

Tuesday, 7 January / Martes 7 de enero

14:00-15:30: Salón Zafiro

Geographic Education I / Educación geográfica I

Chair: Marie Price

Existe uma crise na formação do professor de Geografia no Brasil atualmente?

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A formação do professor de geografia no Brasil é um tema que ganha relevância em um país com problemas relacionados à qualificação de sua mão-de-obra e em diferentes níveis de ensino. Os professores de geografia necessitam de uma formação permanente por conta da complexidade da atividade docente, mas na sua formação identificamos três pontos de crise: supervalorização do conteúdo disciplinar em detrimento dos conteúdos pedagógicos; a falta de sentido do conteúdo ministrado; e o terceiro ponto seria o modelo do professor como transmissor de conhecimento. O objetivo do presente artigo é analisar sob a ótica da Universidade, do Estado, da AGB e das revistas científicas, qual o debate sobre a formulação de políticas e ações deliberadas para a formação do professor de geografia e o que tem sido feito para superar esses três pontos de crise.

Palavras-chaves: formação professor de geografia, ensino de geografia, ensino no século XXI

Geographical and conceptual approximation to the studies of Environmental/Ecosystem Services: analysis at global and Mexican scale

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Within a strong international movement for environmental conservation, the term of Environmental/Ecosystem Services (ES) was introduced in 1992 and the first compensation schemes for ES, as one of the tools of the new environmental policy directed towards the principles of sustainable development, were proposed in 1997. Since then, the theme of ES found a global response, which was reflected in the implementation of pay programs and development of studies in many countries worldwide. In this connection in this study an analysis of the state-of-art based on the review of nearly 1,800 scientific papers published on the subject of *ES* (in international refereed journals) in the period of 1992-2012, at global and Mexican scales is presented, in order to perform a geographic and conceptual approximation to the studies and determine their spatial and temporal distribution trend, as well as limitations and challenges.

Keywords: Environmental/ecosystem services, geographical approximation, documentary analysis, global scale, Mexico

***Building Collaborative Research Opportunities into Study Abroad Programs:
A Case Study from Panama's Casco Viejo***

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As universities increase their international study opportunities, there is enormous potential to create geography field courses that provide undergraduates and graduate students with primary research experience and intercultural collaboration. This paper draws from our experience leading a two-week collaborative field course in Panama's Casco Viejo in the summer of 2012. We outline our principles of engagement which are: 1) focus on problem-oriented research questions, 2) build upon existing data sets and local research, 3) create and sustain a mutually beneficial and reflexive working relationship between host and home scholars, 4) foster student collaboration from host and home countries in multiple study stages, including not only data collection but also data analysis and interpretation, and 5) make results available, especially to community stakeholders. Through student evaluations and final research projects we assess the strengths and weaknesses of our approach. We conclude that a more research-driven and collaborative approach to study abroad can result in a more meaningful research opportunities and learning outcomes.

Keywords: field course, collaboration, student research, Panama

***Los materiales didácticos para la enseñanza de la Geografía en la Escuela Nacional
Preparatoria de la Universidad Nacional Autónoma de México***

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El trabajo muestra un panorama analítico y crítico de los materiales didácticos producidos en la Universidad Nacional Autónoma de México (UNAM) para la enseñanza de la Geografía en los dos subsistemas de bachillerato que posee, a partir de la experiencia personal y de los resultados de una encuesta aplicada a los profesores. La UNAM ha fortalecido a la Escuela Nacional Preparatoria y al Colegio de Ciencias y Humanidades con programas institucionales como "Conocimientos Fundamentales para la Educación Media Superior" y la "Iniciativa para Fortalecer la Carrera Académica en el Bachillerato", en los cuales algunos profesores han elaborado materiales didácticos como libros de texto, objetos y estrategias de aprendizaje, antologías, glosarios, discos compactos interactivos, materiales en línea y páginas web. Los resultados del trabajo muestran la necesidad de acrecentar la participación académica en los programas institucionales de la UNAM para elaborar materiales educativos útiles que fortalezcan la enseñanza geográfica.

Palabras clave: Educación geográfica, materiales didácticos, programas institucionales

Sustainable Health Academic Research Project (SHARP): eLearning Module for International Women's Health Education and Sustainable Development Research

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Geography education has evolved into an international and collaborative learning environment based on social issues of sustainable development. According to the Lucerne Declaration on Geographical Education for Sustainable Development 2007, developed by the International Geographical Union Commission on Geographical Education, geography education must be taught through a sustainable development paradigm worldwide. Both the individual and society benefit from geography education within sustainable development. In this paper I outline the Sustainable Health Academic Research Project (SHARP), an eLearning module for international research collaboration in women's health based on the Virtual Campus of Public Health (Campus Virtual de Salud Pública), funded by the Pan American Health Organization and the World Health Organization.

Keywords: Women's health, sustainable development, geography education