# Content

**CONTENT** .................................................................................................................. 1

**LIST OF TABLES** ......................................................................................................... 4

**LIST OF FIGURES** ....................................................................................................... 6

**PREFACE** ....................................................................................................................... 8

1 **INTRODUCTION** ........................................................................................................ 10
    1.1 Background ............................................................................................................... 10
    1.1.1 Geographic inquiry ............................................................................................... 10
    1.1.2 Inquiry-based education ....................................................................................... 14
    1.1.3 GIS ........................................................................................................................ 15
    1.1.4 GIS and secondary geography education ............................................................ 17
    1.2 Problem proposition .................................................................................................. 20
    1.3 Aims and research questions ................................................................................... 22
    1.4 Context and relevance .............................................................................................. 24
    1.5 Outline of the dissertation ....................................................................................... 25

2 **THEORY** ...................................................................................................................... 27

2.1 Literature for constructing a model for GIS-supported geographic inquiry .......... 28
    2.1.1 The discipline of geography ............................................................................... 28
    2.1.2 An approach for GIS-supported inquiry-based geography education ............... 29
    2.1.3 The model for the geographic inquiry process .................................................... 30
    2.1.4 Models for geographic knowledge and geographic thinking .............................. 31
    2.1.5 Key concepts and key thinking skills ................................................................... 35
    2.1.6 Human cognition ................................................................................................. 37

2.2 Literature for constructing a student-competency framework ................................ 39
2.3 Literature for constructing a teacher-competency framework ................................ 40

2.4 Literature for designing and conducting GIS-supported geographic inquiry projects
    2.4.1 Everyday reasoning and scientific reasoning ....................................................... 43
    2.4.2 Retention and transfer ......................................................................................... 43
    2.4.3 Modelling ............................................................................................................. 44
    2.4.4 Scaffolding ........................................................................................................... 45

3 **A MODEL FOR GIS-SUPPORTED GEOGRAPHIC INQUIRY (MAIN OUTLINES)** .... 46

4 **INTERMEZZO** .............................................................................................................. 51

5 **A MODEL FOR GIS-SUPPORTED GEOGRAPHIC INQUIRY (ELABORATION)** .... 52
    5.1 The world around us ............................................................................................... 52
    5.2 Geodata .................................................................................................................... 56
    5.3 Geodata-based external representations about the world around us .................... 58
    5.4 Knowledge about the world around us .................................................................... 59
        5.4.1 Two kinds of knowledge .................................................................................... 59
        5.4.2 The primitive bodies of verbal knowledge ......................................................... 60
        5.4.3 Primitive key bodies of verbal knowledge and key concepts ............................. 68
        5.4.4 Combinations of primitive bodies of verbal knowledge .................................... 73
        5.4.5 Integrated verbal knowledge ............................................................................. 73
        5.4.6 Theories ............................................................................................................. 77
5.4.7 Verbal knowledge structures ................................................................. 81
5.5 Cognitive knowledge developing and processing ........................................ 82
5.5.1 The dual-channel model ........................................................................ 82
5.5.2 The primitive key operations ................................................................. 84
5.5.3 Non-primitive key operations ............................................................... 86
5.6 External processing of geodata ................................................................. 92
5.7 Asking and answering geographic questions .............................................. 95
5.8 Inquiry skills versus inquiry knowledge .................................................... 98
5.9 The term ‘geographic’ in geographic inquiry ............................................. 100
6 A STUDENT-COMPETENCY FRAMEWORK .............................................. 101
6.1 Competencies in Domain A ...................................................................... 101
6.2 Competencies in Domain B ...................................................................... 103
6.3 Competencies in Domain C ...................................................................... 104
6.4 Competencies in Domain D ...................................................................... 105
6.5 Competencies in Domain E ...................................................................... 106
6.6 Competencies in Domain F ...................................................................... 106
7 A TEACHER-COMPETENCY FRAMEWORK ............................................ 107
8 SUMMARY AND DISCUSSION .................................................................. 115
8.1 Summary ................................................................................................. 115
8.1.1 The model for GIS-supported geographic inquiry ................................. 115
8.1.2 The student-competency framework .................................................. 118
8.1.3 The teacher-competency framework .................................................. 118
8.2 Discussion ............................................................................................... 119
8.2.1 Validity of the model for GIS-supported geographic inquiry ............... 119
8.2.2 Implications of the model for GIS-supported geographic inquiry .......... 120
8.2.3 Implications of the two competency frameworks .................................. 122
8.2.4 Main assets of the theoretical part of the dissertation .......................... 123
9 RESEARCH APPROACH ....................................................................... 126
9.1 What is EDR? ......................................................................................... 126
9.2 Set-up of EDR studies ............................................................................ 127
9.2.1 Orientation ......................................................................................... 127
9.2.2 Design process ................................................................................... 128
9.2.1 Systematic evaluation ........................................................................ 136
9.2.2 Reporting ......................................................................................... 136
10 FINAL DESIGN OF THE PROJECT ....................................................... 138
10.1 Aims and learning goals ........................................................................ 138
10.2 Domain-specific technological construct .............................................. 140
10.3 Domain-specific construct .................................................................... 143
10.3.1 Literature for constructing a theory .................................................... 143
10.3.2 Transformation of the insights from the literature............................... 146
10.3.3 The new theory ............................................................................... 148
10.3.4 Inquiry strategies .............................................................................. 155
10.4 Set-up ................................................................................................. 157
11 THICK DESCRIPTION ......................................................................... 160
11.1 Cycle I ................................................................................................. 162
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1.1</td>
<td>Introduction I</td>
<td>162</td>
</tr>
<tr>
<td>11.1.2</td>
<td>Design Stage I</td>
<td>163</td>
</tr>
<tr>
<td>11.1.3</td>
<td>Test Stage I</td>
<td>166</td>
</tr>
<tr>
<td>11.1.4</td>
<td>Evaluation Stage I</td>
<td>166</td>
</tr>
<tr>
<td>11.2</td>
<td>Cycle II</td>
<td>169</td>
</tr>
<tr>
<td>11.2.1</td>
<td>Introduction II</td>
<td>169</td>
</tr>
<tr>
<td>11.2.2</td>
<td>Design Stage II</td>
<td>170</td>
</tr>
<tr>
<td>11.2.3</td>
<td>Test Stage II</td>
<td>175</td>
</tr>
<tr>
<td>11.2.4</td>
<td>Evaluation Stage II</td>
<td>177</td>
</tr>
<tr>
<td>11.3</td>
<td>Cycle III</td>
<td>188</td>
</tr>
<tr>
<td>11.3.1</td>
<td>Introduction III</td>
<td>188</td>
</tr>
<tr>
<td>11.3.2</td>
<td>Design Stage III</td>
<td>189</td>
</tr>
<tr>
<td>11.3.3</td>
<td>Test Stage III</td>
<td>195</td>
</tr>
<tr>
<td>11.3.4</td>
<td>Evaluation Stage III</td>
<td>196</td>
</tr>
<tr>
<td>11.4</td>
<td>Cycle IV</td>
<td>198</td>
</tr>
<tr>
<td>11.4.1</td>
<td>Introduction IV</td>
<td>198</td>
</tr>
<tr>
<td>11.4.2</td>
<td>Design Stage IV</td>
<td>200</td>
</tr>
<tr>
<td>11.4.3</td>
<td>Test Stage IV</td>
<td>201</td>
</tr>
<tr>
<td>11.4.4</td>
<td>Evaluation Stage IV</td>
<td>201</td>
</tr>
<tr>
<td>11.5</td>
<td>Cycle V</td>
<td>209</td>
</tr>
<tr>
<td>11.5.1</td>
<td>Introduction V</td>
<td>209</td>
</tr>
<tr>
<td>11.5.2</td>
<td>Design Stage V</td>
<td>210</td>
</tr>
<tr>
<td>11.5.3</td>
<td>Test Stage V</td>
<td>217</td>
</tr>
<tr>
<td>11.5.4</td>
<td>Evaluation Stage V</td>
<td>218</td>
</tr>
<tr>
<td>12</td>
<td>EVALUATION</td>
<td>239</td>
</tr>
<tr>
<td>12.1</td>
<td>Evaluation of the project by the students</td>
<td>239</td>
</tr>
<tr>
<td>12.2</td>
<td>Evaluation of the project by the teachers</td>
<td>243</td>
</tr>
<tr>
<td>13</td>
<td>CONCLUSIONS AND DISCUSSION</td>
<td>246</td>
</tr>
<tr>
<td>13.1</td>
<td>Conclusions</td>
<td>246</td>
</tr>
<tr>
<td>13.1.1</td>
<td>The characteristics of an optimal design</td>
<td>246</td>
</tr>
<tr>
<td>13.1.2</td>
<td>The challenges for teachers to provide optimal coaching</td>
<td>255</td>
</tr>
<tr>
<td>13.2</td>
<td>Discussion</td>
<td>261</td>
</tr>
<tr>
<td>13.2.1</td>
<td>Reflection on the research approach</td>
<td>261</td>
</tr>
<tr>
<td>13.2.2</td>
<td>Implications of the outcomes</td>
<td>264</td>
</tr>
<tr>
<td>13.2.3</td>
<td>Recommendations for further research</td>
<td>265</td>
</tr>
<tr>
<td>13.2.4</td>
<td>Main assets of the practical part of the dissertation</td>
<td>266</td>
</tr>
<tr>
<td>13.2.5</td>
<td>Some final thoughts</td>
<td>266</td>
</tr>
<tr>
<td>14</td>
<td>REFERENCES</td>
<td>267</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>278</td>
<td></td>
</tr>
<tr>
<td>SAMENVATTING</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td>DANKWOORD</td>
<td>282</td>
<td></td>
</tr>
<tr>
<td>APPENDICES</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>Appendix A: Considerations</td>
<td>ii</td>
<td></td>
</tr>
<tr>
<td>Appendix B: Problems</td>
<td>iv</td>
<td></td>
</tr>
<tr>
<td>Appendix C: Learning difficulties</td>
<td>ix</td>
<td></td>
</tr>
<tr>
<td>Appendix D: Conjectures</td>
<td>xi</td>
<td></td>
</tr>
<tr>
<td>Appendix E: Design principles</td>
<td>xv</td>
<td></td>
</tr>
</tbody>
</table>
List of tables

Table 1-1: The aims and research questions that are addressed in this dissertation........................................... 24
Table 1-2: The five levels at which the term ‘curriculum’ is used........................................................................... 25
Table 1-3: Examples of factual and conceptual bodies of verbal knowledge about the world around us............. 32
Table 1-4: Examples of different kinds of questions and answers .................................................................................. 34
Table 1-5: Lists of concepts that are seen as ‘key’ to geography .................................................................................. 35
Table 1-6: Lists of operations that are seen as ‘key’ to geography ............................................................................. 36
Table 1-7: The seven types of distributions .............................................................................................................. 54
Table 1-8: The seven types of relationships .............................................................................................................. 55
Table 1-9: The different types of data about the world around us .............................................................................. 57
Table 1-10: Different types of geodata ....................................................................................................................... 58
Table 1-11: Examples of facts with a property value which contains an entity ......................................................... 61
Table 1-12: Examples of the four standard formats for facts and generalizations .................................................... 61
Table 1-13: Examples of rules .................................................................................................................................... 66
Table 1-14: Summary of the list of key concepts ......................................................................................................... 69
Table 1-15: Examples of facts (A) ............................................................................................................................ 70
Table 1-16: Examples of facts (B) ............................................................................................................................ 70
Table 1-17: Examples of facts (C) ............................................................................................................................ 71
Table 1-18: Comparison between Van Westrhenen (1987) and this dissertation ....................................................... 72
Table 1-19: Theory about the opinion of people about neighbourhoods (B) .............................................................. 79
Table 1-20: Theory about the opinion of people about neighbourhoods (C) ............................................................ 80
Table 1-21: Examples of bodies of verbal knowledge about the influence of regions upon each other .................. 80
Table 1-22: Summary of the list of primitive key operations .................................................................................... 85
Table 1-23: The relationships that can be identified in the map in Figure 5-11 .......................................................... 88
Table 1-24: Taxonomy of the operations for working with digital geodata in GIS .................................................. 92
Table 1-25: The list of primitive key questions .......................................................................................................... 96
Table 1-26: The student-competency framework for GIS-supported inquiry-based geography learning... 102
Table 1-27: The outlines of the student-competency framework .............................................................................. 118
Table 1-28: The new framework for analysing and shaping coaching in the classroom ........................................... 123
Table 1-29: Characteristics of the six GIS-supported geographic inquiry projects ..................................................... 130
Table 1-30: The different types of data collected during the design process ............................................................ 132
Table 1-31: The different types of problems ............................................................................................................ 134
Table 1-32: An indicative student-competency framework for the project .............................................................. 139
Table 1-33: The criteria for a proper database table ................................................................................................. 143
Table 1-34: Fragment from a chapter from the book Multifunctionality of towns ...................................................... 147
Table 1-35: Relationships that can be identified in the text in Table 10-3 ................................................................... 148
Table 1-36: Theory about the size of market areas of services (A) .......................................................................... 151
Table 1-37: Theory about the size of market areas of services (B) .......................................................................... 151
Table 1-38: A list of potentially effective survey questions for the project ............................................................... 156
Table 1-39: The set-up of the project in the final design ............................................................................................. 157
Table 1-40: Characteristics of the teachers who participated in the design process ................................................ 160
Table 1-41: Characteristics of the tests in the design process of the project ............................................................ 161
Table 1-42: Format for reporting about the design process ........................................................................................ 162
Table 1-43: Four options for geodata visualization and geodata processing ............................................................ 165
Table 1-44: Transcript from a discussion in the GIS phase of Test Stage I .................................................................. 168
Table 1-45: Transcript from an inquiry plan constructed by students in Test II....................................................... 178
Table 1-46: Simplified version of an inquiry plan constructed by two students in Test II........................................ 179
Table 1-47: Transcript from a discussion in the inquiry-planning phase in Test II (A) ................................................. 179
List of tables

Table 11-9: Transcript from a discussion in the inquiry-planning phase in Test II^C (B) ........................................ 180
Table 11-10: Transcript from a discussion at the end of a presentation in Test II^B ........................................ 186
Table 11-11: Screenshot of the blackboard at the end of the whole-class discussion in Test II^B ................................. 187
Table 11-12: A transcript from the whole-class discussion in Test II^B ................................................................. 187
Table 11-13: Preliminary theory about the size of market areas of services ......................................................... 190
Table 11-14: The eight types of survey questions ..................................................................................................... 192
Table 11-15: The seven requirements of correct survey questions ........................................................................ 193
Table 11-16: Transcript from a discussion in Test III^A .......................................................................................... 197
Table 11-17: Transcript from a discussion in Test III^A^2 ...................................................................................... 197
Table 11-18: Transcript from a presentation of two students in Test IV^C (A) ......................................................... 203
Table 11-19: Transcript from a presentation of two students in Test IV^C (B) ......................................................... 204
Table 11-20: Transcript from a discussion after a presentation of two students in Test IV^C ................................. 205
Table 11-21: The number of utterances of reflection in student reports and presentations ............................. 208
Table 11-22: Transcript from a discussion in the research team meeting (A) ....................................................... 211
Table 11-23: Possible tasks for stimulating deep learning about the subject of services and customers .................. 215
Table 11-24: Transcript from a discussion in the research team meeting (B) ....................................................... 216
Table 11-25: Transcript from the preparatory whole-class discussion in Test V^A .................................................. 220
Table 11-26: Transcript from the instruction provided by the teacher in Test V^B .................................................. 226
Table 11-27: Analysis of the student presentations by students, teacher and researcher .................................... 227
Table 11-28: Transcript from the whole-class discussion in the evaluation phase of Test V^B .............................. 229
Table 11-29: Transcript from a discussion after a presentation of two students in Test V^C (A) ......................... 230
Table 11-30: Transcript from a discussion after a presentation of two students in Test V^C (B) ......................... 231
Table 11-31: Fragment from a report of two students in Test V^C (A) ................................................................. 232
Table 11-32: Fragment from a report of two students in Test V^C (B) ................................................................. 233
Table 11-33: Fragment from a report of two students in Test V^C (C) ................................................................. 233
Table 11-34: Fragment from a report of two students in Test V^C (D) ................................................................. 234
Table 11-35: Transcript from a discussion in Test V^D ......................................................................................... 235
Table 11-36: Analysis of student reports from Test V^D ..................................................................................... 237
Table 11-37: Transcript from a presentation of two students in Test V^D ............................................................ 238

Table 12-1: Student opinion about the positive aspects of the project ................................................................. 241
Table 12-2: Student opinion about the negative aspects of the project .............................................................. 242
Table 12-3: Teachers’ opinion about the challenges to conduct the project ....................................................... 244
Table 12-4: Teacher opinion about the design process on a 1 to 5 scale ............................................................ 245

Table 13-1: Evolution of the domain-specific construct for use in educational settings .................................. 248
Table 13-2: Presumed generalizability of the design principles ........................................................................... 254
Table 13-3: The learning difficulties visualized in the student-competency framework ............................... 254
List of figures

Figure 0-1: Example of a map created by a student in the inquiry project in The Hague.............................. 9

Figure 1-1: Geographic literacy and geographic drive................................................................. 13
Figure 2-1: The geographic analysis model.................................................................................. 30
Figure 2-2: The model for the geographic inquiry process.......................................................... 31
Figure 2-3: The model for geographic knowledge construction.................................................. 32
Figure 2-4: The general PK framework......................................................................................... 41
Figure 2-5: The general TPCK framework.................................................................................... 42

Figure 3-1: The model for GIS-supported geographic inquiry....................................................... 46
Figure 3-2: The cornerstones of GIS-supported geographic inquiry............................................... 47
Figure 3-3: The different types of geographic resources ................................................................. 49

Figure 5-1: Symbolic representations of hierarchies and taxonomies........................................... 54
Figure 5-2: The structure of facts................................................................................................. 60
Figure 5-3: The structure of generalizations ............................................................................... 62
Figure 5-4: The structure of hierarchic definitions ....................................................................... 63
Figure 5-5: The structure of taxonomic definitions ....................................................................... 64
Figure 5-6: The structure of rules............................................................................................... 65
Figure 5-7: Theory about the opinion of people about neighbourhoods (A)..................................... 78
Figure 5-8: An example of a semantic network for knowledge about the world around us .............. 82
Figure 5-9: The model for cognitive developing and processing of knowledge............................. 83
Figure 5-10: Model for the operations ‘inductive reasoning’ and ‘deductive reasoning’.............. 87
Figure 5-11: Map of the flow of labour migrants in China (2005) .................................................. 88
Figure 5-12: Model for the operation ‘relating by comparing combined facts’............................. 89
Figure 5-13: Model for the operation ‘relating by comparing two generalized distributions’ ....... 90
Figure 5-14: Organization of operations in a taxonomy and hierarchy .......................................... 91

Figure 7-1: The TPCK framework, specified for inquiry-based teaching....................................... 107
Figure 7-2: The sub-components of the TPCK framework, specified for inquiry-based teaching ...... 111
Figure 7-3: The expanded and specified TPCK framework.......................................................... 113

Figure 8-1: The model for GIS-supported geographic inquiry....................................................... 115
Figure 8-2: The teacher-competency framework......................................................................... 119

Figure 9-1: The design process in this PhD research................................................................. 131
Figure 9-2: The relationships between the design of the project and student learning processes ...... 133
Figure 9-3: The difference between problems and challenges..................................................... 136

Figure 10-1: Summarized version of an inquiry plan constructed by two students...................... 141
Figure 10-2: Excel file constructed by two students ...................................................................... 141
Figure 10-3: Simplified versions of maps constructed by two students ........................................ 142
Figure 10-4: Model of the distribution of settlements according to Central Place Theory .............. 146
Figure 10-5: Theory about the size of market areas of services (C) ............................................... 152
Figure 10-6: Examples of correct and incorrect rules .................................................................... 154
Figure 10-7: Hierarchies in the theory about the size of market areas ......................................... 154
Figure 10-8: The modelling process in the project ‘Services and Customers’ ................................. 159

Figure 11-1: Cycle I of the design process of the project ‘Services and Customers’ .................... 163
Figure 11-2: The framework for the set-up of inquiry projects..................................................... 164
Figure 11-3: Cycle II of the design process of the project ‘Services and Customers’ ................. 170
Figure 11-4: Fragment of the Excel handout used in Test Stage II .............................................. 174
Figure 11-5: Fragment of the GIS handout used in Test Stage II .................................................. 174
Figure 11-6: Simplified versions of maps constructed by two students in Test II[1] ...................... 184
Figure 11-7: Cycle III of the design process of the project ‘Services and Customers’ ...............................189
Figure 11-8: Fragment of the GIS handout used in Test Stage III ............................................................194
Figure 11-9: Cycle IV of the design process of the project ‘Services and Customers’ ..............................199
Figure 11-10: Fragment (discussion section) from a report of two students in Test IV6 (A) ......................207
Figure 11-11: Fragment (discussion section) from a report of two students in Test IV6 (B) ......................207
Figure 11-12: Cycle V of the design process of the project ‘Services and Customers’ ..............................210
Figure 11-13: Screenshot of the blackboard at the end of the whole-class discussion in Test V63 .................219

Figure 12-1: Student opinion about the project (useful, interesting, and fun) ............................................239
Figure 12-2: Students’ opinion about the degree of difficulty of the project ............................................240
Figure 12-3: Students’ opinion about the degree of guidance of the project ............................................240
Figure 12-4: Student opinion about the quality of the design of the project ............................................243
Figure 12-5: Student opinion about the learning benefits of the project .................................................243

Figure 13-1: The model for the set-up of GIS-supported geographic inquiry projects .................................253
Figure 13-2: The challenges for teachers to provide optimal coaching .....................................................258