

STAGE 6 RESOURCES

Using podcasts and journal articles as a tool of professional learning and a tool of instruction in the Stage 6 Geography classroom

Susan Caldis, Vice President GTANSW

The intent of this article is to twofold: firstly, to review a selection of recently published podcasts and journal articles that may be of interest to Geography teachers; and secondly, to suggest ideas about how the research could best be utilised by Geography teachers, for example as part of their own identified hours of professional learning, or for use with students in the context of chosen areas within the Stage 6 Geography course.

Coverage of the podcasts and journal articles are identified below:

- City Road Podcasts, developed by Dr Dallas Rogers;
- Kerr, S-M., Gibson, C., & Klocker, N. (2018). Parenting and neighbouring in the consolidating city: The emotional geographies of sound in apartments. *Emotion, Space and Society*, 26, 1–8. DOI: [10.1016/j.emospa.2017.11.002](https://doi.org/10.1016/j.emospa.2017.11.002)
- McLean, J., Lonsdale, A., Hammersley, L., O’Gorman, E., & Miller, F. (2018). Shadow waters: Making Australian water cultures visible. *Transactions of the Institute of British Geographers*, 1–15 <https://doi.org/10.1111/tran.12248>

Whilst the original intention of the podcasts and articles may not have been to specifically connect with key content from the current Preliminary and HSC Geography syllabus it becomes apparent that possibilities to do so exist, thus enhancing the intersectionality between ‘academic’ and ‘school’ Geography.

Podcasts

City Road Podcasts – <https://cityroadpod.org/>

City Road Podcast is an initiative of Dallas Rogers, Program Director of the Master of Urbanism, School of Architecture, Design and Planning at the University of Sydney. The podcasts enable current research to be shared with a wide audience in an accessible, digestible form.

The podcasts are free and are available either through the above web-link, or Apple Podcasts, or through the Twitter handle @CityRoadPod. City Road Podcast also broadcasts on 2SER 107.3 community radio in Sydney and around Australia on the Community Radio Network,

identified as “Informed stories about cities and urban life”. There are 12 episodes per year and each podcast comes with an introductory context statement about the research upon which the podcast is based as well as information about the academic or expert in the field being interviewed in the podcast. Links to further reading opportunities are provided on the website. A range of cities are covered including New York City, Sydney and Washington D.C. framed under themes such as ‘Parks and Cities’, ‘City Boom, City Bust’ and ‘History and Cities’ respectively.

There is scope for these podcasts to be a source of learning for the in-service teacher and pre-service teacher. When combined with scaffolding and careful planning, many of the podcasts would be suitable for use in the classroom with students, particularly those completing the Stage 6 course in Urban Places, or within Population Geography, Global Challenges.

Two personal favourite podcasts from City Road Podcast include:

- Population and Cities; and
- Homeless Cities.

Population and Cities (27 minutes, 45 seconds)

This podcast uses the lens of ‘wicked problems’ to discuss the dilemmas facing urban areas as a result of population growth. The points of reference are most often contextualised at the local scale of Sydney although cities across Australia and the world are mentioned.

The podcast is well-paced, informative, and clear. It is suitable for use with students when exploring Urban Places, particularly within the case study of a large city of the developed world: growth, development, future

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trends and ecological sustainability. Alternatively, the podcast could be used within the urban dynamics section broadly when working towards achievement of the following outcomes:

- H1 Explains the changing nature, spatial patterns and interactions of ecosystems, urban places and economic activity; or
- H6 Evaluates impacts of, and responses of people to, environmental change; or
- H12 Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples.

Furthermore, this podcast could be used as a springboard for discussion in Population Geography, Global Challenges about issues arising from the changing size and distribution of population including

environmental, economic and social impacts. If a broader approach is desired towards meeting course outcomes, the podcast could be used as an illustrative example by students as part of working towards achievement of:

- P4 Analyses changing demographic patterns and processes
- P6 Identifies the vocational relevance of a geographical perspective
- P8 Selects, organises and analyses relevant geographical information from a variety of sources

For Urban Places, student notes could be developed in to a table to reflect alignment between the syllabus content and information from the podcast. Table 1, shown below, provides an example about how this could be completed.

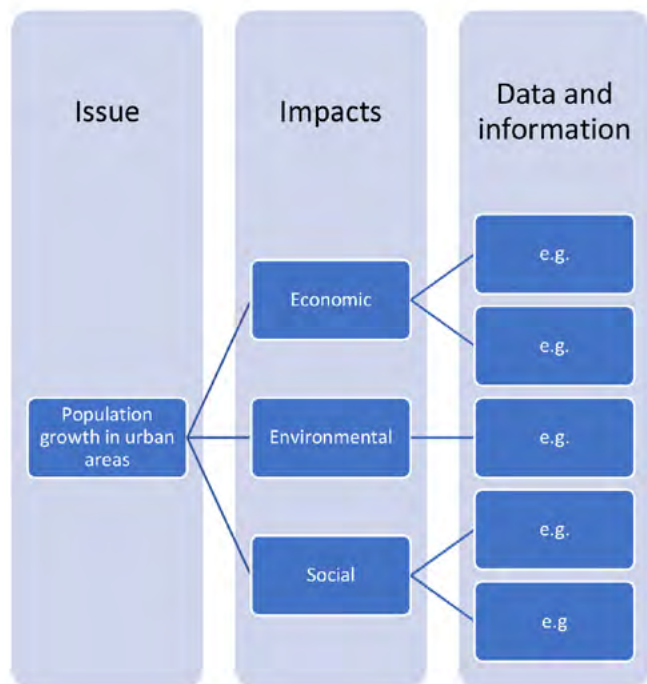
Table 1: Syllabus dash point: Growth, development, future trends and ecological sustainability

Section of podcast	Key points to consider	City(ies) referenced	Syllabus area
Growth rates of Australian cities			Growth
Different needs and funding decisions for housing, infrastructure, transport and employment.			Future trends
Which is more valuable – People or Economy? (aesthetics, heritage community etc.,)			Development Future trends
What are good and bad examples of urban planning for population growth?			Growth Development
Power struggles related to resources and accountability.			Development Future trends
Population density – Is it always related to population growth? Is it always sustainable?			Growth Ecological sustainability
Environmental sustainability of cities.			Ecological sustainability

For the core Population unit in Global Challenges, student notes could be developed in to a mind-map around the three impacts (economic, environmental, social). A possible example is shown in Figure 1 on the following page.

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Figure 1: Syllabus dash point: Issues arising from population growth such as economic, environmental and social impacts



Homeless Cities (26 minutes, 30 seconds)

This podcast discusses the origins of and understandings about homelessness, and the complexities associated with being part of a formal and informal homeless population. There is reference made to the homeless population of Sydney but most of the discussion is contextualised around homelessness broadly.

This is another well-paced, informative and clear podcast that would be suitable for use with students when exploring Population Geography, Global Challenges. An idea that springs to mind is to develop an overarching inquiry question to frame a teaching, learning and assessment program for Population

Geography using the context of homelessness. The podcast could be used as an introductory activity because it addresses homelessness through identifying the following syllabus content

1. changing nature, rate and distribution of the world population (contextualised according to the homeless population particularly in Australia);
2. types, volumes and directions of population movements (contextualised through reasons why people moved the city and how homelessness occurred); and
3. issues arising from the changing size and distribution of population including environmental, economic and social impacts (contextualised through the economic and social impacts related to the issue of homelessness).

If using Homelessness as an overarching frame for Population Geography, it could be problematized to encourage critical and creative thinking, and empathy, as well as the opportunity to lead in to a project-based learning approach to the unit if desired. Suggestions for an inquiry question are provided below:

- Homelessness or Houselessness?; or
- Homelessness: Fringe or Forefront?; or
- Homelessness: What is it? Who is involved? How does it occur?; or
- Homelessness: Is it perpetuated by those who intend to assist?.

Within the podcast, the following questions are covered which connect to the suggested overarching questions above and also the previously identified content from the syllabus shown in points 1 – 3. If preferred, these questions could be used as a scaffold for student note-taking from which they could further investigate the economic and social impacts arising from the issue of homelessness.



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Table 2: Population Geography: Homelessness (economic and social impact)

Questions	Responses
<p>How is homelessness defined?</p> <ul style="list-style-type: none"> – What are the implications of homelessness? – Is homelessness only about the physical object of a 'home'? – Are conceptions and understandings about home, house, land the same across populations? 	
<p>How is homelessness demonstrated or manifested in society?</p> <ul style="list-style-type: none"> – Who is understood to be homeless? (e.g. age, gender etc.,) – How does this compare to the data? – How does this compare to history, has it changed over time? – What are the implications of invisible or hidden homelessness? 	
<p>What are the nature and outcomes of structures and actions in response to homelessness?</p> <ul style="list-style-type: none"> – How can the following groups play a role in developing understanding and promoting awareness about the complexity of homelessness: <ul style="list-style-type: none"> • Academics (research) • Politicians (policy) • Media • Non-government organisations 	

Whilst classroom use of selected podcasts from City Road Podcast are encouraged, there are other podcasts in the series which lend themselves more readily to teacher professional learning as part of identified hours.

Journal articles based on contemporary empirical studies

Two peer-reviewed journal articles based on current empirical research are well placed as professional readings but could also be carefully used with students in the classroom. The first article (Kerr, Gibson, & Klocker, 2018) provides opportunities to connect the research to Urban Places if exploring Sydney as a case study of a large city in the developed world. Additionally, the research focus became inspiration for a potential topic to be investigated for a Senior Geography Project (SGP). The second article (McLean, Lonsdale, Hammersley, O’Gorman, & Miller, 2018) links well to syllabus content from Ecosystems At Risk around heritage values, nature and rate of change, and traditional and contemporary management strategies.

Article 1

Kerr, S-M., Gibson, C., & Klocker, N. (2018). Parenting and neighbouring in the consolidating city: The emotional geographies of sound in apartments. *Emotion, Space and Society*, 26, 1–8. DOI: [10.1016/j.emospa.2017.11.002](https://doi.org/10.1016/j.emospa.2017.11.002)

The authors of Article 1 are based in the School of Geography and Sustainable Communities at the Australian Centre for Culture, Environment, Society and Space (ACCESS), University of Wollongong. Please note, ACCESS was formerly known as the Australian Centre for Cultural, Environmental Research (AUSCCER).

The lead author, Sophie-May Kerr, is conducting research about the everyday experiences of families living with children in apartments across Sydney as part of her PhD Candidature. Although the article is available through university databases, its key messages are supported by and can be readily accessed through the following means:

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- (i) a 'free to air' interview on Kinderling Kids Radio with Sophie-May Kerr <https://omny.fm/shows/kinderling-conversation/the-new-noisy-normal-raising-a-family-in-an-apartm> ;
- (ii) a 'free to air' interview on ABC Radio National with Sophie-May Kerr <http://www.abc.net.au/radionational/programs/lifematters/high-rise-tension-for-families-and-neighbours-in-apartments/9351538> ;
- (iii) an article based on the research published in The Conversation <http://theconversation.com/with-apartment-living-on-the-rise-how-do-families-and-their-noisy-children-fit-in-88244> , and
- (iv) an article about the research available online via The Stand: Stories from UOW <https://stand.uow.edu.au/future-housing-families-apartments/>.

The following review focuses on the journal article as cited above.

Teachers may like to use Article 1 as an item of professional reading to support understanding about Urban Places, particularly if investigating Sydney as a case study of a large city in the developed world. The web-links provided above would enable the research contained in Article 1 to be more accessible to students.

Article 1 commences with an articulation of research context around urban consolidation leading to a transition from the traditional detached suburban house to dense apartment dwellings, and in so doing raises the question about whether the presence of children in apartment-living is expected and appropriate - particularly when urban planning decisions seem not to cater for families in high-density living contexts. As the article progresses, a connection between families, sounds, and emotions emerge. Families living in apartments across a range of Sydney suburbs share their lived experiences about constraints, opportunities and feelings, and their stories are communicated through a series of vignettes which makes for digestible, interesting reading.

A narrative around 'sounds that belong or don't belong' in the context of apartment-living, as well as cultural norms or expectations about the type of people and activities that are acceptable in a public space and apartment-living scenarios provide curiosity hooks from which evaluation and rigorous debate could be encouraged amongst students. Even if key messages of the research are communicated to students as illustrative examples to support known information about Sydney gained from other sources, Article 1 contains valuable, contemporary and thought-provoking instances about the changing nature of

Sydney's demographic, social, economic, and residential character that would be worthy of inclusion where appropriate to short answer or extended response questions.

The following content areas of the Urban Places syllabus are covered to varying depths in the research findings from Article 1:

A case study of the results of urban dynamics in a large city selected from the developed world:

- social structure and spatial patterns of advantage and disadvantage;
- nature and location of residential land; and
- growth, development, future trends and ecological sustainability.

Another point of inspiration from Article 1 occurs in response to the SGP. There is a clear connection to Population Geography, Global Challenges: Issues arising from the changing size and distribution of population including the environmental, economic and social outcomes.

Depending on the focus and nature of topic chosen for the SGP in response to Article 1, students could focus on their local area or do a comparative study between two known local areas. In so doing, students would be working towards achievement of any one or combination of the following outcomes:

- P1 Differentiates between spatial and ecological dimensions in the study of Geography
- P4 Analyses changing demographic patterns and processes
- P5 Examines the geographical nature of challenges confronting humanity

Students could listen to the interview on ABC Radio National and Kinderling Kids Radio and also read through related articles from The Conversation and The Stand to come up with an overarching question to frame their SGP. Examples could include:

- How are residential choices changing in (name the suburb) and who is affected?
- Apartment-living in (name the suburb): What are the economic and social changes?
- Media vs reality: What is represented about apartment living in (name the suburb)?

Such an activity would support students in working towards two of the outcomes associated with the SGP:

1. P8 Selects, organises and analyses relevant geographical information from a variety of sources; and

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2. P11 Applies geographical understanding and methods to ethically and effectively research a project

With scaffolding and focused activities developed by the teacher, the methodology section of Article 1 will provide ideas to students about the type of primary research activities that could be conducted as part of their investigation. When combined with the aforementioned activity, students are then able to work towards achieving a third outcome:

3. P7 Formulates a plan for geographical inquiry

Implementation of the plan will include fieldwork (primary research) and the use of secondary research, both of which would ideally include both qualitative and quantitative research. Again, with guidance from the teacher, the vignettes in Article 1 provides a form of secondary research for students to compare their results/research findings against which could be used in addition to other found media articles and local statistics from the Census and Australian Bureau of Statistics. In so doing, students are then working towards achievement of another two outcomes:

4. P9 Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
5. P10 Applies mathematical ideas and techniques to analyse geographical data

Of course, teachers might prefer to use Article 1 only as an identified professional development reading to support understanding about emerging demographic changes the way in which this affects community and urban planning considerations across different areas of Sydney.

Article 2 (Ecosystems At Risk)

McLean, J., Lonsdale, A., Hammersley, L., O’Gorman, E., & Miller, F. (2018). Shadow waters: Making Australian water cultures visible. *Transactions of the Institute of British Geographers*, 1–15
<https://doi.org/10.1111/tran.12248>

Teachers may like to use Article 2 as an item of professional reading to support understanding about Ecosystems At Risk, particularly in response to heritage values and traditional and contemporary management strategies, and also if investigating a riverine environment for one of the chosen case-studies.

The authoring and research team for Article 2 emerge from a collaborative research relationship between peoples of Indigenous and non-Indigenous heritage from Macquarie University and Mudgee Local Aboriginal Land Council (MLALC). The research was conducted

on Wiradjuri Country and focuses on building understanding about and recognition of Indigenous water values of the neighbouring rivers: Goulburn and Cudgong. Within this research, information about the nature and impact of change, the significance of, and management strategies related to, the aforementioned rivers are illuminated, thereby capturing a connection to Ecosystems At Risk via the following outcomes:

- H2 Explains the factors which place ecosystems at risk and reasons for their protection; and
- H6 Evaluates the impact of, and responses of people to, environmental change.

There are also pertinent reminders woven throughout the article about the importance of collaboration and consultation occurring between non-Indigenous peoples and Indigenous Elders and communities, as well as ensuring the Indigenous values and stories are communicated to others through their own presence and voices. Such a point is useful for teachers to consider when covering heritage values, and traditional and contemporary management strategies for the Ecosystems At Risk case-studies. The above citation is a free access article <https://onlinelibrary.wiley.com/doi/abs/10.1111/tran.12248?af=R>

Article 2 is framed by the theoretical lens of ‘shadow waters’, a metaphorical term used to identify which area of water, in this instance, flowing within a river, gains ‘visibility’ or priority for protection in planning and management processes, or becomes ‘invisible’ and therefore overlooked in such processes. Shadow waters can be understood as visible or invisible water in a river that reaches from groundwater up towards surface water, and across different parts of a catchment, and in the context of how recognition of prominent and low-priority areas of water can change over time. Waterways, including surface water and groundwater hold cultural, spiritual and economic values for traditional custodians, and are crucial for the continuation of livelihoods and ability to care for Country. To date, Indigenous water values are not consistently recognised or included in planning and management strategies for Australia’s waterways. Indigenous water values provide depth, interest and relevance to understanding heritage value as a reason for the management and protection of ecosystems at risk. For a riverine ecosystem at risk, an understanding about Indigenous water values will also help to develop evaluative capacity around the effective implementation of traditional and contemporary management strategies in terms of responsibilities, ethics, and the predicted, preferred and possible sustainable futures, of caring for waterways.

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Article 2 is contextualised around the neighbouring Goulburn River and Cudgegong River – a catchment placed at risk through coal mining, agricultural and sand-mining activities. Management of the Goulburn River occurs collaboratively via National Parks and Wildlife Service working with the local Indigenous community, and through joint research projects such as the formalised research agreement between MLALC and Macquarie University. Activism from local environmentalists also form part of the management and protection strategies. The Goulburn River is eastwards flowing and is a part of the Hunter River catchment; parts of the Goulburn are valued by the local Wiradjuri community as a sacred place for women. Boundaries and meanders of the river are crucial for communication along songlines and delineation of kinship and community relationships, such as those related to marriage. The Cudgegong River is westwards flowing and is part of the Murray-Darling Basin, valued by some as an environment for leisure.

As a professional reading, which could form part of the personal identified hours related to professional learning, Article 2 introduces teachers to new terms, such as 'shadow waters', 'Indigenous water cultures' and 'Indigenous water knowledge' which are all

unpacked theoretically and practically in the context of contemporary research focused on an at-risk river catchment using a combined Wiradjuri and non-Indigenous voice. Key messages from the research could be incorporated in to classroom teaching about Ecosystems At Risk, for students to use as illustrative examples when responding to questions about traditional and contemporary management strategies, and reasons for the protection and management of ecosystems at risk. Alternatively, the Goulburn and Cudgegong Rivers could be further investigated through communication with the MLALC, Macquarie University and other stakeholders, to be developed in to a formal case-study which would be suitable for use as one of the required two case studies of an ecosystem at risk.

In summary, the content contained within City Road Podcast, Article 1, and Article 2 provide a suitable entry point for teachers to connect 'academic' Geography and 'school' Geography. Whether these resources are used to extend and deepen professional knowledge about various units across the Stage 6 course, or become introduced to the classroom for use with students, each publication provides valuable, contemporary insights to key areas of the Preliminary and HSC syllabus.

GEOGRAPHY

WEBINAR PROGRAM

TERM 3 – WEBINAR 1: LITERACY IN GEOGRAPHY

Literacy in Geography will be held on Wednesday, 29 August 4.00 – 5.00pm.

The webinar will be presented by David Proctor. David is an experienced high school geography teacher.

Writing and responding in Geography utilises a wide range of literacy texts that assists students in building understanding their world. Students express their understanding by using geographic vocabulary. Avenues for geographic writing will be explored along with revision activities.

There is no charge for this webinar, **CLICK TO REGISTER**
Once registered you will be sent access information prior to the day of the webinar.