

INLT Quebec

Forêt Montmorency, Université de Laval, Canada



The outputs from the 2018 workshop in Quebec City have been a series of papers for submission to the *Journal of Geography in Higher Education*. The workshop was kindly sponsored by the *Journal of Geography in Higher Education* and its publisher, Taylor and Francis. It was hosted in the research forest owned by the Université de Laval outside Quebec City, providing a tranquil and uninterrupted opportunity for reflection, discussion and writing.

Themes for the 2018 workshop:

The topics for focus in this INLT workshop were chosen by the JGHE Editorial Board as some of the most critical issues facing geography higher education, but also as topics that would help to build citations for the journal given their broader relevance.

Embedding student as partners in geography higher education. Team: Ruth Healey, Jenny Hill and Harry West (UK)

Student as partners explores the process of staff and students "learning and working together to foster engaged student learning and engaging learning and teaching enhancement" (Healey, M. *et al.* 2014:7). This topic will focus on how students as partners might be embedded within mainstream geography higher education.

Exploring mobile learning opportunities in geography higher education. Team: Derek France (UK), Siobhan McPhee, John MacLachlan, Rebecca Lee (Canada)

Mobile learning is the "exploitation of ubiquitous handheld hardware, wireless networking and mobile telephony to facilitate, support, enhance and extend the reach of teaching and learning" (JISC. 2015:2). This topic will critically assess the skills, opportunities and challenges offered by mobile learning, as well as the range of learning and teaching practices employed by faculty and students to incorporate mobile learning within the diverse learning landscape of geography higher education.

Preparing students for transition. Team: David Higgitt (China), Peter Bagoly-Simo (Germany), Niem Huynh, Alyson Brown (Canada), Katherine Nashleanas (USA), Dawn Nicholson (UK)

Student pathways through higher education feature a number of transitions (e.g. school to university; undergraduate to postgraduate; university to workplace; transnational programmes). As the characteristics of the student body entering HE become more diverse, strategic approaches to supporting students through transition are increasingly important. Difficult transitions can impact adversely on student outcomes, retention rates and student satisfaction, potentially impacting reputation. While most attention has been focused on school-university transition, this topic will focus on commonalities and distinctiveness of transitions through student pathways in the context of geography and related programmes.

Teaching for social justice: Towards an anti-racism pedagogy. Team: Derek Alderman, Latoya Eaves, Phil Klein (USA), Rodrigo Narro Perez (Canada)

Social justice, particularly anti-racism, is making important inroads into social science pedagogical discussions and debates, especially with the ongoing resurgence of white nationalism inside and outside the United States. Despite the mainstream status of social justice studies within geographic research and the growing intellectual and advocacy importance of black geographies within the discipline, education journals in geography—compared to other social sciences—contain a relatively limited number of articles focused on these issues. This INLT group will produce a publication with the hope of providing educators the conceptual and practical guidance to assist them in developing and implementing an anti-racism geography pedagogy and negotiating the inherent institutional and broader political obstacles of teaching *for* social justice and inclusion rather than simply *about* justice and mere diversity.

Indigenous Educations. Team: Lynn Moorman, Julia Evanovitch (Canada), Tolu Muliaina (Fiji), Mulalo Rabumbulu (South Africa)

An increased appreciation of the value and importance of Indigenous knowledge has led to initiatives to indigenize curricula, including bringing awareness of content, practices and indigenous perspectives to Western-style education. Given the expanding audience and interest in notions of indigenous epistemology including place-based and active learning, environmental sustainability, and holistic thinking, geography education is more relevant than ever before. This topic will explore the agency and role of Indigenous educations in democratizing geography beyond its traditional western scope and audience.