

PRESENTATION

Dossier

Teaching and learning Geography in times of hyperconnectivity and polarization of ideas

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Dear Readers,

Society lives in a context of informational abundance, from hyperconnectivity and complex sociopolitical relationships in which beliefs and emotional bias seem to influence the public agenda more than facts and evidences. We observe public opinion being moved by mobile collectives in which some individuals or different groups can establish truths on the margins of facts and make them circulate quickly, which confuses discernment and the possibility of reflection.

This phenomenon is undoubtedly related to the crises of trust in science, the overflow and saturation of information in daily practices and the intensification of the political debate. There are many counterpoint issues: the circulation of false information, political and ideological polarization, denialist movements, groups attached to informational bubbles that reject some evidences and scientific consensus (there is no climate

change, flat earth began to be widely defended, the anti-vaccination movement grew in a considerable proportion, among others), attacks on teaching and research institutions and the circulation of the idea that scientific production and researchers have little contribution for the economic and social growth of the country.

Teaching and learning Geography in times of heightened political debate, contradictions and ambiguities is a considerable challenge for Geography teachers, because their theoretical-practices are increasingly being confronted with the proliferation of the loss of teacher authority and confrontations provoked, also, by the political polarization.

The objective of this dossier is to gather articles that discuss the situation of Geography teaching in the current context, enabling the sharing of ideas and arguments with different perspectives that can help in the comprehension of the framework in which the teaching-learning process takes place, didactic, curricular and training experiences. Therefore, we propose the debate, reflection and connection of researchers, teachers and students (in different training process) who are interested in the configuration, process and pedagogical practices about the fields of Education and Geography.

We believe that the partnership and exchange of experiences are key pieces in the construction of a more purposeful and significant school Geography for teachers and students. Respect, tolerance and dialogue are essential components of education and democratic society.

We wish the readers a good and fruitful reading!