Going Digital? Geography Education in Swedish Secondary School

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## Sample

47 social science teachers in secondary schools (grades 7-9) in the region of Värmland in Sweden.

## Implications For Educators About

* STEM Education
* Professional development
* Other

# Abstract

In this article we explore teachers’ view of what secondary geography education implies in a digital teaching and learning environment. Based on a regional survey with subject teachers (n=47) in the Swedish county of Värmland, this study relies on theories of teachers’ professional management competences. The survey revolves around two broad themes: the teachers’ personal relation to the subject and geography teaching in relation to digitalisation. One main interest of the study was to find out what digital tools and subject-specific digital tools are used when teaching certain aspects of geography. Overall, managing geographical methods and analysis (for example executing field studies) stands out as the geographical aim that challenges teachers’ professional management. The usage of digital tools and subject-specific digital tools, such as GIS, varies in geography education, but when dealing with more complex subject content, the usage of subject-specific tools tends to be less frequent.

# Outcome

"In general, teachers with credits in geography showed more confidence in teaching certain aspects of geography. In this case subject-specific educationseems to affect their perceived management competence.... The teachers were over all positive towards digitalisation, but nonetheless the results show a tendency of a large spread in the usage of digital tools and SSDT in geography education." (Authors, 136)