Handbook for Teaching and Learning in Geography

Edited by Helen Walkington, Oxford Brookes University, UK, Jennifer Hill, University of the West of England (UWE Bristol), UK and Sarah Dyer, University of Exeter, UK

This exemplary Handbook provides readers with a novel synthesis of international research, evidence-based practice and personal reflections to offer an overview of the current state of knowledge in the field of teaching geography in higher education. Chapters cover the three key transitions – into, through, and out of higher education – to present a thorough analysis of the topic.

‘This book is a much-needed comprehensive overview of recent research and practices on teaching geography in higher education. Written by leading researchers, it provides not only insights but also practical applications for lecturing, assessment and innovation in geography pedagogy.’
– Jongwon Lee, Ewha Womans University, South Korea

‘Written by an acclaimed team of international scholars, this Handbook is invaluable for both early career and established geography faculty in higher education internationally, as well as for individuals, course teams and departments. It provides practical and research-based advice on a wide range of disciplinary and wider higher education issues.’
– Alan Jenkins, Oxford Brookes, UK and co-founding editor of the Journal of Geography in Higher Education