



GeoCapabilities 3

GeoCapabilities 3: Process for evaluating students' understanding of 'Migration' before and after teaching.

1. Use the 'evaluation tool – emigration' (emigration is just an example, this can be adapted by the teacher depending on your specific focus) for students to reflect on their understanding about migration before and immediately after teaching talks place. Students complete the document to the best of their ability before the lessons start – being told that this is not a test, but to find out what they know and can learn more about.

At the end of the sequence of lessons (and with a different coloured pen) they answer the same questions on the same sheet (a type of self-evaluation). This process should help students see for themselves how far their learning has developed as well as provide us with some evidence.

2. Meet with a small group of students (4-5 in a group).

The aim is to have a 'conversation' with the group about their understanding of the topic (e.g. migration) 1 month after teaching, to see what has been more deeply learned.

Group Process:

- a. Short activity to get the students talking about migration. The aim is to get the group discussing migration together and is a 'warm up' activity for the group interview that will follow.
- b. Based on the discussion, the students participate in a digitally recorded (audio) small group conversation with us about their understanding of migration.

Activity to encourage conversation: concept mapping

As a group, students scatter the words associated with 'Migration' (cut up in an envelope) onto a sheet of A3 paper. They stick them down. They then draw lines between words that they think are connected, and write on the line what they think the connection is.

Global	Flow	Immigrant	Internal migration
Rural-urban migration	Home	Safety	Resources
Money	Push Factors	Asylum seeker	Borders
Freedom	Contribution	Relocation	Citizenship



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Examples of interview questions

- a. When learning about migration, which places in the world did you learn about *(a fairly closed question to get them focused)*.
- b. When learning about migration, which lesson do you remember most and why? *(trying to get them talking about teaching approaches)*
- c. When learning about migration what about migration surprised you most. Can you explain why this surprised you? *(trying to get them thinking about and rationalising new elements of their understanding)*
- d. What aspects of learning about migration did you find difficult or a bit confusing *(trying to establish any misconceptions/areas confusion and why)*
- e. In what ways do you think your understanding of migration has changed because of the lessons you studied. *(Trying to encourage reflection)*
- f. Why do you think it is important to learn about migration in school geography? How might it help you/be important to you in the future *(starting to try to get them to reflect in values)*
- g. In what ways do you think you now better understand the life experiences of people who migrate *(trying to get at empathetic understanding)*
- h. Do you think it is important that all people (not just school students) are better informed about migration? Can you explain your thinking *(trying to get at wider social values)*.