

## Working with the case studies

### General question (all case studies)

To encourage and enable more critical reflection, we need to bring some theoretical resources into play, from outside day-to-day experience. We need to *make sense* of experience: but we also need to ask some critical questions, and *interrogate* experience too. Critical questions help us see what lies beneath surface practices:

- What is guiding and shaping experience?
- How may we improve practice?

GeoCapabilities supplies a theoretical framework for asking some critical questions. The overarching question is: how do the professional practices we observe contribute to the enactment of a Future 3 curriculum?

We therefore need to ask:

- In what sense is this lesson (or this sequence of lessons) helping students acquire powerful disciplinary knowledge?
- How have the knowledge contents of the lesson(s) been selected, organised and sequenced?
- In what ways have the students been engaged *conceptually* with learning materials?

### Questions about teamwork

- Identify some similarities in the way these geography departments are organised and operate.
- Identify any significant differences in the way the departments approach the curriculum planning task
- Neither department is interested in a Future 1 curriculum. Is it possible to characterise the intended curriculum in each department as either Future 2 or Future 3?
- Is it possible to differentiate planning the school geography curriculum from 'curriculum making'?
  - whose responsibility are these professional tasks?
  - which aspects of curriculum making (student learning, subject matters, pedagogic technique) seem to be dominant in each of the video case-studies?