 1 Which topics have been taught in the different epochs and why?
- 2 How can we explain the structure of the topics?
- 3 How and why are the topics transformed and have they changed?
- 4 Which methods have been used? How have they been transformed and why?

Reference

Schultz, H.-D. (2012): Disziplingeschichte des Schulfachs Geographie. In: Haversath, J.-B. (Mod.): Geographiedidaktik. Braunschweig. 70-89.

- 5 Which political, social or economical factors have influenced the topics and methods? How have they been changing?
- 6 Which structures has the curriculum had? How many lessons have been available? How important have the final examinations been?

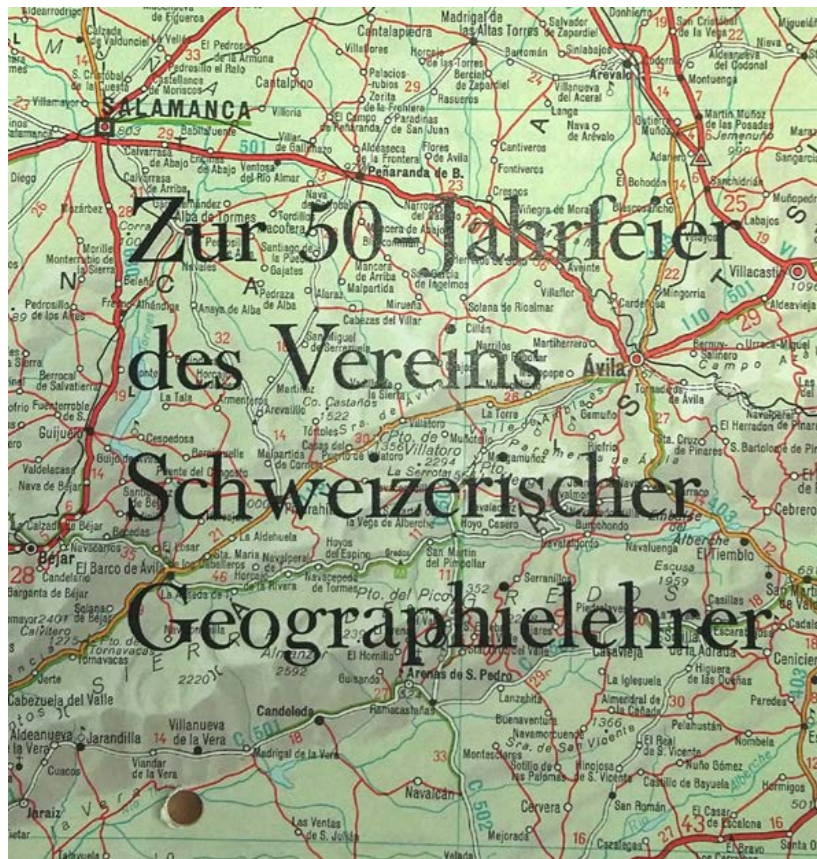
Several types of sources are the empirical basis of the study, such as curricula, scientific papers dealing with different aspects of geography didactics, teachers' lesson preparations and data from interviews with teachers and subject experts. In addition, important data is provided by school year books.

"The evolution of the school subject geography is still ongoing under the influence of political, social, cultural and scientific factors."

During the workshop the participants discussed some important sources concerning the history of the school subject geography, e.g. an article about the learning goals in the school subject of geography by a teacher in geography (1946), a proposal for the improvement of the examinations by the Swiss Association for Geographic Education (1959) and a proposal for the curriculum by a group of lecturers in geography education (1995).

More information about the project: www.gesellschaftswissenschaften-phfhnw.ch.

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Cover of the 50th anniversary publication edited by the Swiss Association of Geography Teachers, 1960

Developing technology enhanced field trips with OMLETH

Courses in many STEM programmes feature learning content which is related to places in the real world. This applies especially to geography, earth science, biology and history, but also the language subjects, economics and law have relations to place-related content.

Teaching this content in the classroom often remains decoupled and distant from the typical working environment of the respective discipline. From research on location-based mobile learning it is well-known that teaching such content at the respective location using mobile technologies can improve the learning effect by complementing conventional didactical methods (Brown et al., 2010).

The OMLETH project stands for location-based, mobile learning at ETH ("Ortsbezogenes Mobiles Lernen an der ETH Zürich") and is a web-based platform that helps teachers at all stages of a field trip: planning, execution and reflection (Sailer et al., 2015a). Teachers can create digital excursions by sketching the learning units as geographic areas on a map and adding the corresponding content. Students can carry out the learning module with any smartphone or tablet, getting access to the units in situ with OMLETH's map-based mobile app. The learning units can include storytelling, instructions for observation or game-based exploration and

can be used individually or in groups during field trips. Several courses on different age levels (primary and secondary schools as well as higher education) have been carried out so far and have been accompanied by a research study (Sailer et al., 2015b).

OMLETH's easy-to-use interface allows flexible, real-world, context-based, and experience-based learning units. Existing web-based learning resources can be easily integrated. OMLETH's innovative analytical capabilities provide comprehensive control in real-time as well as ideal content for the classroom review (Sailer et al., 2016).

In our workshop, we got introduced in OMLETH by a virtual sample and participants were asked to consider in peers the different aspects of a smartphone-based learning adventure with predefined learning goals. Findings were presented and discussed in the plenary.

Missed the workshop at the #IPGESTE conference? More information and registration for upcoming two day workshops can be found at www.omleth.ch/workshop.

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ETH students carry out context-based course by the Chair for the History of Urban Design outside in the real world (photo C. Sailer)

Teaching with geotechnologies – Teaching spatial thinking and GIS using abductive reasoning

Abductive reasoning (or abduction, abductive inference, or retrodution) is a form of logical inference that goes from an observation to a hypothesis that accounts for the observation. It seeks to find the simplest, most likely explanation. It is an important thinking skill both in geography and earth science education.

Abductive reasoning can be effectively taught through spatial thinking and analysis with the use of Geographic Information Systems (GIS) technology and methods. Students make observations about patterns, relationships, and trends, or lack of pattern. They form a hypothesis about why the pattern exists and how it came to be, which they test using data, tools, and scale.

“Abductive reasoning can be effectively taught through spatial thinking and analysis with the use of Geographic Information Systems (GIS) technology and methods.”

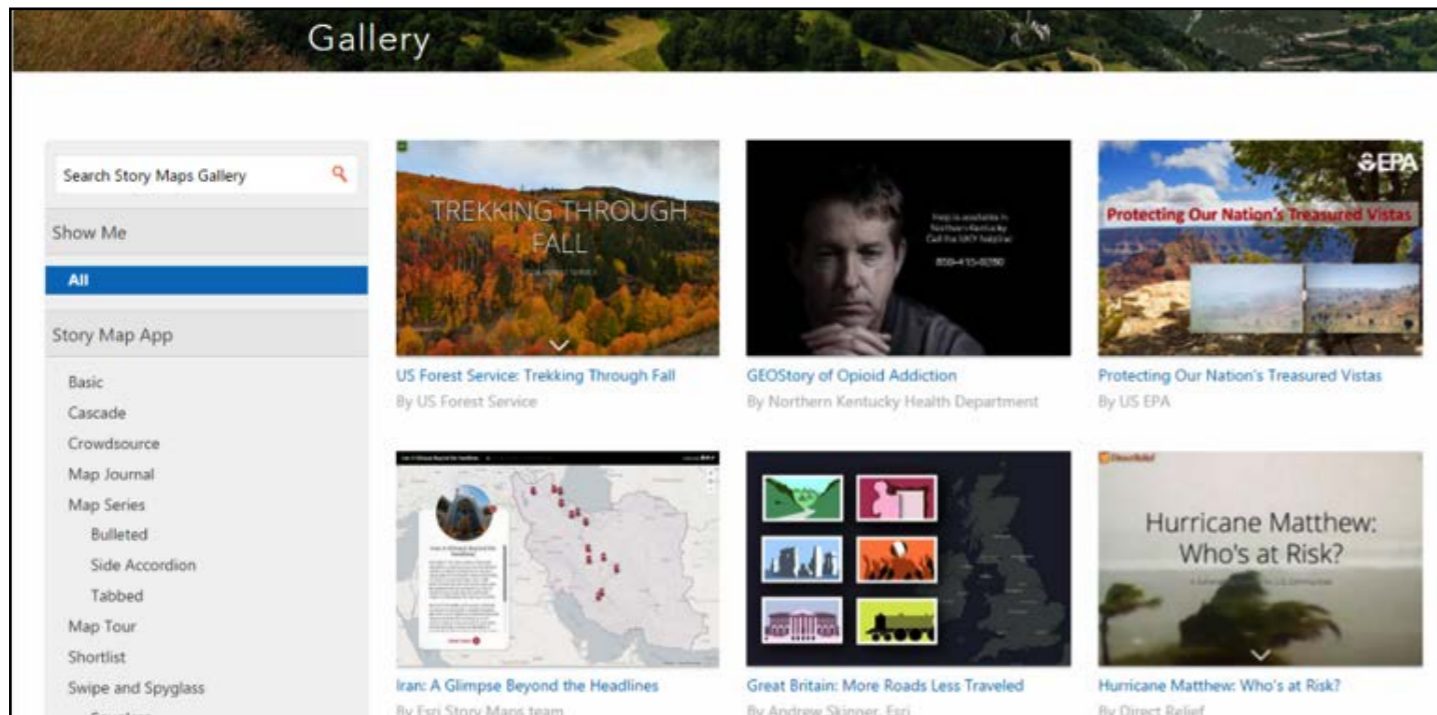
I believe GIS allows inquiry and hypothesis testing in a single environment, to probe the “whys of where”. In one activity in our #IPGESTE workshop, I asked participants to hypothesize the pattern of global earthquake magnitude and depth related to major types of plate boundaries, and the reason for their hypothesis.

With today's [web-based GIS tools](#), students visualize and analyze real-world phenomena in 2D and 3D using real time data. They collect their own data with [smartphone apps](#), map it, and analyze it. They communicate results with web mapping tools such as [multimedia story maps](#). Students grapple with issues including data quality, data volume, scale, location privacy, crowdsourcing, when to share maps, and proper use and citation of data.

In our workshop, we investigated [ecoregions and population density](#) in India and Nepal in ArcGIS Online, [examined the last 30 days of earthquakes](#) using an interactive map, compared variables between cities using [the Urban Observatory](#), studied [changes over time on the Earth's surface with Landsat imagery](#), and [investigated story maps](#).

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Investigating and creating multimedia story maps

Learning sustainable development – a competency-oriented learning medium for upper secondary education

The launch of the United Nations global Agenda 2030 for Sustainable Development (SD) and establishment of the Sustainable Development Goals (SDGs) have given new dynamism to the corresponding education discourse (Education for Sustainable Development, ESD). However, upper secondary education, in particular with regard to the Swiss curriculum, has remained relatively unaffected.

The joint project between PH Bern and the University of Bern's Centre for Development and Environment (CDE, Lilian Trechsel) seeks to develop a competency-oriented learning medium for SD with a geography focus, thus filling a corresponding gap in upper secondary teaching. The learning medium will bring together the new SDGs with a practical sustainability model and corresponding exercises, developed in line with a specific model of teaching and learning, so as to provide students with an active entry point to SD. The learning medium will actively strengthen underlying competencies among students. One part of the learning materials will be an interactive learning platform enabling different learning activities. Comprising CDE data from different continents (diverse GIS data, monitoring data, existing online tools, map materials, and thematic atlases), the learning materials provide access to rich information on very diverse settings and topics related to SD, embedded within the new curriculum for upper secondary school leading to the higher education entrance qualification. By combining these resources with data from Switzerland, the learning materials enable students to integrate and connect the knowledge with their own local experience.

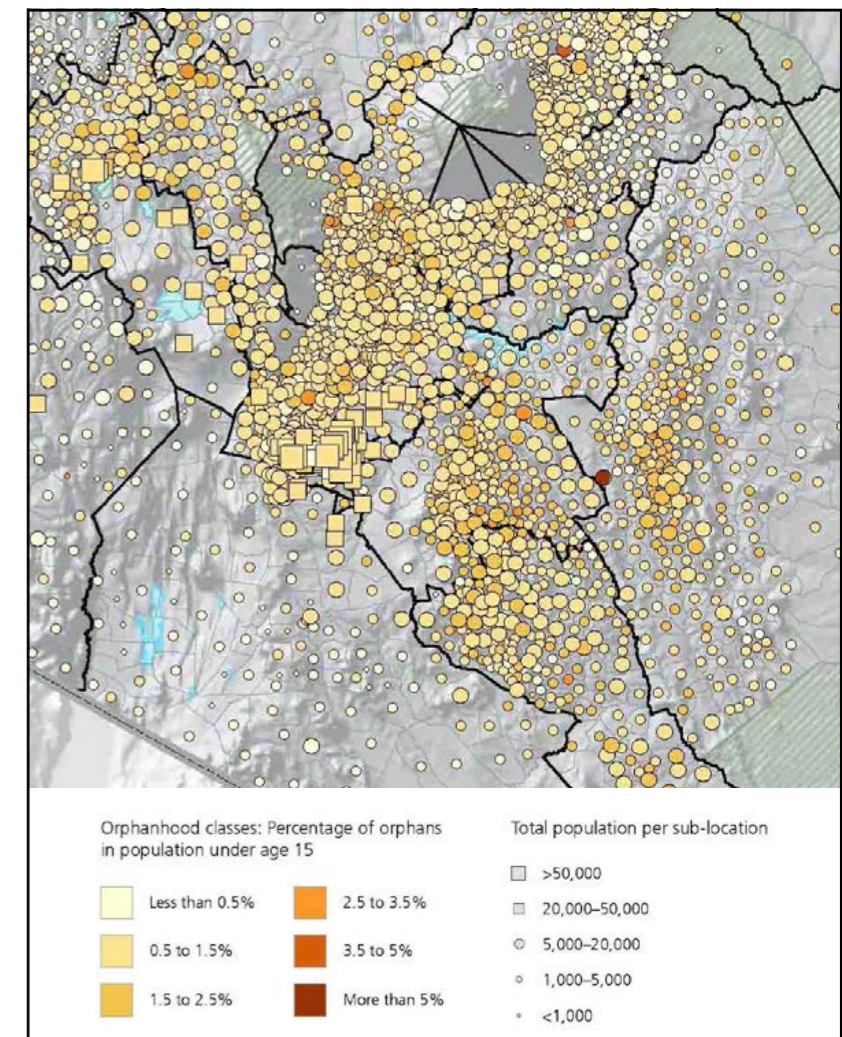
“The joint project between PH Bern and the University of Bern's Centre for Development and Environment seeks to develop a competency-oriented learning medium for SD with a geography focus.”

In our workshop we worked with one of the future teaching materials (see map opposite), a map from the “Socio-Economic Atlas of Kenya” on the topic of orphanhood of children under age 15. Although orphan-

hood is not a new phenomenon in Kenya, there has been considerable national and local concern in the last two decades, as the number of orphaned children continues to rise due to the HIV/AIDS pandemic. The spatial distribution of the ratio is distinctly uneven and it is disturbing that the larger population of orphaned children is in rural areas, where poverty levels are higher and care facilities are presumably less developed.

More information about the project: www.phbern.ch.

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Teaching materials: Orphanhood of Children Under Age 15. Wiesmann, U., Kiteme, B., Mwangi, Z. (2016). Socio-Economic Atlas of Kenya: Depicting the National Population Census by County and Sub-Location. Second, revised edition. KNBS, Nairobi. CETRAD, Nanyuki. CDE, Bern.

How to teach a good geography lesson

How can you develop a good geography lesson starting from an everyday product like a package of coffee, a couple of bananas, a pair of jeans or a tin of tomato soup? This was the task for the participants of the workshop.

During the preparation of that lesson they had two tools at their disposal:

- 1 a framework containing seven characteristics of a geography lesson in the form of questions

First, there are five geographic questions that help to investigate phenomena and processes on planet earth: Where is it? Why is it there? What do I see if I zoom in or out? How does it change in time? and What are the consequences, advantages and disadvantages? These five interconnected characteristics are based on geographic key concepts. In addition, there are two instructional characteristics, not unique to the subject of geography: How can I start the lesson in a motivating way? and How can I end the lesson in a way that promotes transfer? Starting from an everyday geographic problem (a motivating start), pupils and their interests are the starting point for learning. Each lesson ends by reflecting on the subject. In this way pupils become conscious of the essential aspects of the lesson, a situation that promotes transfer to new situations.

- 2 A lesson form

in which three main questions have to be answered: What does the teacher do? What do the pupils do? and

Why do we do that in this way? This last question in particular is important because by answering this question (student) teachers become conscious why they do what they do.

"Starting from an everyday geographic problem (a motivating start), pupils and their interests are the starting point for learning."

The experience of the participants was that this approach gives (student) teachers helpful tools in preparing geography lessons for several age groups, as also recent research has shown (Blankman, Schoonenboom, Van der Schee, Boogaard & Volman 2016). The framework could be applied to earth science topics, too.

More information: sample materials (framework + lesson form) can be found on the Conference website (Workshops – Marian Blankman)

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Reference:

Blankman, M., Schoonenboom, J., Van der Schee, J., Boogaard, M., & Volman, M. (2016). Learning to teach geography for primary education: results of an experimental programme. *Journal of Geography in Higher Education*, 1-17



Participants during the workshop (photo M. Blankman)

Renewable energy and sustainable development in education – A project proposal with teacher guide and lesson material

The project "Shaping the Future - Discovering renewable energy with children" by the non-profit and independent VRD Foundation for Renewable Energies was developed in cooperation with the Heidelberg University of Education (working groups Prof. Dr. Alexander Siegmund, Prof. Dr. Manuela Welzel-Breuer, Prof. Dr. Jürgen Storrer).

It is specifically designed for teachers of secondary schools who want to implement the topic of (renewable) energy, climate protection and sustainability in a practical way.

In the workshop, the VRD Foundation, the social context of the topic "German Energiewende" as well as the various educational materials were presented. The materials consist of a manual for the teacher, extensive work and solution sheets as well as 21 wooden boxes with learning games and experiments on (renewable) energy and sustainable development. Field trips and literature hints complete the program. There is also a children's book with puppet.

Due to the modular structure, the materials can be used flexibly in time: from a single teaching unit up to a two hour/ week course for the whole school year, from a project week to a voluntary after-school group. The materials are suitable for school subjects such as geography, physics, biology, chemistry as well as especially for the compound subjects (e.g. science, social studies). They can also be used in cooperation with subjects such as ethics and religion.

The materials also feature modules for co-operative learning between pupils from different educational levels. The pupils of upper secondary education work in groups with the teaching materials on the subject of renewable energy (sun, wind, water, biomass), climate protection (greenhouse effect, carbon cycle) and sustainability. They then do a module where they visit pupils in a neighboring kindergarten or primary school. There, they take on the role of the teacher and pass on their acquired knowledge playfully and age-appropriately to the younger children. In addition to the content transfer, this also strengthens their social competence. It also creates trust and lasting partnerships between the institutions, which makes educational transitions easier.

More information: www.rgeo.de; www.vrd-stiftung.org.

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VRD Foundation for Renewable Energies, Germany
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"It is specifically designed for teachers of secondary schools who want to implement the topic of (renewable) energy, climate protection and sustainability in a practical way."



Materials during the workshop (Photo G. Eysel-Zahl)

Satellite images in geography classes – a web-based learning environment

In this workshop, a new online learning environment for the application of original satellite images in schools was presented.

“An exemplary learning module includes a web-based remote sensing software for students which is implemented in the learning environment.”

The platform features ten learning modules covering grades 5-13. Each module deals with an up-to-date geographic question connected to the German curricula and presents information in an interactive way. The overall didactical approach focuses on problem-based learning. For an easy application in class the modules can be completed in 90 minutes. Each student receives a printable certificate after successful module completion. The participants of the workshop could explore

an exemplary learning module including a web-based remote sensing software for students (BLIF) which is implemented in the learning environment.

For more information about the project, please visit www.rgeo.de. The official launch of the learning platform and BLIF 2.0 is planned by the end 2016. This will be published on the website.

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Alexander Siegmund, and Nils Wolf
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IVGI Noise App - Raising awareness of noise pollution and promoting spatial technologies in secondary schools

Noise pollution is a widespread environmental problem, particularly in urban areas and agglomerations. Although its adverse effects on human health have long been recognized, it is only more recently that the topic has attracted wider attention.

Members of the Institute of Geomatics Engineering at the FHNW University of Applied Science and Arts Northwestern Switzerland have developed a mobile web application to map and view noise level data that has been sensed participatory by use of smartphones. The application was designed for use in environmental education at secondary schools and is available at www.fhnw.ch/laermapp. The idea behind the app is to raise awareness of noise pollution and to foster interest in spatial technologies and map making by highlighting their role in noise pollution assessment and the planning of abatement measures.

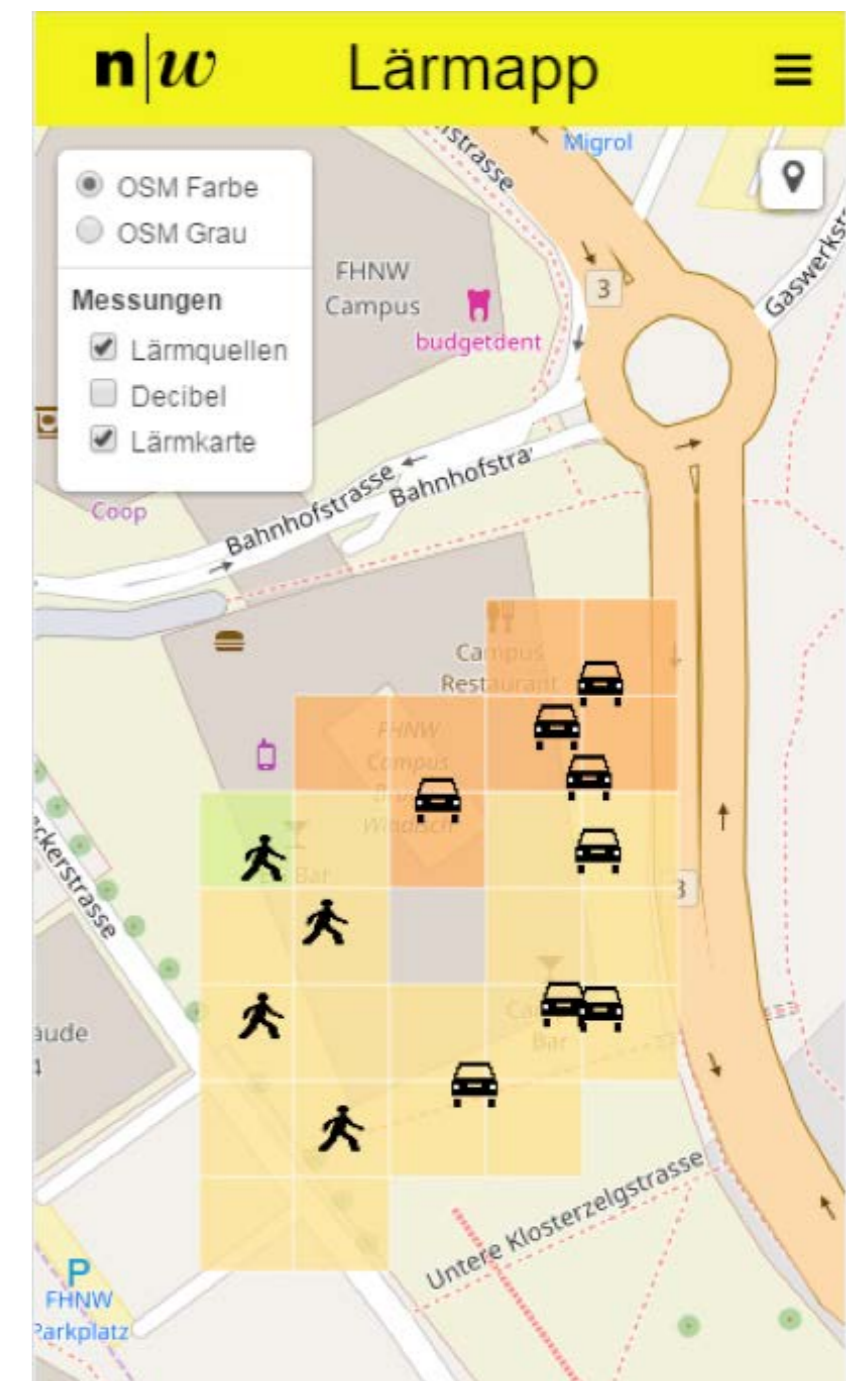
“The idea behind the app is to raise awareness of noise pollution and to foster interest in spatial technologies and map making.”

During the workshop at the #IPGESTE conference the app and its use in secondary school education was introduced and participants used the app to do a short noise survey around the conference location using their smartphones (see picture opposite). In class, the app can be used in teaching units spanning a minimum of two lessons and comprising a topic introduction, a participatory noise pollution survey around the school ground along defined tracks and the discussion of the results and their contextualization through the mention of examples of official strategic noise mapping, abatement measure policies and personal choices that may contribute to mitigation. If more than two lessons are available, the physical properties of sound waves can be nicely explored through measuring experiments with the smartphone and an oscilloscope- and a dB-meter app. Noise level measurement, the decibel scale, and noise propagation are further topics that can be looked at more deeply this way. To conclude the topic the potential of crowdsourced data can be exemplified using the enrichment of information from official

strategic noise maps through participatory noise sensing as an example

More information: www.fhnw.ch/laermapp.

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Results from the noise mapping exercise during the conference



Participants during the workshop

The Next Switzerland: The Country's New Political Geography Goes Without the Röstigraben

To debate:

- ▶ What does geography have to say on political polarization?
- ▶ How can network analysis be applied to territorial analyses?
- ▶ What collective political behaviour tells us about social transformations?
- ▶ How can science teach us to accept the diversity of political viewpoints?

Cultural diversity and political stability are historical trademarks of Switzerland. This paradox makes of the country a success story of modern democracies. On many social and political questions, cultural frontiers between linguistic groups have been known to divide the nation. A recent study conducted at the École polytechnique fédérale de Lausanne suggests that these frontiers are disappearing. Switzerland is over with the "Röstigraben".

Political Divisions Are Functional Divisions

In the days that follow federal participatory votes in Switzerland, politicians, journalists and researchers alike comment national results and cantonal outcomes in the search for explanations. Through this hasty exercise, these specialists try to identify which sociological or cultural attributes best describe regional variations in the percent of "yes" and "no". Historically, divergence between linguistic groups, religious denominations, and cities and villages have provided good explanations on why areas of the country vote so differently. These analyses have reinforced the idea of the so-called "Röstigraben", a cultural boundary predominantly between German-speaking and French-speaking communities. The language frontier would manifest itself through different preferences in many aspects of everyday life such as culinary taste, design culture and political choices. From a social point of view, the Röstigraben illustrates how tight relationship can be between language, culture and political behaviour. This also raises profound questions on the association between political ideologies, moral values and the everyday life.

"The Röstigraben [...] raises profound questions on the association between political ideologies, moral values and the everyday life."

In 2016, Switzerland is very different from what it was in 1848, when the Swiss people and their cantonal representatives have adopted the first Federal Constitution. To a large extent, the country is also very different from what it was fifty, or even thirty years ago. Living and working in different communes or cantons is increasingly frequent. Today, most commuters work outside of their commune, and a good share outside of their canton. Same goes for leisure activities which make almost half of the travels distances accomplished each year. Swiss are increasingly likely to make friends, marry or work with foreigners too. The number of non-national permanent residents has almost doubled between 1980 and 2010. The social media, Wi-Fi and 4G connections also contribute to increase people's interactions with distant others. These transformations do not affect all part of the country equally but in general, there has been an exponential growth in connectivity between people and places, both within the nation and with the rest of the World. It is a dynamic that impacts greatly the way Swiss people use their democratic institutions.

"There has been an exponential growth in connectivity between people and places, both within the nation and with the rest of the World, a dynamic that is greatly impacting the way Swiss people use their democratic institutions."

Exploring the Network Structure of Political Agreement and Disagreement

A good example of this is the geography of political polarization. Over the last thirty years, political agreement between local communities have radically evol-

ved. Certain local communities that use to agree over federal participatory votes now tend to disagree, while others that use to disagree on political issues now tend to agree more. These changes are not arbitrary, but follow urbanization and globalization processes, and the increase in connectivity between people and places. For example, looking at the evolution of political agreement and disagreement among Swiss communal populations with "network analysis" provides a good understanding on the political preferences of local communities and the geography of those preferences. The evolution of communities' political network reveals how these cultural transformations affect the Swiss political landscape. To measure political agreement and disagreement between communal populations says a lot on social, economic and cultural transformations in Switzerland, as the country leans towards a fully new geographic configuration in political polarization.

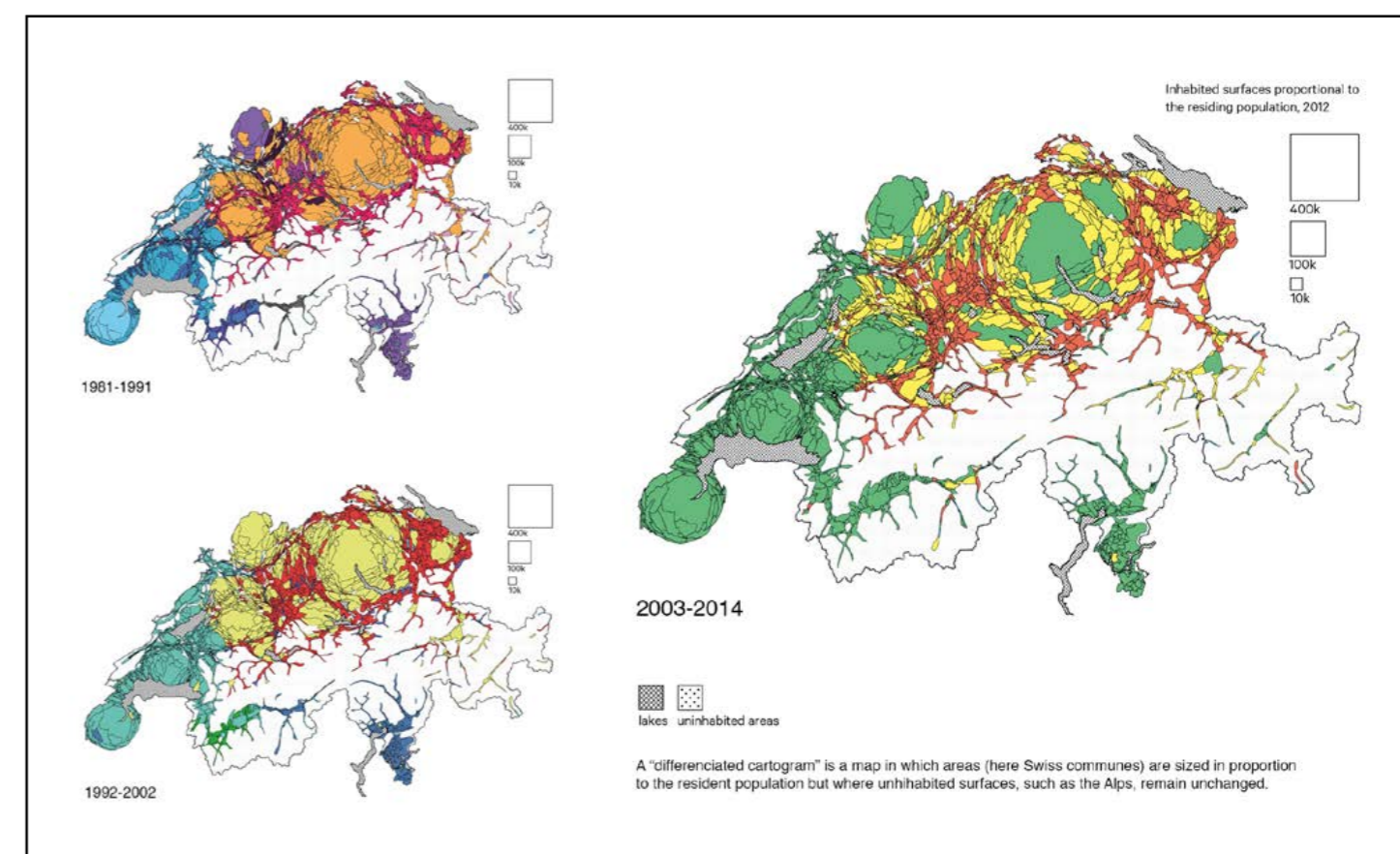
A Crumbling Röstigraben

What we see now is the recent disappearance of the Röstigraben as a political divide between regions of the country. Up until the nineteen-eighties, communal populations agreed mostly with others of the same linguistic region. Linguistic regions were themselves fragmented in smaller groups. With lower connectivity between local populations, less exchange between people, the majority of voters made political choices similar to those of neighbouring communes. This dynamic evolved rapidly and in the nineties, communal

votes flatten out across in each linguistic region. All over Romandie, majorities of voters in every commune began to express the same political choices, pointing to an increase in regional consensus. In the German-speaking part of the country, this dynamic translated into two larger groups: larger cities and their suburbs, on the one hand, and smaller rural communes, on the other hand.

"Larger Swiss cities, Romandie and Ticino now produce very close political choices, mostly opposing those of the German-speaking suburban and countryside locations."

After 2003, this process accelerates and creates a new type of organization: there is a complete disappearance of the linguistic divide. Larger Swiss cities, Romandie and Ticino now produce very close political choices, mostly opposing those of the German-speaking suburban and countryside locations. Populations in the most urban places, and those that belong to linguistic minorities reach higher consensus on political issues. Suburban populations make other choices, and so do inhabitants of the more remote places of the country. ▶



Evolution of the political agreement between communal populations on federal votes (map: Shin Alexandre Koseki)

“Every day social and physical contexts afford difference opportunities, and those are what conduct political choices.”

New Political Horizons

The disappearance of the Röstigraben is not the only result of cultural globalization. Communal populations agree more today than they used to and political choices are flattening out across the country. The exact causes of this increase in consensus remains, however, to be addressed. Other factors such as strategies by political parties, or even constitutional limitations of the democratic institutions may also influence the apparent greater consensus. Many new questions arise from these observations, questions that can only be answered to with in-depth qualitative research work.

There is a necessity to re-engage with the spatial dimension of political actions, and the relationship that exist between individual's context and their ideologies. Individuals' socio-economic characteristics cannot alone explain people's political preferences, especially today. Every day social and physical contexts afford difference opportunities, and those are what conduct political choices. Current transformations of political behaviours across both hemispheres highlight the role of values as collective strategies to foster individuals' empowerment. As researchers, we must stop problematizing political preferences, and begin to look at them for what they are: manifestations of people's capability to use affordances they perceive in the realisation of their aspirations.

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Europäisches Flair in Obwalden

Geographiestudenten und –Studentinnen aus Zürich haben im September einen Kongress für 160 Studierende aus ganz Europa auf die Beine gestellt. Die Teilnehmenden waren alle Mitglieder von EGEA – der «European Geography Association», einer Organisation für Geographiestudierende, die in ganz Europa tätig ist. Am Kongress wurden neben organisatorischen Angelegenheiten von EGEA auch verschiedene Aspekte der Geographie erkundet. Dies im Rahmen des Überthemas «Power of the Masses».

Es war ganz still in der historischen Aula der Uni Zürich, in der vor ziemlich genau 70 Jahren Winston Churchill einmal die Idee einer europäischen Familie propagierte. Rund 160 junge GeographInnen aus ganz Europa lauschten der Eröffnungsrede des EGEA Jahreskongresses 2016 und stellten etwas stolz fest, selbst eine Art «europäische Familie» zu sein. Vor ihnen lag eine Woche ganz im Zeichen des interkulturellen Austauschs, der Völkerverständigung und natürlich auch der Geographie. Mit Workshops, Exkursionen und Vorträgen beschäftigten sich die Teilnehmenden aus 27 Ländern mit dem Thema «Power of the Masses» und lernten gleichzeitig die Schweiz, das diesjährige Gastland, besser kennen.

Mit drei grossen Bussen wurden die Teilnehmenden nach der Eröffnungsfeier in Zürich ins Sportcamp in Melchtal OW gebracht. Dort – im Herzen der Schweiz und eingebettet in idyllischer Berglandschaft – fand der Kongress statt. Die Tage waren der Wissenschaft und der Generalversammlung von EGEA gewidmet, die Nächte dem kulturellen Austausch. So sang an der Swiss Night zum Fondue der Jodelchor aus Melchtal, bevor die Teilnehmenden auf einem Parcours an verschiedenen Posten die Schweiz besser kennenlernen durften. An der Cultural Fair hingegen stellten die Teilnehmenden ihre Heimatländer vor. Alle brachten Spezialitäten von zu Hause mit und man konnte sich quer durch Europa essen – von spanischem Chorizo über deutsche Haribo zu Finnischem Salmiakki weiter zu russischem Käse, ungarischer Paprikapaste oder mazedonischen Baklava.

«Die Tage waren der Wissenschaft und der Generalversammlung von EGEA gewidmet, die Nächte dem kulturellen Austausch.»

Zur Debatte:

- ▶ In welchen Formen kommt «Power of the Masses» in der Geographie vor?
- ▶ Wie verändert die Kraft der Masse unsere Umgebung – sowohl physisch als auch gesellschaftlich?
- ▶ Was kann bewirkt werden, wenn ein Problem gemeinsam statt alleine angepackt wird?

Ein massentaugliches Kongresssthema

Wenn GeographInnen die Stichwörter «Power of the Masses» hören, haben alle ganz unterschiedliche Assoziationen. So kann man dieses Überthema auf die verschiedenen Bereiche der Geographie anwenden: Gletscher, Massenbewegungen, Geomorphologie: Dass die Kraft der Masse in der physischen Geographie omnipräsent ist, steht ausser Frage. Doch auch in der Humangeographie kann die Masse viel bewirken: Demokratie, Grass-Root-Movements und Migration sind nur einige wenige Beispiele. Gerade in der heutigen Zeit ständig zunehmender Vernetzung, spielt «Power of the Masses» auch im Bereich der Geoinformation eine grosse Rolle. Mit dem Paradebeispiel von Open Street Map oder auch anhand von Datenerfassung durch Smartphone-Fotos wird mit Volunteered Geographic Information die Masse immer mehr eingebunden. Das Überthema hatte also für alle etwas zu bieten. Einige dieser oben genannten Themen wurden in Workshops, die von erfahrenen «EGEAern» geleitet wurden, unter die Lupe genommen oder an der Eröffnungszeremonie in kurzen Vorträgen von Dozierenden der Universität Zürich vorgestellt. ▶



Momentaufnahme während des Workshops „Mapping Moving Masses“
Foto: Hendrik Weiler (EGEA Amsterdam)



Annual cantonal votes or “Landgemeinde” in Appenzell Innerrhoden, April 2016, (photo: Shin Alexandre Koseki)

Time for a Change – but no time for it

Zur Debatte:

- ▶ **Der konstruktive Austausch zwischen den Units innerhalb der Physischen Geographie erfordert Übung**
- ▶ **Im «Change» erkennt die Geographie oftmals die Ursache eines Problems, jedoch wird im «Change» auch häufig einen Ansatz zur Behebung des Problems propagiert**
- ▶ **«Change» verlangt Zeit – keine Zeit verhindert «Change»**

Die halbjährlich geführte *Arbeitsbesprechung Physische Geographie* der Universität Bern hat eine lange Tradition. Einerseits soll diese den Austausch zwischen den Units (s. Abb. 1) fördern und andererseits den Master Studierenden sowie den Doktorierenden eine Möglichkeit im Üben von Referaten bieten. Die derzeitige hohe Anzahl an Studierenden sowie Doktorierenden führte zu einer Reizüberflutung, sprich bis zu 18 Vorträgen pro Arbeitsbesprechung und dies, in einem überdimensionierten Konferenzsaal im Hinterland von Schwarzenburg. Ein Aufschrei aus den Reihen der Studierenden forderte mit folgendem Slogan einen Change: «transformieren wir das düstere Kapitel SCHWARZENBURG, mit vernünftigem Aufwand, in ein restauriertes Kapitel NEUENBURG!»

Der Aufschrei

Milderung gleich zu Beginn, so dramatisch wie das Wort «Aufschrei» klingt, war die Situation nicht. Jedoch konnotierten wohl die meisten Personen der



Abb 2. Mangels Zeit entstand anstelle eines klassischen Komitee-Fotos, die Bricolage mit dem Namen "Change in time" (v.l.): Jörg Franke, Anneli Karlsson, Tobias Wechsler, Lea Schweri, Imke Schäfer, Andrey Martinov, Hélène Barras.

Physischen Geographie an der Universität Bern eher Negatives mit dem zum Schlagwort avancierenden «Schwarzenburg»; von aussen her war dies meist durch verdrehte Augen, gesenkte Köpfe und kläglichem Gestöhne wahrnehmbar. Um dieser stärker werdenden Unzufriedenheit entgegen zu wirken, beantragte ein Student im Herbst 2015 eine zwanzig minütige Sprechzeit während der bevorstehenden Arbeitsbesprechung; diese wurde ihm gewährt. Die Sprechzeit wurde für ein partizipatives Vorgehen genutzt, wie dies der Student in seinem Studiengang erlernt hat, um die allgemeine Stimmungslage, die Anforderungen an die Arbeitsbesprechung und Ausgestaltungsmöglichkeiten einzufangen. Es stellte sich heraus, dass der geographische Fokus, «Change in time and space», der *Arbeitsbesprechung Physische Geographie* Wort wörtlich bevorsteht. Für die Ausarbeitung einer Leitschrift sowie für die Organisation der nächsten Arbeitsbesprechung formierte sich ein Komitee, bestehend aus drei Masterstudierenden und je zwei Doktorierenden und PostDocs (s. Abb. 2).

«Es stellte sich heraus, dass der geographische Fokus, «Change in time and space», der Arbeitsbesprechung Physische Geographie Wort wörtlich bevorsteht.»

Change

Der Change soll das Muster der Unzufriedenheit durchbrechen. Denn vom enorm vorhandenen **Brain-Power** der Masterstudierenden, Doktorierenden, PostDocs sowie Professoren_Innen, kam bei den vergangenen Arbeitsbesprechungen eine unvorstellbare **Low-Performance** zum Vorschein. Eine Lösung wurde gesucht, die eine hohe Partizipation begünstigt, die Sinne der Teilnehmenden stimuliert und die positiven Aspekte der Arbeitsbesprechung in Erfahrung bringt.

.. in time

Ein wichtiger Bestandteil der Lösung ist, die Arbeitsbesprechung interaktiver zu gestalten. Dazu wird eine Reduktion auf maximal zehn Referate (15 min Referat + 5 min Diskussion) anvisiert, aufgeteilt in zwei Sessions. Die Referate sollen sich neu auf einen Schwerpunkt (Methode, Theorie, Datensatz, o.Ä.) beziehen, wenn möglich auch im Interesse anderer Units. Um das Üben

von Präsentationen sowie das Vermitteln der vielfältigen Arbeitsweisen nicht zu vernachlässigen, werden die Referat-Sessions durch Poster-Sessions komplementiert.

Um eine Dynamik längerfristig zu erhalten, soll sich bei jeder Arbeitsbesprechung ein neues Komitee dazu bereit erklären (je ein MSc, PhD, PostDoc/Professor_In) die nächste Veranstaltung zu organisieren.

.. and space

Der Slogan aus der Einleitung war als plumpes Wortspiel für die Initiierung eines Change's angedacht, jedoch zeigte sich aus dem partizipativen Vorgehen heraus der Wunsch nach einem Kulissenwechsel. Das Wortspiel schlug ein und Neuenburg erwies sich mit seinen hydrologischen Entitäten, Häusern aus Molassegestein, der Angrenzung zum Juragebirge und der günstigen Lage für die Beobachtung von Wetterphänomenen, als Schlaraffenland für Physische Geographen_Innen.

«Neuenburg erwies sich mit seinen hydrologischen Entitäten, Häusern aus Molassegestein, der Angrenzung zum Juragebirge und der günstigen Lage für die Beobachtung von Wetterphänomenen, als Schlaraffenland für Physische Geographen_Innen.»

Arbeitsbesprechung in Neuenburg

In zwei einstündigen Treffen verfasste das Komitee, gestützt auf den Ergebnissen des partizipativen Vorgehens, eine Leitschrift für die Arbeitsbesprechung. Zur grossen Freude wurde diese von den Unit-Leitenden der Physischen Geographie mit Offenheit und Dankbarkeit gutgeheissen. Es folgten zwei weitere einstündige Treffen mit einzelnen Hintergrundarbeiten, um die anstehende Arbeitsbesprechung zu organisieren.

Am 11.11.2016 durften rund 70 Physische Geographen_Innen der Universität Bern sowie drei der Universität Neuenburg, in einem erstklassigen Konferenzsaal gastieren, nur wenige Schritte vom Seeufer entfernt. Herzlich empfangen wurden sie unter anderem von einem Neuenburger Masterstudenten, der die Teilnehmenden sogleich mit der örtlichen Infrastruktur sowie diversen Verpflegungsmöglichkeiten vertraut machte. Anschliessend führten zwei Doktorandinnen in der Rolle der Chairperson souverän durch den Tag, als gehöre dies zu ihrem Tagesgeschäft.

Die Referate stammten aus den fünf Units der Physischen Geographie Bern. Obwohl sämtliche Units aus der Subdisziplin Physische Geographie stammen und den Raum ins Zentrum ihrer Untersuchung setzen, zeigten sich Schwierigkeiten im gegenseitigen Einfühlvermögen oder im linguistischen Verständnis. Die Poster-Sessions waren eine lockere Abwechslung, um frei-

bewegend den eigenen Interessen nachzuspüren und mit verschiedenen Personen ins Gespräch zu kommen. Ein schriftliches Feedbacksystem garantierte drei bis vier Rückmeldungen für sämtliche Referats- und Posterbeiträge. Zum Schluss hatte das Plenum die Möglichkeit, Rückmeldungen bezüglich der neuen Form der Veranstaltung zu geben. Diese fielen grösstenteils positiv aus, bis auf den Einwand, dass die neue Form einen Aufwand bedeute.

«Zum Schluss hatte das Plenum die Möglichkeit, Rückmeldungen bezüglich der neuen Form der Veranstaltung zu geben. Diese fielen grösstenteils positiv aus, bis auf den Einwand, dass die neue Form einen Aufwand bedeute.»

Im Anschluss formierte sich das Komitee für die Organisation der nächsten Arbeitsbesprechung. Die Bereitschaft zum Mitwirken war, ausgenommen der Instanz «oberer Mittelbau/Professor_In», vorhanden; vielleicht wegen Zeitmangels. Der Change hier, in einer eher umgekehrt gewohnten Manier bestimmte der Zufallsfinger eines Masterstudenten einen Vertreter der besagten Instanz. Ein Apéro mit Lichtbildern im Hintergrund, organisiert durch eine Unit, rundete die Arbeitsbesprechung würdig ab.

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u^b

Geographisches Institut

- Bodenkunde
- Geomorphologie
- Paläo-Geoökologie
- Hydrologie
- Klimatologie

Abb. 1. Die fünf Units der Physischen Geographie Bern

Am nächsten Arbeitstag

An der Uni

Die Ankündigung der «120% solution», welche eine koordinierte Beschäftigungs- und Salärreduktion für einzelne PostDocs beabsichtigt und ihnen damit die Vereinbarkeit zwischen Karriere und Familie ermöglichen soll

In der Gruppe

Um der Klimaveränderung entgegenzuwirken, entsteht eine Diskussion bezüglich Lebensstilveränderungen in den Bereichen Mobilität, Wohnen, Ernährung und Konsum

Im Gespräch

Eine Doktorandin aus einem interdisziplinären Projekt beklagte die Unmöglichkeit einer Terminfindung sämtlicher Disziplinenvertreter-Innen

Bei mir

Ich trage zwei verschiedene Socken, da ich mir keine Zeit zum Waschen einplane

MANIFESTATION / VERANSTALTUNGEN

Géoregards

La Revue scientifique *Georegards* consacrera en 2017 un numéro spécial à la mobilité des étudiants sous la direction de Matthieu Gillibert, Annique Lombard, Etienne Piguet et Yvonne Riano.

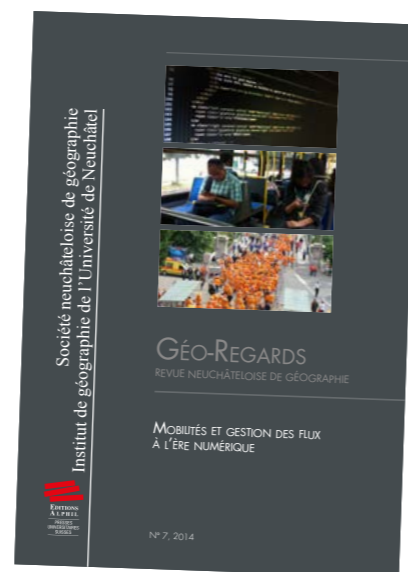
Un appel à communication est lancé jusqu'au 9.12.2016. Les contributions en français (40'000 signes, espaces compris) se situeront dans l'une ou l'autre des thématiques générales définies dans l'article suivant : [Riano et Piguet 2015](#).

Les personnes souhaitant soumettre une contribution dans ce cadre voudront bien envoyer un résumé d'une demi-page ainsi qu'un titre avant le 9 décembre 2016 à geoffrey.klein@unine.ch (secrétaire de rédaction).

Les contributeurs retenus seront informés avant Noël 2016. Les contributions seront à remettre pour le 30.04.2017 et feront l'objet d'un « peer-review ». La version finale des manuscrits sera livrée pour le 31.08.2017.

Pour tout complément d'information merci de contacter Etienne.piguet@unine.ch.

[Consignes de publication](#)



Schweizer Kartografie

im Wienachtsdorf am Bellevue in Zürich
2. – 8.12.2016

Zum Abschluss des International Map Year entdecken die Besucher/innen des Wienachtsdorf die Vielfalt und Ästhetik von Karten. Es werden verschiedenste Produkte wie z.B. Schoggireliefs, Kinderatlanten, mit Karten bedruckte T-Shirts, Tassen, usw. angeboten. Schaut vorbei und besorgt euch rechtzeitig die schönsten Geschenke mit Kartenbezug!

www.wienachtsdorf.ch
www.kartografie.ch/imy/agenda
www.mapyear.org



Deutscher Kongress für Geographie 2017

Eine Welt in Bewegung • Erforschen - Verstehen - Gestalten
30.9. – 5.10.2017 / Eberhard Karls Universität Tübingen

EBERHARD KARLS
UNIVERSITÄT
TÜBINGEN



Deutsche Gesellschaft
für Geographie DGfG



Die Anmeldung zum Kongress wird zum 1. Februar 2017 hier freigeschaltet.
www.dkg2017-tuebingen.de

MANIFESTATION / VERANSTALTUNGEN

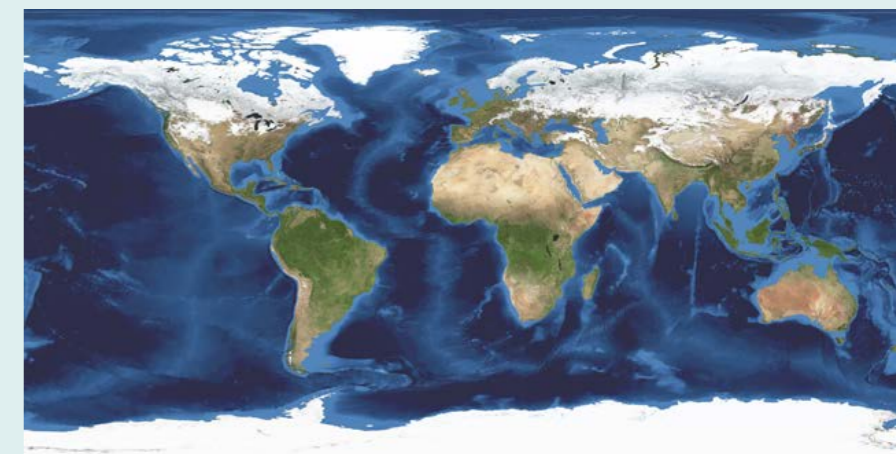
Proclim

Des expertes et experts du domaine du climat exposent les conséquences, les risques et les champs d'action concrets

La Suisse réagit de manière très sensible au changement climatique. Comparé à l'échelle globale, le réchauffement dans l'espace alpin est presque deux fois plus fort. De ce fait, les conséquences, les risques et les possibilités d'action sont particulièrement importants. Sous la conduite de ProClim - le Forum pour le climat et les changements globaux de l'Académie suisse des sciences naturelles (SCNAT) - avec le soutien de l'Organe consultatif sur les changements climatiques (OcCC) et l'Office fédéral de l'environnement (OFEV), un réseau de plus de 70 expert-e-s du domaine du climat ont élaboré le rapport «Coup de projecteur sur le climat suisse. Etat des lieux et perspectives». Le document expose de façon approfondie l'état actuel du savoir en la matière et met en évidence des champs d'action concrets.

Le rapport ainsi que de nombreux autres documentations supplémentaires sont disponibles en format PDF et peuvent être téléchargés sous: www.proclim.ch/coupdeprojecteur.

Référence: Académies suisses des sciences (2016). Coup de projecteur sur le climat suisse. Etat des lieux et perspectives. Swiss Academies Reports 11 (5).



Expertinnen und Experten aus dem Klimabereich zeigen Folgen, Risiken und Handlungsfelder auf

Die Schweiz reagiert sehr empfindlich auf den Klimawandel. Verglichen mit dem globalen Mittel ist die Erwärmung im Alpenraum fast doppelt so stark. Entsprechend gross sind die Folgen, Risiken und der Handlungsbedarf. Ein Netzwerk von über 70 Expertinnen und Experten aus dem Klimabereich hat unter der Leitung von ProClim, dem Forum für Klima und globale Umweltveränderungen der Akademie der Naturwissenschaften Schweiz (SCNAT) mit der Unterstützung durch das Beratende Organ für Fragen der Klimaänderung OcCC sowie dem Bundesamt für Umwelt (BAFU), den Bericht «Brennpunkt Klima Schweiz. Grundlagen, Folgen und Perspektiven» erarbeitet. Der Bericht stellt den aktuellen Stand des Wissens umfassend dar und hebt eine Auswahl von konkreten Handlungsfeldern hervor.

Der Bericht steht zusammen mit zahlreichem Zusatzmaterial als PDF-File zum Download bereit: www.proclim.ch/brennpunkt

Referenz: Akademien der Wissenschaften Schweiz (2016) Brennpunkt Klima Schweiz. Grundlagen, Folgen und Perspektiven. Swiss Academies Reports 11 (5).

ProClim ?

ProClim est un Forum sur le climat et le changement global, qui sert d'interface entre la science, l'administration, la politique, l'économie et le grand public. Il a été fondé en 1988 et fait partie de l'*Académie suisse des sciences naturelles* (SCNAT). Ses principales tâches sont :

- Le partage des connaissances et la mise en réseau des chercheurs
- L'intégration de la recherche suisse dans des programmes internationaux
- Le dialogue avec les décideurs du monde des affaires et de la politique
- Informer le public, les médias et l'économie
- Conseiller la politique et l'administration

ProClim couvre la thématique des préoccupations de *Future Earth* et du *IPCC*.

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Science and Policy
Platform of the Swiss Academy of Sciences
ProClim
Forum for Climate and Global Change

PUBLICATIONS / PUBLIKATIONEN

Geschichte der Landschaft in der Schweiz: Von der Eiszeit bis zur Gegenwart

Die Landschaft der Schweiz wird national wie international besonders bewundert und geschätzt. Seit Albrecht von Haller bezieht sich dieses Interesse vor allem auf die Alpen. Was meist vergessen geht, ist die Tatsache, dass Haller auch intensiv genutzte und urbanisierte Gebiete lobte. Das vorliegende Buch bringt die beiden Seiten zusammen und behandelt sowohl die Landschaften der schweizerischen Bergwelt wie diejenige des Mittellandes. Es ist dieses ausgeprägte Spannungsverhältnis zwischen beiden Zonen, das die Schweiz zu einem «europäischen Landschaftslabor» macht. Wie unter einem Brennglas lassen sich an ihr historische Entwicklungen aufzeigen, die auch für andere Natur- und Kulturräume Europas von zentraler Bedeutung sind.

**Jon Mathieu
Norman Backhaus
Katja Hürlimann
Matthias Bürgi (Hrsg.)**

2016, Zürich
Orell Füssli

380 Seiten
23x16 cm
ISBN 978-3-280-05601-1

Kontakt:
norman.backhaus@geo.uzh.ch



Die Grindelwaldgletscher – Kunst und Wissenschaft

Seit Jahrhunderten üben Gletscher auf Menschen eine starke Faszination aus. Gletscher sind erstklassige Klimaindikatoren, ihre Reaktionen stellen unbeirrbar Zeugen des vergangenen Klimas dar. Der Untere und der Obere Grindelwaldgletscher als Teil des UNESCO-Welterbe Schweizer Alpen Jungfrau-Aletsch belegen diese Tatsachen in einzigartiger Klarheit und geben ein untrügliches Zeugnis des gegenwärtig rasch voranschreitenden Gletscherschwundes ab. Die Eispracht, wie sie während der Kleinen Eiszeit und teilweise in der ersten Hälfte des 20. Jahrhunderts zu bestaunen war, ist definitiv Geschichte.

Das vorliegende, interdisziplinäre Buch beleuchtet die Entwicklung der Grindelwaldgletscher in der Vergangenheit, Gegenwart und Zukunft, basierend auf historischen und anderen Quellen sowie Modellsimulationen.



**Heinz J. Zumbühl
Samuel U. Nussbaumer
Hanspeter Holzhauser
Richard Wolf (Hrsg.)**

2016, Bern
Haupt-Verlag

256 Seiten
30 x 24 cm
ISBN 978-3-258-07871-7

PUBLICATIONS / PUBLIKATIONEN

The Politics of Good Neighbourhood

Analyzing neighbourly relations in multicultural societies of East Central Europe, this book develops a concept of good neighbourhood and argues that cultural capital in various forms is the determining variable in building good-neighbourly relations. This work breaks new ground by offering a conceptual integration of different, mutually interdependent forms of capital: intercultural capital, cross-cultural social capital and multicultural capital. These forms of capital are linked to different educational and cultural policies of the state and to civil society involvement at different levels of implementation. Scholars and policy practitioners with an interest in the negotiation of coexistence, minority issues and social and political cohesion in multicultural societies will find this an illuminating read.



Béla Filep
University of Bern
in Switzerland

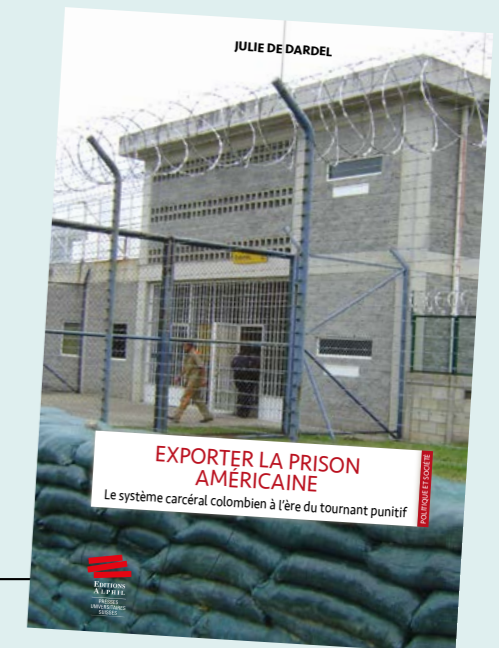
Routledge, 2016

208 pages
ISBN 1472422392

Exporter la prison américaine. Le système carcéral colombien à l'ère du tournant punitif

Réalisées dans le cadre des accords du « Plan Colombie » – le vaste programme anti-drogue et antiguerilla de Washington dans ce pays – les transformations du système carcéral colombien sont révélatrices de la manière dont le « tournant punitif » initié aux États-Unis s'exporte au niveau international.

Cet ouvrage repose sur un riche matériel ethnographique, recueilli au cours d'une enquête de terrain en Colombie et aux États-Unis. L'étude est basée sur des observations dans les prisons colombiennes et sur des interviews approfondies avec des prisonniers, des membres de leurs familles, des gardiens, des représentants des autorités carcérales, des activistes des droits humains, ainsi que des architectes et entrepreneurs de l'industrie carcérale américaine. Les nouvelles prisons colombiennes y sont décrites comme un espace de dépossession et de contrôle sans précédent, mais également comme un lieu de résistances multiformes de la part de la communauté des prisonniers.



Julie de Dardel

Alphil - Presses Universitaires Suisses
Neuchâtel, 2016

264 pages
ISBN 978-2-88930-110-2

What's up, ASG?

La réunion des délégué-e-s a eu lieu le 4 novembre 2016

Le 4 novembre 2016, l'ASG a réuni à Neuchâtel des géographes des quatre coins de la Suisse, à l'occasion des réunions biennuelles qui ont eu lieu ce jour : la réunion des membres du comité et l'assemblée des délégué-e-s. La réunion de lancement de 9 groupes thématiques de l'ASG, qui se sont constitués au cours de l'année 2016, a également eu lieu dans la matinée du 4 novembre.

Le kick-off meeting des groupes thématiques

Ces groupes visent à couvrir les thèmes de la discipline géographique et à réaliser des projets dans différents domaines (voir tableau ci-dessous). Les groupes, coordonnés par des « Leaders thématiques », reçoivent un soutien de la SCNAT et travaillent en étroite collaboration avec le secrétariat de l'ASG. Les personnes qui souhaitent se joindre à ces groupes sont les bienvenues.

GeoAgenda en pdf

Vous trouverez ici le lien pour télécharger les pdf des numéros précédents de GeoAgenda, trois mois après leur parution: <http://www.sciencesnaturelles.ch/service/series/64095>. Ce lien vous dirige vers la page Internet de la SCNAT, puisque c'est là que vous trouverez prochainement le nouveau site Internet de l'ASG. Les travaux sont en cours de réalisation !

Subsides ASG pour la relève

L'ASG doit faire face à l'obligation de trouver un nouveau moyen de financer son instrument de soutien pour la relève, les subsides de l'ASG pour la promotion

de la relève / Nachwuchsförderungen. Ces dernières ne seront en effet plus soutenues par l'Académie Suisse des sciences naturelles (SCNAT) dans le format actuel. Afin de trouver des solutions pour une nouvelle formule, un groupe de travail a été constitué autour des objectifs, priorités et finances de l'ASG. En attendant, les demandes de subsides seront reçues seulement jusqu'au 1er mars 2017, et cela jusqu'à nouvel avis.

Looking back on the year – to better look towards the future

Finally, at the end of this year 2016, s'achève aussi la première année de mon engagement en tant que secrétaire générale de l'ASG. Cette année a été particulièrement riche en rencontres et en découvertes. Mon « Tour de Suisse » m'a emmenée de Neuchâtel à Bâle, Berne, Aarau, Zürich, St-Galles, Genève, Lausanne et récemment jusqu'au Tessin. C'était l'occasion de rencontrer tou-te-s les délégué-e-s des membres de l'ASG et, lorsque cela était possible, les membres de leurs instituts ou associations. Partout, j'ai reçu un accueil chaleureux et j'ai rencontré des géographes enthousiastes et dynamiques. Je tiens dans ces quelques lignes à remercier toutes les personnes qui, de près ou de loin, contribuent à faire de mon travail une belle aventure scientifique et humaine.

La nouvelle année à venir promet une consolidation des multiples collaborations initiées, et un renforcement des liens qui ont été créés. Ma tâche sera aussi celle de valoriser les travaux des nombreuses personnes qui investissent beaucoup d'énergie dans leurs travaux, contribuant ainsi à enrichir la discipline de la géographie. Au sein de l'ASG, de nombreux défis nous attendent, et nous poursuivrons nos objectifs avec plaisir et la volonté de continuer à faire bouger les choses.

Isabelle Schoepfer, secrétaire générale de l'ASG
Contact : isabelle.schoepfer@unine.ch


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3 Géo humaine : géographie politique	Francisco Klauser (UNINE)	francisco.klauser@unine.ch
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5 Géographie appliquée	Jürg Suter (SGAG)	j-suter@bluewin.ch
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8 Géo Physique : Permafrost / Cryosphère	Cécile Pellet (UNIFR)	cecile.pellet@unifr.ch
9 Géo Physique : Climatologie	Stefan Broennimann (UNIBE)	stefan.broennimann@giub.unibe.ch

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Die Autoren sind für den Inhalt ihrer Beiträge verantwortlich.

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½ page / ½ Seite CHF 160
¼ page / ¼ Seite CHF 85

Agenda

<p>2. – 8.12.2016</p>	<p>Schweizer Kartografie im Wienachtsdorf am Bellevue in Zürich www.kartografie.ch</p>
<p>09.12.2016</p>	<p>Cartographies en partage, table-ronde Université de Genève www.theatreduloup.ch</p>
<p>09.12.2016</p>	<p>Happy City, journée d'étude Département de géographie, Université de Genève www.unige.ch</p>
<p>12.12.2016 19h00</p>	<p>Affronter la colère des torrents, Conférence par Robert Moutard Musée d'histoires naturelles, Genève www.sgeo-ge.ch</p>
<p>13.12.2016 16h00 – 17h00</p>	<p>In Search of "the Good Life": The Governmentality of Low-Skilled Labor Migration from Nepal, Lecture by Hannah Uprey Geographisches Institut, Universität Zürich, Winterthurerstr. 190, 8057 Zürich Raum: Y25-H-92 www.agenda.uzh.ch</p>
<p>13.12.2016 16h15 – 18h</p>	<p>Spatial Thinking During Navigation, lecture by Dr. Beatrix Emo ETH Zürich; Y13, Winterthurerstrasse 190, 8057 Zürich; Raum: M 12 www.agenda.uzh.ch</p>
<p>14.12.2016 18h15 – 19h45</p>	<p>Das Weltwasserproblem – Nachhaltige Wasserwirtschaft in ariden und semiariden Regionen, lecture by Prof. em. Dr. Wolfgang Kinzelbac ETH Zürich; Rämistrasse 101, 8092 Zürich; Raum: D 7.2 www.agenda.uzh.ch</p>
<p>9.1.2017 19h00</p>	<p>Retour du Péloponnèse: Impressions de route en Grèce continentale Conférence par Philippe Martin Musée d'histoires naturelles, Genève www.sgeo-ge.ch</p>
<p>11.1.2017 18h15 – 19h45</p>	<p>Afghanistan – Entwicklung in einem fragilen Umfeld lecture by Marianne Huber, Programmleiterin bei der DEZA (Abteilung Südasien) Rämistrasse 101, 8092 Zürich; Raum: D 7.2 www.agenda.uzh.ch</p>
<p>18 – 20.1.2017</p>	<p>Colloque : Que font les images dans l'espace public? Université de Genève www.unige.ch</p>
<p>23.1.2017 19h00</p>	<p>Kosovars – Kosovo, film documentaire présenté par Roland MEIGE Musée d'histoires naturelles, Genève www.sgeo-ge.ch</p>
<p>25.1.2017 18h15 – 19h45</p>	<p>Die Agenda 2030 – Kompass für eine gerechte Entwicklung lecture by Prof. Dr. Peter Messerli Geographisches Institut der Universität Bern , Rämistrasse 101, 8092 Zürich; Raum: D 7.2 www.agenda.uzh.ch</p>
<p>26 – 27.1.2017</p>	<p>Congress: We Scientists Shape Science Eventforum Bern www.sciencesnaturelles.ch</p>