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The history of the *Higher Education Research Group* of the UK *Royal Geographical Society*:

The changing status and focus of geography education in the academy

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Other materials from the HERG archives are held at the RGS-IBG and may be subject to some access restrictions. Please contact rhed@rgs.org for more information.

ABSTRACT

The opening paper in our special section sets the scene for the discussions that follow by evidencing and reflecting upon the history of the Higher Education Research Group. We report on the purpose of the Group when it was established in the late 1970s as the Higher Education Learning Working Party, and trace its development to late 2019 when its members voted to change the name of the Group to the Geography and Education Research Group. Through a systematic analysis of the annual reports published in *Area* (from 1980 to 1994) and the minutes of the Annual General Meetings (from 1998 to 2019), alongside personal correspondence with former members of the Committee, we explore the history of the Group. We contend that the Group has passed through four distinct phases related to the broader geography and education context. The recent re-naming of the Group to publicly codify and celebrate the diversity of links between geography and education represents a fifth phase in the Group's evolution. Throughout its history, the Group has had strong connections with geographies (and geographers) of education across a range of

sectoral levels, indicating that this fifth evolutionary phase aligns well with the Group's original purpose and vision.

INTRODUCTION

“The limited attention ... to what we teach (let alone how we teach it) would suggest that this matter is not particularly important. Yet it is this teaching, at both undergraduate and graduate level that conditions the present health of our subject and its future growth” (Gregory 1976; cited Editorial Board, 1977: p3).

In his Presidential Address to the Institute of British Geographers (IBG), Stan Gregory noted the limited attention paid by geographers to teaching (Higgitt *et al.*, 2018). Teaching practice was recognised as a neglected element of academic discussion and publication (Pepper & Jenkins, 1976). These concerns led to the establishment of the Higher Education Learning Working Party of the IBG in the late 1970s. The first record of the Group held by the now RGS-IBG was a report on the status of the ‘Working Party’ in December 1979 written by Dennis Parker. The membership of the Working Party comprised “E.W. Lewis (Secretary), Dr J.C. Doornkamp, Dr T. Kennea¹, and Prof. V.B. Proudfoot” (*Area Back Matter* 1980: 96). Importantly, it is noted that when the Working Party was to meet jointly with the Geographical Association (GA), it would be under the Chair of Prof. R. Lawton (President of the GA 1982 to 1983) (see Appendix 1 for a complete list of Chairs of the Group).

¹ Appears to be noted as ‘Chairman of the Higher Education Learning Working Party’ in the 1980 report on the group, but please note the phrasing is ambiguous potentially due to the nature of Chair in relation to the GA.

Four years after Stan Gregory's Presidential Address, in May 1980, the Higher Education Learning Working Party formally became the Higher Education Study Group (HESG) of the IBG². The Study Group was established with the aim:

“to further research in the study and application of educational methods and matters of educational interest to the teaching and development of geography in higher education” (HESG Constitution, 1980).

Whilst the published aim of the Group focused on higher education, the original founders clearly envisaged a close relationship with other levels of geographic education, particularly with schools via association with the GA. This is illustrated in the first *Area* (1980) report on the Group which noted the “other forthcoming activities include a session at the Annual Conference of the Geographical Association at Easter”. There was a clear intent to connect colleagues from the higher education and school education sectors with an interest in teaching and learning in geography in order to learn from one another to improve practice.

A systematic analysis of Study Group reports published in *Area* (from 1980-1994), together with minutes from annual general meetings (from 1998-2019), have led us to identify five key phases in the evolution of the Group:

1. Initial start-up and development (1979-1989)
2. Establishment (1990-1999)

² The Higher Education Learning Study Group was used interchangeably with the Higher Education Study Group up until 1983 with the 'Higher Education Study Group' being the more frequent name given to the group. After this time the *Higher Education Study Group* (HESG) was used consistently.

3. Rise of the Geography, Earth and Environmental Sciences (GEES) Subject Centre (2000-2010)
4. Post-Geography, Earth and Environmental Sciences (GEES) Subject Centre (2011-2019)
5. Geography and Education Research Group (2019-)

Whilst recognising that this classification inevitably presents a particular and hence partial history of the activities and people involved in the work of the Group, this paper nevertheless identifies these phases as distinct periods of work. Our discussion of these phases refers to fundamental influences upon, and challenges experienced by, the Group since its formation, and indeed geography, higher education and education more broadly (Figure 1). The paper concludes by summarising the key themes from the history of the Group that relate to the evolution of the Geography and Education Research Group and its future direction in the changing context of geography in the UK.

[insert Figure 1 here]

INITIAL START-UP AND DEVELOPMENT (1979-1989)

The initial start-up of the group began within the wider UK and international contexts of the development of the professional 'discipline' of teaching in higher education in the 1970s. This included a focus on disciplinary approaches to improving teaching in higher education, which has continued to be a key issue in enhancing learning and teaching across the sector (Jenkins, 1996). The disciplinary approach recognised that for the majority of academics, their "primary allegiance is to their discipline" (Jenkins, 1996: p50). The HESG was a key way

of contextualising broader development in learning and teaching in higher education within geography. This offered opportunities to explore the higher education-specific teaching and learning issues that academics were experiencing in the discipline.

At this time, strong links existed between geography in higher education and in schools.

University geographers informed A-level (post-16 years) curricula in terms of both content and assessment, and authored school geography textbooks (Castree et al., 2007).

Additionally, exam boards were university based (e.g. London, Oxford and Cambridge) and university academics assessed A-level exam papers. The HESG focused on higher education geography but with clear links to geographic education more broadly. For example, in 1985 the GA awarded HESG with a grant to research into teaching methods in geography in higher education with a particular focus on “syllabus organisation, teaching strategies including fieldwork and computer-assisted learning, the use of teaching packages, methods of assessment, course evaluation, the need for media literacy and how to cope with rapid changes in information” (Area Report, 1985: 343). In the same year the IBG/RGS/GA Joint Committee requested a session at the IBG Reading Conference entitled ‘The future of geography in higher education’ (convened by Alan Jenkins) as a sequel to a recent address on ‘Geography in the school curriculum’ given by the Secretary of State for Education to the GA (Area Report 1985). During this period, the GA presented a strong argument for the relevance of geography in the school curriculum, and from 1986-1988 there was much discussion about shaping the new National Curriculum for schools. Links between the HESG and broader geographical education were frequently demonstrated through the activities undertaken by the Group, the topics that were explored and the discussions taking place in relation to geographical education. For example, in 1988, Tony Binns (HESG Chair from

1988-1993; Honorary Secretary of the GA from 1985-1989) was one of the founding members of the Council of British Geography (COBRIG), established to bring together all the bodies representing geography in the UK.

In its early years HESG supported a number of IBG Annual Conference sessions, which were largely based on thematic geography topics (e.g. development studies) and signature and emerging teaching methods (e.g. fieldwork and computer-based learning). This period also saw the establishment of work on the graduate labour market, which has continued throughout the Group's history, and is now generally referred to as employability (Arrowsmith et al., 2011). However, the Group experienced significant challenges in terms of broader interest in its work. For several years the annual reports comment on postponed or cancelled events due to a lack of interest in planned activities.

“In the early days ... I felt it was an uphill struggle promoting the discussion of HE issues within the IBG. I think many IBG Fellows³ [sic] felt it had a less respectable pedigree than, say, social geography or geomorphology” (Tony Binns, Personal Communication).

It was not until 1989 that an event was noted as being ‘well-attended’. These sessions, concerning improving the effectiveness of postgraduate supervision, were convened and chaired by Tony Binns and Rob Potter and attracted participants from all areas of the discipline. This appears to be a turning point, leading to a more established Group.

³ The IBG comprised of ‘Members’ not ‘Fellows’. ‘Fellow’ was the terminology of the RGS.

ESTABLISHMENT (1990-1999)

From around 1990, although a relatively small number of people were involved in HESG, these individuals were highly active in the work they undertook to enhance geography education. They continued to work to connect school level and higher education scholarship of teaching and learning during a period that saw a 'great divide' developing between geography in schools and universities (Goudie, 1993). A number of forces have been invoked to explain this 'divide' (Hill & Jones, 2010). Within the university sector, the Research Assessment Exercise (RAE), first implemented in the mid-1980s to account for government research grants allocated to universities, altered the balance within institutions between teaching and research, favouring the latter in terms of academic activity and reward (Sidaway and Johnston, 2007). The RAE, and its successor the Research Excellence Framework (REF) (introduced in 2014), encouraged academics to publish in high-status refereed journals rather than more accessible outlets for school teachers and pupils (Stannard, 2003). This reduced the incentive for academics to write textbooks (Sidaway and Johnston, 2007), to commit time and effort to GA events (Gardner and Lambert, 2006), or to work with school teachers on curriculum design and content (Rawling, 2001). Similarly, the Teaching Quality Assurance Programme, introduced by the national Quality Assurance Agency for Higher Education in the 1990s, compelled many academics to focus internally on their teaching practices, curtailing external relationships with schools (Castree et al., 2007). Whilst this inward focus reduced links with schools, it began to provide more focus on learning and teaching in higher education.

In the school sector, the first geography National Curriculum (DES, 1991) resulted in a statutory school geography for Key Stage 3 (ages 11-14) that was replete with content and driven by performance (Butt, 2008). This resulted in heightened accountability through teacher assessment and reporting of attainment. These supplementary duties acted to disincentivize outreach activities because they eroded teachers' resources and time.

These influences and challenges led HESG to move away from its scholarly focus on pedagogic practice towards a more clearly defined research-informed perspective. At the IBG Annual Conference (after 1995 the RGS-IBG) HESG session content started to move away from the teaching of different thematic topics, and started to focus on issues of pedagogy or 'teaching methods' (e.g. teaching large student groups). This emphasis on pedagogy coincided with the formal establishment of a relationship between HESG and the *Journal of Geography in Higher Education (JGHE)* in 1993.

"A notable development has been the forging of very good links with the *Journal of Geography in Higher Education*. Not only have the editors of the journal shown considerable interest in publishing articles based on the activities of the Study Group, but also they provided a full page advertisement of HESG conferences and membership" (*Area Report*, 1993).

This relationship was also marked by the return of Mick Healey, the then co-editor of *JGHE* and former HESG Secretary, to the HESG Committee.

“I think the launch and increasing respectability of JGHE was also important, as was the increasing focus on teaching quality in HE institutions” (Tony Binns, Personal Communication).

Tony Binns stepped down from the HESG Committee in 1993 and became President of the GA in 1994. At this time HESG began to focus further on higher education, and involved the Higher Education Quality Council (HEQC)⁴ and HEFCE⁵ in meetings. It should be noted, however, that school geography was not completely overlooked by the Group. Eleanor Rawling (Research Fellow at the Oxford University Department of Educational Studies; President of the GA 1991-1992; Chair of the Council of British Geography 1993-1995) was actively involved with the Group from the mid-1990s. In 1995 she convened two Annual Conference sessions on the national school geography curriculum and the school-HE interface. In May 1999 she convened a one-day workshop on behalf of HESG entitled ‘Exploring pedagogic research and the teaching and learning of geography’. The day included three plenary sessions delivered by Mick Healey, on developing the scholarship of teaching in HE, Margaret Roberts, on current initiatives and research opportunities in school education, and Liz Beaty, on wider perspectives on pedagogic research. A stated aim of the workshop was “to exchange information about some current research activities relevant to teaching and learning geography at all levels”. A post-workshop report noted that “whilst there is a need for individual higher education and school education networks to remain, because of the very different contexts within which both work, there is undoubtedly scope

⁴ Following the Further and Higher Education Act of 1992 the Higher Education Quality Council (HEQC) was established to contribute to the maintenance and improvement of the quality of higher education in the UK. It was subsumed into the Quality Assurance Agency in 1997.

⁵ The Higher Education Funding Council for England (HEFCE) was responsible for distributing funding for higher education to universities and further education colleges in England 1992-2018.

for some greater exchange and dialogue” and that this might be promoted via “some cross membership of existing networks e.g. HESG of RGS-IBG, Geography Discipline Network and the Geographical Association Teacher Education Working Group”. There was continued liaison with the GA and the Qualifications Curriculum Authority over school/higher education links throughout the late 1990s.

“Throughout the mid/late 1990s HESG usually had involvement in the GA conference in some way and certain members like Brian Chalkley and Mick Healey came to QCA seminars etc. on school/HE links” (Eleanor Rawling, Personal Communication).

Thus, a research-informed, HE-oriented phase developed as government began to privilege the research function of higher education. However, HESG members continued to liaise with and learn from the school sector to support the health of geography pedagogy going forward.

Key people involved with HESG during this period included Brian Chalkley (as Chair for much of the 1990s), Hazel Barrett, Tony Binns, John Bradbeer, Michael Bradford, Mick Healey, Alan Jenkins, Hugh Matthews and Eleanor Rawling. Many of these individuals were based in polytechnics⁶ with an emphasis on teaching and learning. By the end of this period many of these people had been awarded full professorships in their respective institutions, largely in relation to their pedagogic research and development. Several of the people leading the Group during this period went on to lead significant developments in pedagogy in

⁶ Polytechnics were educational institutions which delivered tertiary education in England, Wales and Northern Ireland. They offered higher diplomas, undergraduate degrees and postgraduate qualifications. In the 1992 Further Education Act, all the polytechnics in Britain became universities.

geography across the sector in the next phase of the Group's history, including taking on key roles after the inauguration of the Geography, Earth and Environmental Sciences Subject Centre (GEES).

RISE OF THE GEOGRAPHY, EARTH AND ENVIRONMENTAL SCIENCES SUBJECT CENTRE (GEES) (2000-2010)

In 2000 the Learning and Teaching Support Network (LTSN)⁷ launched 24 'Subject Centres' around the UK. These centres were positioned to share and support best practice in teaching and learning in their specific disciplines. The Geography, Earth and Environmental Sciences Subject Centre (GEES), hosted at the University of Plymouth, was originally led by Brian Chalkley (2000-2009). The rise of the Subject Centres and the relatively significant financial support they could offer altered the role of the then HESG in the geographic pedagogic community. Many of the key leaders in HESG during the 'Establishment phase' were also heavily involved in GEES (e.g. Hazel Barrett, Brian Chalkley and Mick Healey), with emerging members of HESG also engaged with GEES as the Centre developed (e.g. Pauline Kneale, Derek France, Jennifer Hill, Helen Walkington). During this period, a number of other initiatives in pedagogy in HE were launched including the International Network for Learning and Teaching Geography in Higher Education (INLT) (2000-present) and four separate HEFCE funded Centres for Excellence in Teaching and Learning (CETLs) in geography and related disciplines (2005-2010) (Healey, 2019) (see Appendix 2 for a list of geography related CETLs). These initiatives increased interest in geography pedagogy and led to further publications in *JGHE* (e.g. International Perspectives on Selected Issues in

⁷ The LTSN became part of the Higher Education Academy (HEA) in 2003. The HEA was a British organisation which ran professional membership schemes aimed at promoting excellence in teaching and learning in higher education. In 2018 it became Advance HE.

Teaching and Learning Geography in Higher Education: Papers from the INLT Glasgow Workshop 2004).

The AGM minutes indicate that there was some concern from committee members during this time as to the role and identity of HESG:

“The Study Group’s own role in relation to the *Journal of Geography in Higher Education* and the Geography, Earth and Environmental Sciences Subject Centre need to be clarified. Issues of overlap and competition are taken care of because of the considerable number of HESG committee members who are involved in other activities. It does, however, leave the distinctive role of HESG rather harder to identify” (AGM Minutes 2000).

Possibly in response to this concern over identity between 2001 and 2002 the Committee asked members of the Group to comment on a proposal to change the Group’s name to the ‘Higher Education Research Group’. This was supported by 100% of the membership and from 2002 the Group was called the Higher Education Research Group (HERG). This change focused the Group on pedagogic research in geography rather than supporting more applied, pedagogic practice in the discipline, which was provided by other organisations, such as GEES.

Within this active and relatively well-funded period HESG/HERG opted to use its resources to co-badge events run by GEES and other organisations rather than run independent events. In many ways this meant that the Group was more active than it had been in the past. However, it was also noted in the AGM minutes that there was less engagement with

HESG/HERG sessions at the RGS-IBG Annual Conference as people were choosing to participate in events put on throughout the year by other organisations. Some notable events during this period emphasised how HESG/HERG could work alongside other bodies. For example, in the 2004 AGM minutes it was noted that: “HERG benefits very much from collaboration with HEA GEES and the Group is very pleased that Brian Chalkley, HEA GEES Director, is supportive in developing events and workshops.”

With such a wide range of organisations co-existing, offering activities and services direct to HE academics, it is not surprising that members of HESG/HERG were regularly involved with other organisations nationally and internationally. These organisations included the International Geographical Union (IGU), Association of American Geographers (AAG), Institute of Australian Geographers (IAG) and the New Zealand Geographical Society (NZGS). However, despite individuals having dual/multiple membership of international groups, it is difficult to trace direct links between different groups and HESG/HERG. When RGS events were ‘co-sponsored’ with other organisations this detail was not included in the programme. That said, these links can still be seen in other activities, which proved to be a productive means of developing research outputs and collaborations. For example, HESG/HERG sessions were run at multiple international events, such as the AAG and then the RGS-IBG Annual Conference in the same year:

“In April 1999, the AAG Conference was in Hawaii and HERG did a series of sessions on teaching and learning in HE and this was the precursor to forming the INLT⁸” (Eleanor Rawling, Personal Communication).

The links with the INLT developed international connections that led to joint publications. For example, the first INLT Collaborative Writing Group was organised by HESG/HERG members and led to a special issue in *JGHE* published in 2006.

POST-GEOGRAPHY, EARTH AND ENVIRONMENTAL SCIENCES SUBJECT CENTRE (GEES) (2011-2019)

Following the closure of the GEES Subject Centre in December 2011, HERG once again became a focus for geography education scholars. In the summer of 2012 HERG identified three specific Group aims under the chairpersonship of Jennifer Hill. The first was to re-affirm the ethos of the Group as supporting and enhancing learning, teaching and assessment in UK HE *informed by pedagogic research*. It was important to the committee that other RGS-IBG Research Groups recognised that HERG members undertook peer-reviewed research and publication, advancing the field of enquiry like other Groups. As part of this commitment to research the relationship with *JGHE* was sustained, not least through individuals involved in both the journal and the Group (e.g. Pauline Kneale, Derek France, Martin Haigh, Jennifer Hill, Helen Walkington).

⁸ The INLT was formally launched in 2000.

The second aim of the Group was to encourage hybrid conversations and knowledge exchange across perceived divides in the discipline, particularly between school and university geographies. The Group explicitly called for closer connections between school and university level geographies and sought to convene collaborative sessions at the RGS-IBG Annual Conferences. This built on work that took place in the previous phase of the Group such as the 2008 Annual Conference session entitled 'Lifelong Geography', which sought to examine the status and relevance of geography as a discipline. The session included speakers from schools, universities, public organisations and private consultancies, who offered insights into the journey from geography at school to university and beyond.

The final aim of the Group during this period related to the closure of the HEA GEES Subject Centre. HERG offered a natural point of reference to all those who had identified with the GEES Subject Centre, and to ensure their expertise and accumulated knowledge in supporting the student learning experience was not lost. The two former Directors of GEES, Brian Chalkley (2000-2009) and Pauline Kneale (2009-2011), were actively involved with HERG before, during and after this time. This "pivotal moment in UK HE" (Chalkley and Kneale, 2011, p. 458), aligning closely with the end of the five-year funding programme for the CETLs, led to HERG becoming a leading body for offering support to build educational research capacity and enhance the quality of the student learning experience within the geographical community in higher education. Yet little funding meant the Group would not be able to offer the same annual programme of activities, services and publications as provided by the Subject Centre. As such, it focussed on creating opportunities for sharing ideas through establishing and co-sponsoring sessions at RGS-IBG conferences and wider international events e.g. AAG International Conferences with the Geography Education

Speciality Group (2010, 2012 and 2013) and INLT writing workshops (2014). It also worked closely with the GEES Discipline Leads (Helen Walkington followed by Anne Wheeler) located in the STEM area of the HEA up to 2014 to support the delivery of 'postgraduates who teach' and 'new to teaching' events.

From 2015, under the chairpersonship of Sarah Dyer, the Group diversified its provision of research-informed professional development events, organising a writing retreat, and a 'shut up and write' year. This period also led to the establishment of a Group website and the use of Twitter, enhancing the way in which the Group communicated with its membership. The website linked to the innovative and useful 'what works' blog as an accessible way to share effective practice in pedagogy in the GEES disciplines. Perhaps on account of the challenges left by the absence of GEES and the CETLs during this period there was less evidence of links to education in other contexts, for example, with the GA.

The number of sessions at the RGS-IBG Annual Conference notably increased in the post-GEES period, as did the variety and scope of their content. Figure 2 indicates the sessions were grounded in geography and education, with a focus on teaching, learning and the 'geographer'. . Sessions with the traditional teaching and learning focus were expanded to capture more innovative approaches, such as partnership pedagogies, technology-enhanced fieldwork, emotion in learning/education, and developing graduate attributes through teaching of the discipline. The relationship with *JGHE* was sustained during this period e.g. the well-established "Writing Successfully for the *Journal of Geography in Higher Education*" RGS-IBG Annual Conference session sponsored by HERG, which has run since 2010 (Haigh, 2013). The HERG-*JGHE* connection also led to a number of Annual Conference sessions

resulting in Special Issues for the Journal (e.g. the graduate attributes symposium – Hill *et al.*, 2016).

[insert Figure 2 here]

CONCLUSION: THE GEOGRAPHY AND EDUCATION RESEARCH GROUP (2019-)

At the HERG AGM in 2018, newly under the leadership of Ruth Healey, it was proposed by Matt Finn and Itta Bauer that HERG's remit might be expanded to *formally* include educational spaces and pedagogies beyond higher education⁹. Other papers in this special section discuss the rise of the geographies of education (Kraftl *et al.*, 2020), and explore the reciprocal relationship between geography education and geographies of education leading to the decision to rename the Group the Geography and Education Research Group (GeogEd) (West *et al.*, 2020). The formal ratification of this change by the Research and Higher Education Committee of the RGS-IBG in October 2019, the Geography and Education Research Group (re)launch event in December 2019, and this special section represent the beginning of the fifth phase in the Group's development.

Finn *et al.* (2020), in this issue, outline their views on the future development of the Group. From our perspective, as GeogEd, the Group will work to re-invigorate the connections between different levels of geography education and continue to focus on a research-informed, discipline-based approach to staff development and the enrichment of teaching

⁹ The RGS-IBG encouraged developments within Groups rather than the formation of new groups with cross cutting interests. The proposed remit change had potential impacts on other Groups - particularly the Geographies of Children, Youth and Families Research Group, which had supported school level educational research. GeogEd proposed to work alongside Groups with overlapping interests by communicating the focus of GeogEd and ensuring that, where overlaps may occur, Groups could collaborate and to co-badge activities.

and the curriculum through the twin foci of geography education and geographies of education. It will consciously seek reciprocal relationships with Further Education and school educators (as reflected in the composition of the committee at the time of writing). Crucially, the uniting of geography and education across multiple sectoral levels enables critical higher education pedagogies, which offer challenge and creative evolution and development. This is the essence of learning and should be consciously supported. At the same time, the latest National Curriculum (DfE, 2014), although not applying to all schools in England, allows for more local interpretation and creativity, with programmes of study allowing flexibility in approaches to teaching. Along with the recent A-level reforms (2015 and 2017) and the A-Level Content Advisory Board (ALCAB 2014) recommendations, this might offer a new arena for collaboration between academics and teachers in terms of creating resources and offering pedagogic support.

We must continue as a Group to demonstrate the value of our discipline-based approaches and practices to developments in learning and teaching to enrich the quality of students' education in changing times – at all levels. Alongside this, we need to continue to connect learning and teaching in geography with wider generic enquiry into higher education research and practice. As Hill *et al.* (2018) note, by applying the same characteristics, values and standards to our pedagogic research as we do to our thematic specialisms in the discipline, we as geographers can open up new modes of self-reflection and new forms of research-informed geography education. We can enhance our theoretical and/or conceptual understanding of teaching and learning processes in HE, of teacher and learner experiences, of the contexts in which teaching and learning take place, and the outcomes of our scholarly-informed practice. We can expand our appreciation about who we are as

geographers and what the discipline can become, (re)producing our chosen future(s) from a more encompassing perspective.

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APPENDIX 1: LIST OF CHAIRS OF THE GROUP FROM ITS FORMATION TO PRESENT

D T Kennea (1979-1980)

Ralph Hebden (1980-1985)

Alan Jenkins (1985-1988)

Tony Binns (1988-1993)

Brian Chalkley (1993-1999)

John Bradbeer (2000-2001)

Pauline Kneale (2001-2006)

Derek France (2006-2012)

Jennifer Hill (2012-2015)

Sarah Dyer (2015-2018)

Ruth Healey (2018-present)

APPENDIX 2: GEOGRAPHY AND RELATED DISCIPLINE CETLS

1. University of Gloucestershire, the Centre for Active Learning in Geography, Environment and Related Disciplines (CeAL): <http://resources.glos.ac.uk/ceal/>
2. University of Leicester with University College London and the University of Nottingham, Spatial Literacy in Teaching (SPLINT): <http://www.geog.le.ac.uk/splint/>
3. University of Plymouth Experiential Learning in Environmental and Natural Sciences: <http://www.plymouth.ac.uk/cetl/el>
4. University of Plymouth Centre for Excellence in Teaching and Learning for Education for Sustainable Development: <http://www.plymouth.ac.uk/cetl/esd>