

Research In Geography

Papers presented at a seminar held at University of Delhi in Dec. 1991.

Qualitative Research Methods in Human Geography is a practical, in-depth guide to understanding and conducting qualitative research in human geography. Reflecting both established and modern methods and written by some of the most authoritative voices in the discipline, the text teaches students how to plan, execute, interpret, and effectively communicate qualitative research. Organized into three parts, the fifth edition is a comprehensive, engaging resource for both students and new researchers in the field. The new edition brings on Meghan Cope as co-editor and has been revised to maintain its twenty-chapter length while also retaining its comprehensive but succinct coverage of the field. All revised chapters have been carefully updated with fresh references and a look at new issues and technologies in the field that have arisen in the past five years. Several chapters have been revised significantly by a new, invigorated group of authors, and features a wholly new addition on solicited journals and narrative maps. All seven of the new authors in this edition are women and/or scholars of colour, and there is rich topical diversity in their work, particularly an emphasis on social justice, Indigenous issues, and matters of race/racism.

Research Opportunities in Geography at the U.S. Geological Survey (USGS) provides perspective and guidance to the geography discipline about its future research and strategic directions. The report makes specific recommendations about scientific research priorities and partnerships within and outside the agency, and outlines a long-term core research agenda for the USGS.

Now in a new edition, Key Methods in Geography is an introduction to the principal methodological issues involved in the collection, analysis and presentation of geographical information. It is unique in the reference literature for providing an overview of qualitative and quantitative methods for human and physical geography. An accessible primer, it will be used by students as a reference throughout their degree, on all issues from research design to presentation. This new edition has been fully revised and updated and includes new chapters on internet mediated research, diaries as a research method, making observations and measurements in the field, and the analysis of natural systems. Organized into four sections: getting started in geographical research; generating and working with data in human geography; generating and working with data in physical geography; representing and interpreting geographical data; each chapter comprises: * a short definition * a summary of the principal arguments * a substantive 5,000-word discussion * use of real-life examples * annotated notes for further reading. The teaching of research methods is integral to all geography courses: Key Methods in Geography, 2nd Edition explains all of the key methods with which geography undergraduates must be conversant.

A concise, flexible and wonderfully written textbook which supports undergraduate geography students throughout the stressful dissertation process. Divided into three sections - Designing, Doing and Delivering – it is a complete overview of the key skills needed to prepare, research, and write a successful dissertation.

This comprehensive textbook offers a conceptual and practical introduction to research methodology, data collection, and techniques used in both human and physical geography. Explores a full range of contemporary geographic techniques, including statistics, mathematical analysis, GIS, and remote sensing Unique in both content and organization, it brings together a team of internationally recognized specialists to create a balanced approach between physical geography, human geography, and research techniques Includes a series of foundational chapters offering multiple perspectives on the central questions in research methods Examines the conceptual frameworks and practical issues behind data acquisition and analysis, and how to interpret results Includes explanations of key terminology and exercises throughout

This comprehensive textbook offers a conceptual and practical introduction to research methodology, data collection, and techniques used in both human and physical geography. Explores a full range of contemporary geographic techniques, including statistics, mathematical analysis, GIS, and remote sensing Unique in both content and organization, it brings together a team of internationally recognized specialists to create a balanced approach between physical geography, human geography, and research techniques Includes a series of foundational chapters offering multiple perspectives on the central questions in research methods Examines the conceptual frameworks and practical issues behind data acquisition and analysis, and how to interpret results Includes explanations of key terminology and exercises throughout

Health geographers are well situated for undertaking population health intervention research (PHIR), and have an opportunity to be at the forefront of this emerging area of inquiry. However, in order to advance PHIR, the scientific community needs to be innovative with its methodologies, theories, and ability to think critically about population health issues. For example, using alternatives (e.g. community-based participatory research) to traditional study designs such as the randomised control trial, health geographers can contribute in important ways to understanding the complex relationships between population health (both intended and unintended consequences), interventions and place. Representing a diverse array of health concerns ranging across chronic and infectious diseases, and research employing varied qualitative and quantitative methodologies, the contributions to this book illustrate how geographic concepts and approaches have informed the design and planning of intervention(s) and/or the evaluation of health impacts. For example, the authors argue that geographically targeting interventions to places of high-need and tailoring interventions to local place contexts are critically important for intervention success. Including an afterword by Professor Louise Potvin, this book will appeal to researchers interested in population and public/community health and epidemiology as well as health geography.

Contributed reviews of various aspects of India's geographical researches conducted/published during the period 1976-82.

This is the first feminist geography text devoted to methodology and provides a basic framework for students wishing to undertake gendered work in the discipline

In recent years, tourism geographies have developed into a vibrant field of research at the intersection of geography and tourism studies. The book presents a unique collection of individual research agendas aiming to inspire the pursuit of new avenues of research. Although there have been arguments to apply post-disciplinary perspectives within tourism research, this book highlights the interest and potential of tourism geographers to contribute to a geographical tradition and influence the future content of geography as a discipline.

In June/July 2008 the Institute for Geoinformation and Cartography at the Vienna University of Technology organized a scientific colloquium in this city, where 15 well-known scientists presented their ideas on research for the upcoming decade. This book contains papers prepared by the participants as well as by other researchers. The eighteen papers in this book reflect the opinion of a core group of Geoinformation scientists about future research topics. Dealing with these topics poses multiple research questions for the coming years

Thinking Big Data in Geography offers a practical state-of-the-field overview of big data as both a means and an object of research, with

essays from prominent and emerging scholars such as Rob Kitchin, Renee Sieber, and Mark Graham. Part 1 explores how the advent of geoweb technologies and big data sets has influenced some of geography's major subdisciplines: urban politics and political economy, human-environment interactions, and geographic information sciences. Part 2 addresses how the geographic study of big data has implications for other disciplinary fields, notably the digital humanities and the study of social justice. The volume concludes with theoretical applications of the geoweb and big data as they pertain to society as a whole, examining the ways in which user-generated data come into the world and are complicit in its unfolding. The contributors raise caution regarding the use of spatial big data, citing issues of accuracy, surveillance, and privacy.

This collection of papers examines research methods in geographical education in nine countries. "Research Methods in the History of Geographical Education" (William Marsden, the United Kingdom) examines the methods used and some of the research undertaken in the history of geographical education. "Research Methods in Investigating Children's and Adolescents' Perceptions of their Environment" (Brian Spicer, Australia) lists sources for research and some of the issues involved. "The Perception of Hazards in Geographical Education: Research Methods" (Giorgio Valussi, Italy) concerns finding out how pupils perceived hazards. "Methods of Researching the Use of Visual Aids in the Teaching of Geography" (Agustin Hernando, Spain) concentrates on classifying the kinds of studies conducted to evaluate visual aids in geography. "Research Methods in Evaluating the Use of Media in the Teaching of Geography" (Hartwig Haubrich, West Germany) is concerned with experimental design for teaching aids. "Broadening Geographical Education" (Henriette Verduin-Muller, The Netherlands) deals with information theory. "Three Brazilian Cognitive Studies on Geographical Education" (Livia Oliveira) deals with Piagetian concepts in geographical education. "Research in Computer Assisted Learning" (Ashley Kent, United Kingdom) reviews research methods used in analyzing and evaluating the use of computer-assisted learning in geography. "Research into the Problems of Methods of Geography Teaching in the U.S.S.R." (Lydia Panchesnikova) examines research methods used in that country. "Action-Research Methods in Geographical Education: the Experience of France" (Lucille Marbeau) summarizes action-research experiences with student teachers. "Research Methods in Geographical Education in Japan" (Ryutaro Asakura) gives an overview of Japanese research methods. (IS) "Contained in this volume are papers by leading scholars describing, analyzing, and interpreting selected aspects of United States history from the various perspectives of the geographer. The nineteen articles combine traditional approaches of archival research and geographical fieldwork with the latest techniques of quantitative analysis and behavioral perception." -- Book Jacket

Researching Human Geography is an essential new text for any geography student about to embark on a research project. An understanding of how different theories of knowledge have influenced research methodologies is crucial in planning and designing effective research; this book makes this link clear and explores how various philosophical positions, from positivism to post-structuralism, have become associated with particular methodologies. The book gives an overview of a wide range of methods and data collection, both quantitative and qualitative, and explores their strengths and weaknesses for different kinds of research.

'Researching Human Geography' also looks at the various techniques available for the analysis of data, which is presented as an integral and ongoing part of the research process. Clearly written, with extensive use of examples from previous research to show 'methodology in action', this new text is an invaluable addition to both the theory and method of research in human geography.

IN QUESTO NUMERO Sirpa Tani, National cases, international collaboration – an example from Finland Joop van der Schee, Looking for an international strategy for geography education Andrea Favretto, Scale factor and image resolution: some cartographic considerations Judit Út?-Visi, Educational landscape and possibilities – Geography education (in the light of a survey) Lorena Rocca, Cristina Minelle, Francesco Bussi, Building geographical knowledge together: the case of a Geography teaching on line course THE LANGUAGE OF IMAGES, Edited by Elisa Bignante and Marco Maggioli MAPPING SOCIETIES, Edited by Edoardo Boria TEACHING FROM THE PAST

In questo numero: Chew-Hung Chang, Muhammad Faisal Aman, The International Charter on Geographical Education – a reflection on published research articles on Assessment Daniela Pasquinelli d'Allegra, Proposals for the development of competences in geography by applying the IGU International Charter Wiktor Osuch, Geography in the reformed educational system in Poland ? return to the past or a brand new quality? Enrico Squarcina, Valeria Pecorelli, Ocean citizenship. The time to adopt a useful concept for environmental teaching and citizenship education is now Margherita Cisani, High school commuters. Sustainability education on students' mobility behaviours and perceptions of their everyday landscape The language of images (Edited by Elisa Bignante and Marco Maggioli) Elisa Bruttomesso, Jordi Vic, Intentional Camera Movement: A Multisensory and Mobile Photographic Technique to Investigate the Urban Tourism Experience Mapping societies (Edited by Edoardo Boria) Matteo Proto, Irredenta on the map: Cesare Battisti and Trentino-Alto Adige cartographies Geographical notes and (practical) considerations Emanuela Gamberoni, Challenges of Geography in Education. Proposals from the EUROGEO Conference (Amsterdam, The Netherlands, 2-3 March 2017)

"Montello and Sutton is one of the best texts I've used in seminars on research methodology. The text offers a clear balance of quantitative vs. qualitative and physical vs. human which I've found particularly valuable. The chapters on research ethics, scientific communication, information technologies and data visualization are excellent" - Kenneth E. Foote, Department of Geography, University of Colorado at Boulder This is a broad and integrative introduction to the conduct and interpretation of scientific research, covering both geography and environmental studies. Written for undergraduate and postgraduate students, it: Explains both the conceptual and the technical aspects of research, as well as all phases of the research process Combines approaches in physical geography and environmental science, human geography and human-environment relations, and geographic and environmental information techniques (such as GIS, cartography, and remote sensing) Combines natural and social scientific approaches common to subjects in geography and environmental studies Includes case studies of actual research projects to demonstrate the breadth of approaches taken It will be core reading for students studying scientific research methods in geography, environmental studies and related disciplines such as planning and earth science.

Key Concepts in Historical Geography forms part of an innovative set of companion texts for the Human Geography sub-disciplines. Organized around 24 short essays, it provides a cutting edge introduction to the central concepts that define contemporary research in Historical Geography. Involving detailed and expansive discussions, the book includes: An introductory chapter providing a succinct overview of the recent developments in the field 24 key concepts entries with comprehensive explanations, definitions and evolutions of the subject Extensive pedagogic features that enhance understanding including a glossary, figures, diagrams and further reading Key Concepts in Historical Geography is an ideal companion text for upper-level undergraduate and postgraduate students and covers the expected staples from the discipline - from people, space and place to colonialism and geopolitics - in an accessible style. Written by an internationally recognized set of authors, it is an essential addition to any geography student's library.

There are many books about teaching in Geography, but this is the first dealing specifically with Pedagogic Research, its methods and practices. Pedagogy research concerns the processes of learning and the development of learners. It is a learner-centred activity that aims to evaluate and improve the ways that students learn and learn to manage, control and comprehend their own learning processes, first as Geographers in Higher Education but equally as future educated citizens. This book collects together some key research papers from the Journal of Geography in Higher Education. They concern original research and critical perspectives on how Geographers learn, critical evaluations of both new and traditional frameworks and methods used for Pedagogic research in Geography, and some case studies on the promotion of self-authorship, learner autonomy, in key Geography Higher Education contexts such as fieldwork and undergraduate project work. This book is a compilation of articles from various issues of the Journal of Geography in Higher Education.

This book provides a unique assessment of the development of research in geography education and its future prospects, offering a challenging critique of subject-based education research, with particular reference to geography education across a range of different jurisdictions. It covers a range of topics, including the changing role of research in geography education; the relationship between education research and professional practice, with special reference to geography education research; the place of academic subject knowledge in geography education research; critiques of the functions of research in geography education; and the key issues for education policy and policymakers concerning educational research at national and international levels. Importantly, in a period marked by radical change for education research and researchers, the book offers a timely appraisal of possible ways forward for geography education research.

Addressing the needs of academics, research students, policymakers, and education practitioners who undertake, use or shape the future of research in geography education, it comprehensively explores the forces that have driven the development of geography education research and pedagogy. Further, by positioning its analysis in the context of education policy debates in the UK, and further afield, it assesses the role and function of research in education, and offers an outlook on its future. This book is essential reading for all those who wish to understand the sporadic and increasingly uncertain development of subject-based research in education.

[Copyright: 3c9c8a5aa23ab2f75ea268303491010b](#)