

## INTRODUCTION

The third volume of the Works of Geographical Education Commission of the Polish Geographical Society aims to present the results of the most recent research concerning the contemporary problems of geographical education in a series of countries with a special focus on Poland. The thematic scope of the volume embraces not only the theoretic framework of geographical education such as the concepts of curricula, teaching aims and methods, position of geography in the educational systems, or comparative studies but also an overview of practical solutions functioning in real school environments.

An international perspective is the binding element of sections 1 and 2. The chapters in the above mentioned sections give an insight into the specificity of geographical education in the selection of countries such as the United Kingdom, Germany, Spain, Ukraine, Australia and Japan. Despite the strong national focus, the conclusions formulated in the papers can be easily extrapolated into a broader and more universal dimension allowing for a better understanding of the processes observed within geographical education as such.

Section 2 comprises of a set of comparative studies in the following aspects of geographical education: the significance of experiencing space and formation of mental space representations in the Polish and English educational circumstances, skills developed through geography textbooks in Poland, England, France and Germany, changes in geography teaching in Finland and Russia and lastly – the comparison of the transition in the academic geographical education in the Czech Republic and Poland.

The third section is dedicated to the review of geographical education issues in Poland. The opening chapter presents a modern and promising technique called “eye tracking”. This method creates new opportunities to examine the way a person perceives visual information, which can impact on the course of cognitive processes and knowledge structuring. The consecutive chapters deal with the problems of learning geography beyond the school-room setting, that is during school camps or trips and at the predestined science edu-centres. Another essential question is raised in the following paper as it investigates the motives

for which geography-profiled classes are selected by the secondary school students in the context of their tertiary education paths of development.

We would like to thank the Authors and the Reviewers who put a lot of time and effort to prepare the present Volume. We do hope that the content will prove valuable and interesting for all the readers.

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