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EWX33H - BECKER CARLSON

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The researcher investigated to what extent Advanced Placement & reg; (AP) Human Geography teacher & rsquo;s pedagogical and content approaches aligned with William Pattison & rsquo;s noted articulations in geography education. A qualitative case study methodology was used to explore AP Human Geography teacher perceptions of William Pattison & rsquo;s geography content and curriculum suggestions. William. D. Pattison had an enduring influence on geography education in the

United States. He clarified and articulated the academic discipline of geography amidst changes in the academy and secondary geography schooling during the 1960s. Similarly, over 50 years later, high school geography finds itself amidst an educational environment of college and career readiness initiatives and high stakes testing. The study compared teacher responses with pedagogical recommendations within the Advisory Paper for Teachers Associated with the High School Geography Project and geography content within The Four Traditions of Geography. Additionally, the investigation examined

AP Human Geography teacher experiences with geography content training. Seven AP Human Geography teachers at seven different high schools in a southeastern state provided semi-structured in-depth interviews addressing the following four research questions: (1) What are high school geography teachers' perceptions of Pattison's pedagogical approaches? (2) What are high school geography teachers' perceptions of Pattison's geography content approaches? (3) To what extent are AP Human Geography teachers guided by content and pedagogical approaches aligned with William Pattison's Four Traditions of Geography and Advisory Paper? (4) What are high school geography teacher experiences in geography content training? The researcher identified four themes within the investigation: (1) inquiry approaches aligned with William Pattison's pedagogy are embraced among AP Human Geography teachers; (2) AP Human Geography teachers support weaving William Pattison's area studies tradition within a thematic curriculum; (3) the importance of AP Human Geography collaborative teacher communities; and (4) limi-

tations in college geography presented a challenge for teaching AP Human Geography. The study offers recommendations for future research.

Rural America is at a crossroads in its economic development. Like regions of other First World nations, the traditional economic base of rural communities in the United States is rapidly deteriorating. Natural resources, including agriculture, show little prospect for generating future job growth, and manufacturing has become a new source of instability. Faced with these changes and an increasing vulnerability to international economic events, rural communities have begun to seek high-technology industries and advanced services as candidates for job growth and economic stability. What is the potential for high-tech growth outside the largest cities? What is the role of high-tech industry in the economic development of non-metropolitan America? This book provides a hard-nosed look at the high-tech potential in rural economic development. Some of the questions Glasmeier addresses include: Are rural areas attractive to high tech? Will high tech follow earlier patterns

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