

Teaching quality in geography education: exploring the gap between academic geography and school geography in knowledge transformation

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The gap between academic geography and school geography is of ongoing interest in concerning the teaching quality of geography education. To achieve a comprehensive understanding of the gap, this article describes how a framework of knowledge transformation was applied and validated. A total of 182 individuals involved in geography education in China took part in this study. These included geographers, pre-and in-service geography teachers, and geography teacher educators. Though the disciplinary knowledge is seen as important at the societal level, this research found substantial discrepancies between academic geography and school geography at the institutional level and classroom level

of knowledge transformation. Schools' insufficient engagement in disciplinary development and a lack of support from the academic community are two major reasons for the gap that influences the teaching quality of school geography. This study has implications for teacher education to address the gap, enhance teaching quality and generate students' powerful knowledge, including promoting the teacher-researcher collaboration.