‘Ask the Geographer’
Working with academics to enhance your geography curriculum

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‘Ask the Geographer’:
Working with academics to enhance your geography curriculum

1. What’s to be gained?
2. Okay, what might it look like?
3. I’m interested. How do I do it?
What’s to be gained?

In 2019/20:
32 sets of new curriculum materials developed for geography departments, in collaboration with academic geographers

Immigration reinforcement
Sea level reconstruction
Space and place
Nigeria
Urban planning
Drought asylum
Informal settlements
Climate change
ARISE model
Lebanon
carceral geography
Migration
Children’s geographies
Post-colonial geographies
Sustainable urban regeneration
Environmental justice
Okay, what might it look like?

**Example 1:** Applying *contemporary research* at school level...

*Ruqayyah Lorgat, inspired by the work of Dr Patricia Noxolo, engaging young people with the concept of post-colonial geographies when teaching about Nigeria*

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Postcolonial geography is an increasingly important sub-discipline within academic geography. Noxolo (2006) defines postcolonial theory as focused on the relationships and linkages that shape former (European) imperial powers and the countries they formerly colonised. These linkages are both economic and cultural and continue to have an impact on the development of former colonies around the world (Noxolo, 2006). An important example of this is the notion of partnership between such ex-colonising countries and their ex-colonies, wherein partnerships are viewed through a postcolonial lens and deemed to be unequal, thus having greater (negative) impacts on the development of many of the world’s least developed countries and emerging economies (Noxolo, 2006).

Raghuram, Noxolo and Madge (2013) interestingly also question how the rapid development of many Asian countries (e.g. India) is problematic for postcolonial theory which is based on European colonialism and its spatialities: a North-South divide which has become ruffled and put this Eurocentric power at its centre.

Okay, what might it look like?

**Example 2:** Using academic research to create a scheme of work on ‘unfamiliar geography’...

Cara Sheppard, collaborating with Professor Dominque Moran, developing a scheme of work on carceral geography

Okay, what might it look like?

**Example 3:** Engaging directly with a researcher, to explore possible **collaboration** and **connection** between school and academic geography...

*Kayleigh Vining, collaborating with Doris Wendt (doctoral student, supervised by Dr Anne Van Loon) to incorporate current research into drought in the UK*

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I’m interested. How do I do it?

Use University websites to search **staff profiles**, and don’t be afraid to email or connect on social media.

Try some of the ‘60 seconds with…’ profiles with key academics from University of Birmingham!

Check for **open-access publications**; different Universities will host these in different places, but all will have them.

Look for **Outreach** opportunities.

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**Professor Dominique Moran**

Professor in Carceral Geography  
School of Geography, Earth and Environmental Sciences  
Dominique Moran’s research and teaching is in the sub-discipline of carceral geography, a geographical perspective on incarceration. Supported by the ESRC, her research has informed and extended theoretical developments in geography, criminology and prison sociology, whilst interfacing with contemporary debates over hyperincarceration, recidivism and the advance of the punitive state.

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