

# International migration in the Dutch secondary education curriculum of geography



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*How the theme international migration is integrated in the Dutch secondary curriculum, within the course geography at the upper classes of the havo level.*

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## Abstract

The aim of this research is to provide an overview of the education material about international migration within the course geography of the Dutch secondary education system. This is an explorative research about the influence education has on students' perception of migration. This study analyses the different levels of the curriculum which exists within the course geography at secondary education. These different levels of the curriculum are analysed through descriptive analyses, semi-structured interviews and questionnaires. The central question posed in this research is *"How is the theme 'international migration' integrated in the course geography in the Dutch secondary education curriculum?"*. This research has focused on the upper classes of the senior general education level within the Dutch education system.

The different textbooks of the secondary education level of the course geography were all analysed by descriptive analyses. Six geography teachers were interviewed about how the theme international migration is integrated in their course and their opinion about this. The semi-structured interviews were transcribed and coded to analyse them. 98 students participated the questionnaires. With these questionnaires, the ideas and opinions about the theme international migration of the student population of the course geography is conducted. These data were analysed through SPSS.

Direct links to the theme international migration are not made within the written curriculum. According to the teachers of geography, the developed methods are one-way looking and do not give a clear nuanced view of the theme migration. The course material about migration is not challenging for the students and does not connect to the students' living environment. According to the students, there is need for attention about the causes and effects of migration, as well as for the impact migration can have on societies. The theme international migration is slightly integrated into the course geography at the upper classes of the havo level within the Dutch education curriculum. But there is enough space for developments of this curriculum.



# 1 Prologue

## 1.1 The project

This research is written to finalise my master of human geography, specialisation globalisation, migration and development at the Radboud University in Nijmegen. This research is written as part of an internship at the Radboud Teachers Academy. During the courses, I became interested in the connection between migration and education.

The integration processes in the Netherlands are rough. There is written a lot about in newspapers and often it is topic at the daily news report. Especially the way the Dutch society reacts on the current migration flow which is coming into the country. The social actions and reactions of a lot of Dutch people are very interesting and sometimes alarmingly. These reactions made me curious. Why react people this way, does the Dutch society knows why refugees are coming this way, what migration is, what the impact of migration is? Are Dutch students learning something about migration at all? These are questions which raised my mind.

This master thesis will focus on the connection between migration and education. What can education about the theme migration mean for the perception of students? With this research is looked to what extent the theme migration is integrated in the written curriculum of the course geography. Teachers of the course geography are asked about their opinion about the theme migration in their own course. And finally, the students themselves are asked about their point of view about migration issues and how these are integrated in the course geography.

During the process of writing I realised that a study is never complete. No matter how much work I spend on including all relevant articles, theories, books and sources, there are always great ideas, authors, sources that are going to be forgotten or left out. To overcome this issue, I tried to look at what I found to be important for this certain research. It would be great to have follow up researches which discover more of this interesting subject. Education is something that needs to develop all the time, that is never done developing and we should realise that there is always need to develop education.

## 1.2 Acknowledgement

This research and study could not have been finished without the cooperation I have encountered during the entire process. It then is appropriate here to thank several people for their suggestion, support and kind advices.

First of all, I would like to thank Ernst Spaan for the sessions in which we exchanged ideas and brainstormed, his positive feedback, his words of motivation and his belief in this study. Without this, the research would not have been what is it today.

Second I would like to thank Fer Hooghuis and the Radboud Teachers Academy for their knowledge they shared with me. Without the possibility for my internship, I would not have this knowledge and network, and this research would not have been possible. Thanks for the didactical knowledge and a very good insight into the education system of secondary education. It has been an opportunity for me.

Finally, I want to turn my roommates, friends and family. Thank you very much for the patience, reassuring words, listening, support and suggestions you offered. Thanks for the beers, lots of tea's, front yard barbeques and songs! It helped me through some obstacles that I had to take to finish this study.

### **1.3 Preface**

I have worked on this thesis research with much dedication and pleasure. My hope is that this research will give some insight for the ones which develop the different levels of the curriculum for secondary education, as well as for the publisher of the education material. As well as this research will ensure that in secondary education, more current events will be included in the material and curriculum. It is important to educate our students as good as possible for the real world, including their own influences on their environment. My hope is that every student will be able to get a nuanced view of migration issues and can take a position within the social debates about migration.

Hopefully you are enjoying reading this report.

*Jozefien Govers, MA  
05 May 2017*





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## List of abbreviations

EU	European Union
vmbo	voorbereidend middelbaar beroepsonderwijs (lower general secondary education)
havo	hoger algemeen voortgezet onderwijs (senior general secondary education)
vwo	voorbereidend wetenschappelijk onderwijs (pre-university education)
KNAG	Koninklijk Nederlands Aardrijkskunde Genootschap (Royal Dutch Association for Geography)
SLO	Nationaal expertisecentrum leerplanontwikkeling (the Dutch Institute for curriculum development)



## **2 Introduction**

### **2.1 Introducing the topic**

In the Netherlands a multicultural society exists (Duyvendak, Pels, Rijkschroeff, 2009). There is a long migration history in the Netherlands. In the 1960s and 1970s the labour migrants came into the Netherlands and filled in the low-paid jobs in the industry. Also, the repatriate migrants from Indonesia, the migrants from Turkey, from Surinam, Poland, the Netherlands Antilles and Morocco are part of the Dutch migration history. At the same time a lot of Dutch people left the Netherlands to emigrate to Canada or Australia. Up to this day, migration flows are even still going on in the Netherlands, for example the migration from refugees and asylum seekers.

Not only in the Netherlands there is a lot of migration going on, we see a lot of migration movements all over the world. The Schengen agreement was signed in 1985 by the governments of the Belgium, the Netherlands, Luxembourg, Germany and France. The main effect was that the passport requirements for cross-country travels within these countries were eliminated and travelling and working throughout this part of the European Union (EU) became easier (Davis, Gift, 2014). Through the Schengen agreement, there is an area of 4.3 million square kilometres where Europeans can travel, work and live in other member states without restrictions (Davis, Gift, 2014; Albrecht, 2002). On the other end entering the European Union became harder, European politicians called for tighter border controls and wanted to cut down the number of immigrants entering the European Union (Albrecht, 2014). Despite the border controls and restrictions of the migration flows the countries within the European Union, and hence the Netherlands, are becoming more multicultural in the last few years and mixed cultures will be more presented in the upcoming decades.

Nowadays there is a debate going on about the migration flows to and within the European Union. The refugee crisis is still growing and not only the EU-countries encounter the problems that come along with the refugee movements, also many countries all over the world feel the effects of refugees seeking for safe havens (Guild, 2006). This refugee crisis with its migration flows into the European Union, causes resistance from the Dutch society. It is interesting and fascinating to see how the Dutch society reacts and acts on the migrants who are coming into our country. Especially with this refugee-crisis, where the migration flow is big and unpredictable.

The education system in the Netherlands is there for all people; it can bring different cultures together. Education lowers the barriers between different groups, through expanding the knowledge and opinions of different cultures (Ministerie van Onderwijs, Cultuur en Wetenschap, 2008). Global citizenship and global education are developed to increase the general awareness of the globalising society to adjust the perception of people about migration in this global world (Holden and Hicks, 2007). How the Dutch look at immigration issues is also influenced by what is taught at the schools. In this thesis research that issue will be reviewed: how is the theme international migration integrated in the Dutch geography education curriculum?

### **2.2 Scientific relevance**

This research' contribution will be substantial to the scientific field. This research is an exploratory study. The taxonomy of Krathwohl (2002) will show how education can influence the perception and individual awareness of students.

The globalising world and the effects on migration flows and migration issues has been subjected to studies. But how to implement these concepts and processes within the education levels of the curriculum, has not often been subject to studies. And after searching for literature, the connection between education and the theme international migration is missing as a subject to studies. With this thesis, an attempted will be made to connect international migration and the education curriculum, especially focused on the Dutch case.

Within this research will be looked at how education material about the theme international migration can contribute to the general awareness about migration and migrants of the students. Issues of migration and the globalising world are getting important and affect the world around us. Integrating these issues in the Dutch education curriculum is important. The first step is to give a good and clear overview of the education material that is available. The aim of this research is to map the education material that is available and giving a clear overview of the different levels of the curriculum which exists. Also the different perspectives of parties involved such as the Dutch government, teachers and students will be elaborated.

As Holden and Hicks (2007) wrote in their article, the government of the United Kingdom promoted global education as a crucial role in the education curriculum, which influences the social cohesion of the students and the global connections within the United Kingdom. This research will contribute by giving a better overview of the existing levels of the curriculum. And the research will give more information about the connection between the different levels of the curriculum. Knowledge about the levels of the curriculum will improve the connection between them, which will lead to better education about international migration.

This research will contribute to the connection between high school education and university expectations. With a better insight in the different levels of the curriculum at the secondary education systems, it will become clearer if the expectations for students at the start at university education are reliable or not.

## **2.3 Societal relevance**

Education on migration issues and foreign cultures is assumed to have a positive effect on the general understanding of immigrants and their issues (Ministerie van Onderwijs, Cultuur en Wetenschap, 2008; Holden and Hicks, 2007). UNESCO agrees on this and states that qualitative good education will include teaching the students the differences between cultures and the awareness of global citizenship (UNESCO, n.d.).

There are many influences and effects of the European Union (EU) to the daily life of the Dutch citizens. The European Union got increasingly influential on all levels in the Netherlands. Education about these changes and the effects of an overarching collaboration like the EU would be helpful and good to teach the students about European citizenship and global citizenship (Gudde, 2005). There is a process of globalisation going on worldwide and we need to make sure students get knowledge of these processes. Through internationalisation the awareness of foreign cultures should increase. Learning more about foreign cultures and habits, ensures that teachers and students are also learning more about their own culture and habits (Gudde, 2005). Looking at the history and habits of their own culture, students will be aware of the differences of the norms and values and should be more aware of the way they act like and how they put things into perspective (Gudde, 2005). Education about the global world and international migration does not mean that the identification of the own culture and country will be outdated; it is about the awareness and involvement of the multiplicity of cultures and the differences between them (Beneker et al., 2009).

Global citizenship education is a good way to bring the awareness of cultural differences and migration flows to the society. “[...] *Global citizenship education is about understanding the nature of global issues as well as the range of ways in which those with power and resources can be influenced to act in a globally responsible way.*” (Ibrahim, 2005, p. 178). Global education is a way of education that is becoming more in focus in the so called Western countries. As produced by the council of Europe and UNESCO, global education is about the principles of co-operation, respecting cultural differences and human rights, non-violence and the democracy (Ibrahim, 2005). For Oxfam, globalising education involves also the background of the global problems and the way to react on this and the relevant attitudes people have about the globalising world (Ibrahim, 2005). There are a lot of different curriculum developments and conceptual frameworks developed for teachers to educate about the globalising world and the effects of this process (Ibrahim, 2005).

Migration and integration seen as a part of a bigger picture of globalising citizenship and global perspectives in the education curriculum has been subjected to studies already in different countries (Holden and Hicks, 2007; Ibrahim, 2005; Ministerie van Onderwijs, Cultuur en Wetenschap, 2008; Davies et al., 2005). Global citizenship and global education are important upcoming concepts in the western world, intended to increase the awareness of the western society about the differences in the world that is figuratively becoming smaller and smaller within decades through the process of globalisation.

Global citizenship should be a key concept in the education curriculum in every country, because the concept is presented in a lot of different facets of people’s daily lives (Beneker et al., 2009; Gudde, 2005; UNESCO, n.d.). Global education is about bringing awareness of a worldwide perspective, including their own lives and citizenships to the students. As stated in the report for 2016-2017 of UNESCO, qualitatively good education is not only about the basic skills for the students to learn, but also the consciousness of the global world and the global citizenship, being aware of the differences between cultures and people (UNESCO, n.d.).

The program of UNESCO coming year will also focus on the debate of the future education curriculum in the Netherlands (UNESCO, n.d.). With a better education curriculum concentrated on the global citizenship, the general awareness of foreign cultures will be bigger and the understanding of immigration populations and the perceptions of the migrants will be more understandable for the host society (Ministerie van Onderwijs, Cultuur en Wetenschap, 2008). This master thesis tries to contribute to the understandings of the Dutch education curriculum, by giving an overview of the education material about the theme international migration in the Dutch education curriculum. One of the objectives of this research is to provide an overview of the education material about the theme international migration. This is an explorative research on the influence that education has on the perception about migration of students.

This research will also contribute to a better understanding of the different levels of the curriculum, which could lead to a smooth transition from secondary education to higher education. Expectations of higher education can be adjusted to the learning outcomes of secondary education. Next to this, this research will give an insight of the effects education has on the perception of students.

## **2.4 Research objective**

The aim of this master thesis is to get an overview of how international migration is integrated in the Dutch secondary education curriculum. This thesis gives a better insight in the different levels of the curriculum and how international migration is integrated within these levels. There

will be looked at different levels of the curriculum through the concept of international migration in the secondary education system. Subject of this research are the higher classes from the havo schools in the Netherlands. In order to reach this goal, the central research question that will be addressed is as follows:

*How is the theme 'international migration' integrated in the course geography in the Dutch secondary education curriculum?*

To be able to answer this central research question, the next sub questions are elaborated:

1. *To what extent is the theme 'international migration' integrated in the written curriculum?*
2. *In what form is the theme 'international migration' provided in the perceived curriculum by teachers?*
3. *What is the experience of students about international migration in the experienced curriculum?*

The first sub question will focus on the written curriculum. Focus will be on the syllabuses and exam programs within this written curriculum, also the textbooks of the different methods will be analysed. The second sub question is more focused on the interpreted and experienced curriculum. This will be viewed from the teachers point of view; ideas and experiences of the teachers about the theme international migration integrated in the curriculum and study material. And the last sub question will be focused on the experiences of the students in the experienced curriculum. What did the students learn from the education curriculum? And what is their opinion about it? The comparison between the different levels of the curriculum will give an insight into the imaginary curriculum, with the ideological view of the curriculum and an ideological view of the society. The central research question will be answered by comparing the different levels of the curriculum and experiences of teachers and students.

### 3 Theoretical and analytical framework

In this chapter, the concepts that are used during this research will be defined and theories of the research field will be critically discussed. A framework in which this research is conducted will be presented.

#### 3.1 Concepts

##### 3.1.1 *International migration*

Human beings have always moved around the world in search for new opportunities and better possibilities, or to escape from poverty, conflict or environmental degradation (Castles et al., 2014). Migration is a fundamental element of determining the population growth, together with fertility and mortality rates, and influences the structure of an area (Johnston et al., 1988). The globalising world has contributed to making migration movements easier. There are a lot of opportunities for the mobility within a globalising economy (Castles et al., 2014). But as already told in paragraph 2.1, the globalising world can also make it harder to mobilise.

Not only the conditions at home makes migrants move, the so-called push factors, but there are also pull factors that make migrants want to move. The opportunities for a better life and better possibilities or a better lifestyle elsewhere can also make them want to go somewhere else (Castles et al., 2014). Migration not only affects the migrants themselves, or the area they leave behind, but also the receiving societies (Castles et al., 2014). It can be said that international migration is part of a transnational shift that will change and reshape the societies and policies around the globe (Castles et al., 2014). *“The volume and complexity of migration often increases with development. This is because improved access to education and information, social capital and financial resources increases people’s aspirations and capabilities to migrate, while improved transport and communication also facilitate movement.”* (Castles et al., 2014, p. 25). Stated quite literally, international migration affects the societies and change the face of the societies, the cultural diversity is becoming common in receiving countries and the dilemmas of integration and social cohesion arise in the different states and communities (Castles et al., 2014).

According to Johnston et al. (1988) migration is a permanent or semi-permanent change of residence, at individual level or for a group of people. Mobility is a more general term than migration, covering all kinds of movements of whatever distance, duration or degree of permanence (Johnston et al., 1988). Looking at migration, scale is an essential criterion for classification, *“[...] so migration may be international, interregional, inter-urban, rural-urban or intra-urban. Other criteria include time (temporary/permanent); distance (long/short); decision making (voluntary/forced); numbers involved (individual/mass); social organization of migrants (family/clan/individuals); political organization (sponsored/free); causes (economical/social); and aims (conservative/innovative).”* (Johnston et al., 1988, p.297).

The complexity of migration has increased; nowadays there are a lot of different definitions and different kinds of migration. This research will look at international migration in relation to education. By international migration in this research is meant the permanent or semi-permanent change of residence, at individual level or of a group of people, whereby they cross borders, from one country to another. Education about international migration would be interesting to look, because within international migration, a lot of different cultures, lifestyles and residences are related to each other.



### 3.1.2 Education curriculum

*“The central task of education and, therefore, of schools, is to develop men of good will who do not cheat or steal or kill – universal individuals who value as one both self and all mankind, sensing immortality as the idea of mankind and not the fact of men.”* (Goodlad, 1966, p. 3).

This statement of Goodlad (1966) shows the socialistic view of education. According to Goodlad (1966), schools must teach their students the method of intelligence and “[...] *the tasks of learning must be organized around ‘the significant problems of a changing world society’*” (p. 8). Goodlad refers to the important social skills students need to learn within the education system.

The education curriculum includes the content of the education, all the courses and the content of those courses that are included in the education program (Ministerie van Onderwijs, Cultuur en Wetenschap, 2015a). According to Goodlad (1979), the curriculum development is to improve the knowledge, skills and attitudes of human beings. *“The problem of curriculum is to economize scarce learning potential by making the most judicious and appropriate selection of study content. Human intelligence is too rare and precious a thing to squander on a haphazard program of instruction.”* (P.H. Phenix, 1958 in Goodlad, 1966, p. 13). The education curriculum consists of political-social, and technical-professional interests, problems, issues and complexities, wherein is tried for decision-making in those different fields. According to Goodlad (1979), perhaps this is the least well developed and productive domain of the education curriculum. The main focus of the Dutch education curriculum is the efficiency of the learning process, where it should be about the awareness and empathy of the students.

The education curriculum in the Netherlands is developed through cooperation between the government, schools and teachers, whereby the government established the formal education curriculum (Ministerie van Onderwijs, Cultuur en Wetenschap, 2015a). In the senior classes of secondary education in the Netherlands, the formal curriculum is stated by learning outcomes. The schools are individually responsible for developing a good education program where those learning outcomes of the formal curriculum are well represented. The education curriculum is the content of the material that is presented to the students. This could be different at every school, because the schools are free to develop the way in how they will educate the learning outcomes of the formal education curriculum to their students (Ministerie van Onderwijs, Cultuur en Wetenschap, 2015a).

#### 3.1.2.1 Different forms of the education curriculum

Goodlad states that there are different kinds of curricula. *“Curricula of intentions are developed in different locales, usually with different actors at each locale.”* (Goodlad, 1979, p. 21). There are for example the formal curriculum, the operational curriculum and the experienced curriculum where Goodlad (1979) makes differentiation. It is important, according to Goodlad (1979) to keep in mind that none of these curricula is the strict ‘real’ one, all of them are the official curricula, but they all are experienced differently. The curriculum is always a subject to change.

According to Kamp (2000), it is interesting to see to what extent the scientific structure of knowledge is important for the structure in the education curriculum. The government has the biggest say in the development of the education curriculum in the Netherlands and largely determines which learning outcomes are in the exam program. But the writers of the methods and the teachers are the ones that give structure to the curriculum (Kamp, 2000). Goodlad was



one of the founders who created different configurations of the education curricula (Kamp, 2000). Those different forms are divided in seven different levels of the curriculum in Kamp (2000) his book. Goodlad himself talks about five different levels of the curriculum in his 'Curriculum inquiry' (1979). For this research, the different levels of the curriculum from Kamp (2000), as shown in Figure 1 are used.

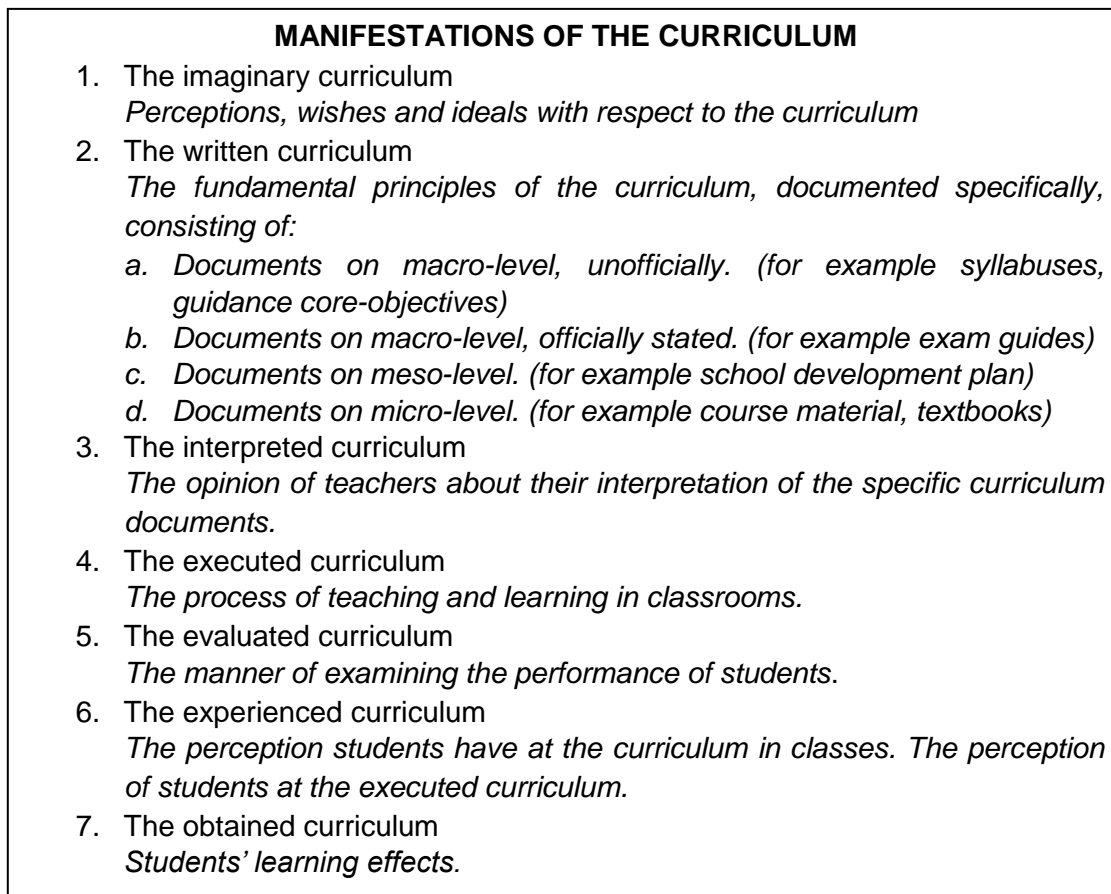


Figure 1; Manifestations of the curriculum. Translated from Kamp (2000, p. 14).

The first form of the curriculum is the imaginary curriculum, what Goodlad would call the ideological or idealistic curriculum. Within this curriculum Goodlad meant a concrete document with a concrete learning plan (Kamp, 2000). “*One determines the contents of ideological curricula by examining textbooks, workbooks, teacher’s guides, and the like.*” (Goodlad, 1979, p. 60). In this learning plan, the ideological wishes and perceptions are shown and combined. There could be stated that the imaginary curriculum provides the collection of the perceptions of different groups. The outcome of the cultural-pedagogical discussion and the sign of the zeitgeist is captured in the imaginary curriculum.

The second form of the curriculum is the written curriculum. Here it is about the different forms of the written material about the curriculum. These may vary within the different levels in the education system (Kamp, 2000). The way in which the learning outcomes of the imaginary curriculum are written down in the education material could be variable. At the end, it is about the presence of the learning outcomes in the material and the knowledge about these learning outcomes for the students at their final exams.

The third curriculum in this figure is the interpreted curriculum, or the perceived curriculum as Goodlad calls it. Within this interpreted curriculum, the teachers can influence the curriculum. The way how they interpret the imaginary curriculum could be different from

one or another. *“What has been officially approved for instruction and learning is not necessarily what various interested persons and groups perceive in their minds to be the curriculum. Parents differ widely on what they think their school teach and differ perhaps even more widely in their reactions to what they perceive.”* (Goodlad, 1979, p. 61-62). But teachers are the ones who have the most influence in the interpreted curriculum, directly as well as indirectly.

The implemented curriculum is the fourth one in the figure of Kamp (2000). Also here, it is about how the teacher translate the written curriculum into their classes and how they translate it to educational material for their students (Kamp, 2000). The fifth curriculum is the examined curriculum, where the method of testing is important (Kamp, 2000).

The experienced curriculum is about the experiences of the students (Kamp, 2000). It is about how the students experience the education material and what they actually learn from it. The question is if this is comparable to the first, the written, curriculum. The way in how the students experiences the curriculum and the way in how the curriculum is tested are intertwined with each other (Kamp, 2000; Goodlad 1979). Those different levels of the curriculum are hard to test, *“One does not get far into thinking about the experienced curriculum, let alone inquiring seriously into this domain, before being overwhelmed by the myriad of problems of ‘deliberation and tactic.’”* (Goodlad, 1979, p. 64).

The last one is the learned curriculum. It is about the learning effects of the curriculum to the students (Kamp, 2000). At the end, it is hard to measure what the students actually learned from the curriculum and if the written curriculum and the learned curriculum have enough similarities to call it a success.

### **3.1.3 Dutch secondary education**

Compulsory education in the Netherlands starts with the age of five years old, but most of the children enter primary education when they are four years old (OECD, 2016). Education is compulsory in the Netherlands till the age of eighteen years old. After primary school students enter different types of secondary education, which is based on the advice of the primary school teachers. In the Netherlands, there are three types of secondary education; lower general secondary education (the Dutch vmbo), senior general secondary education (the Dutch havo) and pre-university education (the Dutch vwo) ((OECD, 2016; Ministerie van Onderwijs, Cultuur en Wetenschap, 2015c).

The lower general secondary education is offered in different levels. There is the theoretical programme and the combined programme which give access to vocational education. The senior general secondary education and the pre-university education are education levels where students are prepared for university entry (OECD, 2016). Because in these levels of education more theory is included and students should follow more years of education to finish their school, in the end it is asked to have more theoretical knowledge when they are leaving the school.

## **3.2 Theoretical framework**

### **3.2.1 Framework**

Migration can have different influences and effects on different societies, not only the societies where the migrants are migrating from, but also the receiving society will be affected by the migration movements (Castles et al., 2014). It could be stated that migration belongs to the

umbrella term citizenship (Castles et al., 2014). Citizenship is about the common foundation of different groups, with different ethnicities, gender and race (Turner, 1997). When more people are moving and migrating, the diversity of a society will increase. With the globalising world and the increasing migration movements, *“The idea of citizenship is a central aspect of the modern struggle for democracy and an essential concept for the analysis of international conflict over scarce resources within a world economy.”* (Turner, 1997, p. 17). The critical dimension of citizenship can be seen as the agency to look critical from different perspectives to societal issues (Ledoux et al., 2011). According to Green et al. (2006), the European Commission has a model of social Europe and a *raison d’être* of integration and always has promoted by education the concern of social solidarity.

In the past decennia citizenship and global citizenship became compulsory in the education curriculum at primary and secondary schools in most of European countries (Ledoux et al., 2011). This does not mean that every country and every school also implemented this concept. By teaching the students the different dimensions of citizenship and the different perspectives from which you can look at migration issues, their perception will change (Ledoux et al., 2006). Thus *“education [is] a crucial incubator of traits of individual trust, tolerance, and civic participation which are said to underpin the relations of reciprocity in well-functioning participative communities.”* (Green et al., 2006, p. 3).

Increasing the individual general awareness through more education about migration issues, will have indirect influence on the perception of individuals, which will affect the social cohesion indirect in a country. *“The role of education in promoting social cohesion has been construed in a multitude of ways by different historical groups, political ideologies, and state regimes.”* (Green et al., 2006, p. 22).

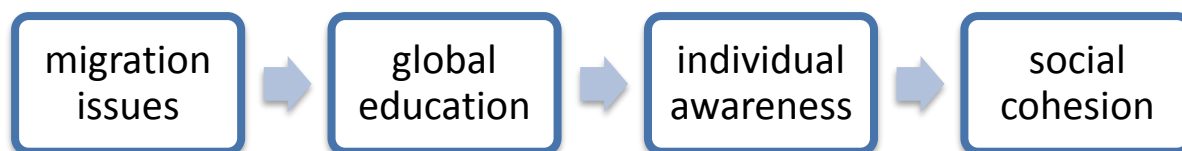


Figure 2; Framework

Figure 2 shows the theoretical framework where this master thesis is about. With this framework is tried to give a view of the indirect impact of integrating migration issues in the education curriculum on the individual awareness of people and the social cohesion of a society. When education about international migration is integrated in the education curriculum, the general awareness of students about international migration will increase and their perception will change (Ledoux et al., 2006).

This research will focus on the first links in this framework (Figure 2), how the theme international migration is integrated in the education material and how this affects the perception of the students. The internal purpose of this research is giving an overview of the different levels of the curriculum and comparing them to each other. The external purpose of this research is giving a contribution to the social cohesion in the Netherlands.

### 3.2.2 Social cohesion

According to Van Kempen and Bolt (2009) the most general meaning of the concept social cohesion refers to a kind of glue, holding society together. As Green et al. (2006) state in their book; social cohesion is a concept with a long history and a complex social thought, which is changing and moving because of the use and disuse with the changing globalising processes.

Social cohesion actually cannot be seen as a single concept, it is that much interrelated in different phenomena and models, that some major dimensions of social cohesion occupy different theoretical positions. (Kempen, van and Bolt, 2009). *“According to the influential work of Kearns and Forrest (2000), social cohesion comprises shared norms and values, social solidarity, social control, social networks, and a feeling of belonging to each other through a common identity and a strong bonding with the place where one lives.”* (Kempen, van and Bolt, 2009, p. 458). As Jensen states in the book of Green et al. (2006); social cohesion is just used to describe the process more than a condition, social cohesion is a sense of commitment and the capacity to live together in harmony. Increasing processes of globalisation and social pluralism call into question the concept of social cohesion and asks for a new focus for identity and engagement (Green et al., 2006).

Green et al. (2006) explain in their book ‘Education, equality and social cohesion’ the consistency of social cohesion and education. They explain the complexity of social cohesion and describe social cohesion as follows: *“In different contexts social cohesion may be used to emphasized: (1) shared norms and values; (2) a sense of shared identity or belonging to a common community; (3) a sense of continuity and stability; (4) a society with institutions for sharing risks and providing collective welfare; (5) equitable distribution of rights, opportunities, wealth and income; or (6) a strong civil society and active citizenry.”* (Green et al, 2006, p. 5).

Social cohesion is a concept that is individually interpreted differently in every situation. But all definitions have in common that the interrelated relations of norms and values, sense of community, equality and the influence of institutions are important.

### 3.2.3 Knowledge

To measure which part of the education material the students have learned within the course geography, it is needed to devise the concept knowledge. Knowledge is something everyone has, but can mean a lot of different things. *“In one sense, ‘to know’ means to have some special form of competence.”* (Lehrer, 2015, p. 3). According to Lehrer (2015), there are different kinds of knowing. The first meaning of know that is mentioned in the article of Lehrer (2015) is the one when a person is said to know how to do something, the competence sense of know that is usually involved. *“Another sense of ‘know’ is that in which the word means to be acquainted with something or someone.”* (Lehrer, 2015, p. 3). And the third sense of knowing which Lehrer (2015) describes, is when to know means recognizing something as information.

Plato had a view of knowledge, which is summarized by Trusted (1997) as follows:

*“(1) Knowledge is permanent and certain, i.e. it is not subject to correction. (2) It is not possible to claim knowledge on the basis of sense perception and therefore it is not possible to claim knowledge of any object or event in the material world. The best we can aspire to is true belief (right opinion). (3) True belief can guide us and can prompt the soul to remember the world of Universals. (4) Universals are eternal and changeless and therefore they can be objects of knowledge. (5) Universals cannot be perceived by the senses; it is only the intellect which makes us aware of them. (6) Thus we can know*

*only by virtue of our intellect, and by its capacity for recollection.*" (Trusted, 1997, p. 44).

According to Plato, we, human, can only know by virtue of our intellect and the capacity we have to recollect (Trusted, 1997). Lehrer agrees in here that the information we recognize, the capacity to collect, differs the characteristically human sort of knowledge from machines or animals (Lehrer, 2015). I would agree here with Plato, where he makes the distinction between opinion and knowledge (Trusted, 1997). Where opinion is about the objects which could be comprehended by sense of individual perception. And where the objects of knowledge were objects accessible only to the mind (Trusted, 1997).

According to Shulman, from the article of Ormrod and Cole (1996), teachers have three kinds of knowledge. The knowledge that matter about the subject they teach about, so-called content knowledge. The pedagogical knowledge, which is knowledge of general instructional strategies. And the pedagogical content knowledge, where the two are combined and the teacher is expected to have knowledge of specific strategies for teaching a specific subject matter. (Ormrod and Cole, 1996).

In order to make knowledge measurable in this research, we will use the taxonomy of educational objectives of Bloom by Krathwohl (2002). "*The taxonomy of educational objectives is a framework for classifying statements of what we expect or intend students to learn as a result of instruction.*" (Krathwohl, 2002, p. 212). The taxonomy table is shown in Figure 3, is a two-dimensional table, with the knowledge dimension and the cognitive process dimension. The intersection between the knowledge and the cognitive process dimensions, forms the cells. It is possible that within one row, objectives can be placed in more cells at the same time. This taxonomy shows that there are different levels of learning, understanding and knowledge. The knowledge dimensions consist of four different levels; the factual knowledge, which are the basic elements that students need to know to be acquainted with a discipline or solve problems in it (Krathwohl, 2002); the conceptual knowledge, in which is meant the interrelationships among the basic elements, seen within a bigger structure (Krathwohl, 2002); the procedural knowledge, about how to do something with methods, skills and techniques (Krathwohl, 2002); and the metacognitive knowledge, where the knowledge of cognition in general and awareness and knowledge of one's own cognition is intended (Krathwohl, 2002). This taxonomy assist to schedule education and to verify the effectiveness of the education system.

The Knowledge Dimension	The Cognitive Process Dimension					
	1. <i>Remember</i>	2. <i>Understand</i>	3. <i>Apply</i>	4. <i>Analyze</i>	5. <i>Evaluate</i>	6. <i>Create</i>
A. <i>Factual Knowledge</i>						
B. <i>Conceptual Knowledge</i>						
C. <i>Procedural Knowledge</i>						
D. <i>Metacognitive Knowledge</i>						

Figure 3; The cognitive domain from Krathwohl (2002, p. 216)

As shown in Figure 3 the vertical axis of the table shows the cognitive process dimension. Within this dimension, six different processes are mentioned. These processes represent different dimensions of reproducing the knowledge. Remembering, understanding, applying, analysing, evaluating and creating are the different dimensions mentioned in this table. The gradation of understanding the material and to do something with this knowledge increases from left side of the table to the right side. For example, remembering specific knowledge is easier than evaluating or creating specific knowledge.

The question is on which levels the students are expected to have knowledge. Which dimension of knowledge do they learn and how do they need to process this cognitively. To measure this knowledge and get a clear overview, the taxonomy of educational objectives table from Krathwohl (2002) will be used during the analysis of this research.

### 3.2.4 Individual awareness

To understand how the education material impacts the individual awareness of the students and the teachers, it is necessary to operationalise the concept individual awareness. In his taxonomy of educational objectives, Krathwohl et al. (1964) explains not only the cognitive domain of knowledge, how students process the education material and how this material effects their cognitive knowledge. He also describes the affective domain of the taxonomy of educational objectives (Krathwohl et al., 1964). With this pyramid of processes in the affective domain, Krathwohl et al. (1964) gives a good view of the different layers within the individual's mind.

Krathwohl et al. (1964) make a clear overview of the different levels of the impact affective learning has on the students relative to their attitudes of awareness, interests, attention, concern, responsibility and the ability to listen and respond in interactions (Krathwohl et al., 1964). Five categories are made within this taxonomy, arranged along a continuum of internalisation from lowest to highest. Figure 4 shows the five categories in the right order. Could be stated that this affective domain of Krathwohl et al. (1964) is a good way to look at the awareness of individuals. The taxonomy of affective domain of Krathwohl is focused on the affective domain in the learning process.



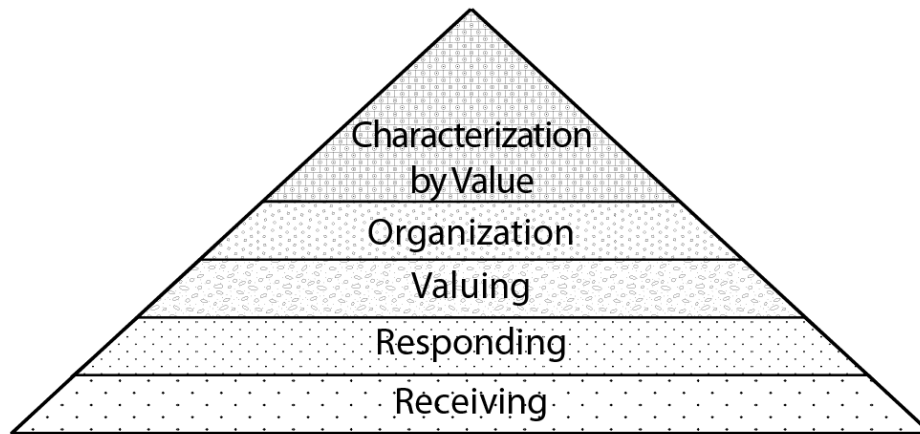


Figure 4; The affective domain of Krathwohl et al. (1964)

Receiving is the first layer of the pyramid, and represents the lowest level of learning outcomes in the affective domain. Receiving refers to the student's willingness to attend to particular phenomena or stimuli (Krathwohl et al., 1964). Being aware of the situation, phenomenon, object or stage of affairs is almost a cognitive behaviour, but attends to this first layer. Responding is the next layer, where the student is expected to not only attending the phenomenon, but also asks the student to respond to it in some way. *"The student makes the response, but he has not fully accepted the necessity for doing so."* (Krathwohl et al., 1964, p. 179). Responding is followed by valuing, valuing is concerned with the worth or value a student attaches to a particular object, phenomenon or behaviour. An important element within this process of valuing, is the individual's commitment to the underlying value guiding the behaviour (Krathwohl et al., 1964). Valuing is based on the internalisation of a set of specified values, but clues to these values are expressed in the student's overt behaviour (Krathwohl et al., 1964). Higher in the ranking states organisation. *"As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus, necessity arises for the organization of the values into a system, the determination of the interrelationships among them, and the establishment of the dominant and pervasive ones."* (Krathwohl et al., 1964, p. 182). The last one in the hierarchy of the learning processes in the affective domain is the characterisation by a value or a value set. *"At this level of internalization the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challenged."* (Krathwohl et al., 1964, p. 184). Within this stage, the individual is able to use an objective approach in problem solving and displays a professional commitment to ethical practice on daily basis.

### 3.2.5 Global education

UNESCO (n.d.) states in their article that qualitative good education not only includes basic skills but also includes a sense of global citizenship. Qualitative good education also brings a general awareness about differences between cultures to the students (UNESCO, n.d.). As the Dutch government stated in their policy about the education system, they want to focus in

the next years on the quality of the offered education in the Netherlands (Ministerie van Onderwijs, Cultuur en Wetenschap, 2015b).

In the literature about migration, global citizenship and globalising issues, global education is a term that is often mentioned and used. As Holden and Hicks (2007) explain in their article: *“Global education involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological. Global education also involves learning to understand and appreciate our neighbours with different cultural backgrounds from ours; to see the world through the eyes of others; and to realise that other people of the world need and want much the same things (Tye, 1999: 17).”* (Holden and Hicks, 2007, p. 2). Global education is based on the differences between cultures and the democracy and tolerance that is related to these differences, global education is based on the principles of co-operation and non-violence by respecting human rights (Ibrahim, 2005).



## 4 Research methods

### 4.1 Research settings and context

For this thesis a mixed method approach is used, quantitative as well as qualitative research methods are needed to reach a verified answer on the sub questions and the central research question. Methods that are used within this research are semi-structured interviews and questionnaires, but also analysis of documentation. With the semi-structured interviews, a more in-depth view from the teachers will become clear, whereas the questionnaires among the students will give a clear overview of the demand side of the theme international migration in the global education question.

According to Bryman (2012) these two research methodologies “[...] can be fruitfully combined within a single project” (Bryman, 2012, p. 39). By using both qualitative as well as quantitative research methods, they will complement each other and the results of this research will be more reliable.

#### 4.1.1 Course geography

This master thesis is focused on the course geography within the education system ‘hoger algemeen voortgezet onderwijs’ (havo) in the Netherlands. The theme international migration could be subject in a lot of courses within the secondary education, like in lessons history, geography, social sciences, economy and even lessons Dutch and English could mention the theme international migration. The course geography has been chosen for this research. As the Commissie Aardrijkskunde Tweede Fase (2003) states in their article, geography is a course which has the task to orientate the students about the world in which they grow up and function. Globalisation is a key concept in this process. Students should learn about different areas with their own features and starting points, with their effects on the globalisation process (Commissie Aardrijkskunde Tweede Fase, 2003).

The aim of this research is to map the education material about the theme international migration within the course geography. This will contribute to an overview about the transition and expectations between the course geography on secondary level and geography studies at university level. International migration is one of the processes that is a cause and a result of the globalisation process. From the view of a geographer, international migration is for sure a key subject within the geography.

#### 4.1.2 Education level – havo

For this master thesis, is chosen to conduct a questionnaire in the senior classes of the havo education level. In the senior classes students should choose specific courses, a so-called track. Within the senior classes, the courses the students follow are more specific and elaborate into the study material.

Although it would have been interesting to see what is educated at the ‘voorbereidend middelbaar beroepsonderwijs’ (vmbo) level and the ‘voorbereidend wetenschappelijk onderwijs’ (vwo) level about international migration, but due to lack of time the research is restricted to the havo education level. Within the havo education level, study material is more specific and the connection with higher education is interesting to study, seen from the viewpoint of my internship at the Radboud Teachers Academy. After scanning the written curriculum of havo as well as the written curriculum of the vwo level, not the textbooks, is chosen to do research at the havo level. The written curriculum of the vwo level did not show

any connection with migration at all. The concept 'globalisation' was mentioned twice, but there was no clear connection with migration. In the written curriculum of the havo level, international migration was not mentioned either, but there were more connections to migration made than within the curriculum of the vwo level.

#### **4.1.3 Participating teachers**

Of course there are many different teachers in the Dutch education system. These differences ought to be taken into account. Different people could influence on how they interpreted the written curriculum and translate this into the education material in class. The differences which will be focused on within this research are the experience the teachers have, how many years they already teach students, the background education they have had, which level of classes of students they teach, if they are actively involved within trade unions or the 'Koninklijk Nederlands Aardrijkskunde Genootschap' (KNAG) and the perception about (international) migration issues of the teachers is important to take into account.

Their own background education could be of influence on the interests they have and the way how they teach material to their students. The experience they have to teach is of importance, because experience will influence them in future teaching. The classes they have in front of them also affect the lessons and the material that is handed out to the students. And the activities of the teachers out of the classrooms and out of their schools, like within trade unions will tell something about for which issues they stand for and what the personal interests of them are. These personal interests will always affect the lessons.

#### **4.1.4 Education material**

The material that is to be studied are the different levels of the curriculum of the course geography within the secondary education, at the senior classes of the level havo. The written curriculum that is been studied is the curriculum of geography for havo. The curricula are openly accessible on the internet, <https://www.examenblad.nl/> with the elaborations of the curricula in the guidelines of the SLO (*Nationaal Expertisecentrum Leerplanontwikkeling*), which is also online openly accessible at <http://www.slo.nl/voortgezet/tweedefase/schoolexamen/handreikingen/>.

Next to these curricula, the textbooks will be studied. In the senior classes of havo, there are three different teaching methods books; *Wereldwijs*, *De Geo* and *BuiteNLand*. Those three teaching methods will be compared with each other and in this research, will be looked at the different ways in which the methods are used in the perceived and executive curriculum.

#### **4.1.5 Written, perceived and experienced curriculum**

As already shown in paragraph 3.1.2.1, there are different levels of the curriculum. In this research three of them are chosen. To get a good view of the curriculum in practice, the written curriculum will be studied first. There will be a descriptive chapter about the curriculum which is given by the government with the different learning outcomes for the exams. Next to this, the different education material will be studied and described as well.

The second curriculum that is used for this research is the perceived curriculum. From this curriculum, the influence of the teachers on the education material is assessed. Research will show which components of the written curriculum teachers find important and which components they do not pay much attention to. What the teachers' opinion is about the written curriculum will also be examined.

The last curriculum that will be used during this research is the experienced curriculum, i.e. the experiences of the students. What did they learn and how did they experience the material and the classes? Within this perspective will be looked at the opinions and experiences of the students about the study material.

Those three levels of the curriculum are chosen, because they are closely linked to the three actors that are subject of this research. The written curriculum, the teachers' perception and lessons and the students' experiences with the lessons and study material will be viewed within this research and be compared, in order to answer the three sub questions. The comparison between these three levels will give an insight into the imaginary curriculum, with the ideological view of the curriculum and an ideological view of the society.

#### **4.1.6 Knowledge**

As told in paragraph 3.2.3 to measure the knowledge students learn and the knowledge the teachers have and teach their students, the taxonomy of educational objectives of Krathwohl (2002) will be used during this research. The taxonomy of the cognitive domain of the educational objectives will help to map the knowledge of students and teachers.

The content knowledge, pedagogical knowledge and pedagogical content knowledge are significant for the teachers as seen in paragraph 3.2.3. Within this research the pedagogical knowledge of the teachers will not be tested. It will be asked during the interviews what the background education of the teachers is and how much experience they have, but there will not be searched for pedagogical skills and knowledge of the teachers. The content knowledge is more interesting within this research. The content knowledge about the theme international migration will be asked during the interviews, through questions about the theme migration and questions about organisations which are related to the theme international migration. The interview checklist will work towards questions about the theme international migration.

For the students Figure 3; The cognitive domain from Krathwohl (2002, p. 216) will be used to map the way in which they learn about the theme international migration. Within this cross-table of the cognitive process dimension and the knowledge dimension, a good view of the different levels of knowledge and how this knowledge is adapted cognitively seen, can be given. The questionnaires that will be handed out to the students will contain questions about the level of the cognitive process dimension. Analysing these questions will give a good overview of the different levels of the cognitive processes of the students. The knowledge dimension within this frame will also be questioned during the questionnaire. Bringing these two together in an analysis will give a view of the dimensions of knowledge from the students. To measure this knowledge different variables will be analysed; such as origin, the choice of which track they follow, year of study, personal interests, the role of the teacher. These variables will be measured with questionnaires, utilising closed questions and rating scales (Likert scale).

#### **4.1.7 Individual awareness**

To measure the individual awareness of the students and of the teachers, the taxonomy of Krathwohl et al. (1964) will be used. The different levels of the processes of the affective domain, as shown in Figure 4, will give a view of the individual awareness of the teachers and students. In order to measure these, questions about the level of the process of affective learning will be asked during the interviews and the questionnaires, applied on themes of international migration.

The individual awareness of the teachers towards the existing material about the theme international migration will be asked, they will be asked about their perception of the written curriculum, the existing education material and their perception towards the theme international migration in general. Important to consider here is the background education of the teachers and the activity in trade unions and organisations outside their schools. The individual awareness of the students towards the existing material about the theme international migration will be asked too, as well as the content of the lessons, and their personal interest about the theme international migration in general. Important to consider here is the origin of the students, their interests for traveling and interests in foreign cultures.

## **4.2 Methodology**

### **4.2.1 *Written curriculum***

The written curriculum will be assessed through descriptive analyses. Through studying the education material and the written curriculum, including the guidelines about the curricula, an overview of the material will be made. With a descriptive analysis, an overview will be made of the volume in which the theme international migration is mentioned. The depth of the material will be noticed as well. There will be looked if the theme international migration is mentioned as a main topic or as a sub topic, in which way it is mentioned in the material, and how the concepts are used and mentioned in the books. This will be analysed through the taxonomy of Krathwohl, the cognitive dimension process as well as the affective dimensions.

### **4.2.2 *Sampling***

#### **4.2.2.1 *Teachers***

The theoretical population that is used for this research are all teachers who teach the course geography at secondary schools in the Netherlands to the year 4 and 5 of the havo level. To get a study population, the selection criteria for the teachers are that they have a first-degree for teaching geography. A first-degree in the Netherlands means that they are certificated to teach in the senior classes of the levels havo and vwo, this means 4 and 5 havo and 4,5, and 6 vwo. And that they work at schools which follow the regular curriculum. The sampling frame, through which I got access to my sample, is through my connection at the Radboud Teachers Academy. The geography teachers who are in the network of the Radboud Teachers Academy and meet the requirements to be in the study population, were contacted and invited for participating the research due to interviews. The ones that reacted positively on this personal invitation, are the sample that is used for this research.

The sample consist of 6 teachers, which educate geography to year 4 and 5 of the havo level at secondary schools in the Netherlands. They all are in the region of Nijmegen, Gelderland. The schools follow the regular curriculum.

#### **4.2.2.2 *Students***

The theoretical population of the students that is used for this research is all students that attend to be in the 4<sup>th</sup> or 5<sup>th</sup> year of the havo education level in the Netherlands and follow the course geography, at schools which follow the regular curriculum. The study population equals the theoretical population. The sampling frame that is used here are the teachers that attend the interviews.

The sample of students consist 5 classes of geography at the havo level. These are 5 classes of different schools with different teachers. All the students that attended the questionnaire were in year 4 of the havo level, at the moment of responding. In total, there are 98 students that attended the questionnaires.

#### **4.2.2.3 External validity**

The sampling of the teachers and students is not a random sampling. Which means that the external validity is not valid. Meaning that the conclusions of the research cannot be generalised. However, the conclusions of this research can be interesting and will say something about the education methods, books and ideas of teachers and students about the theme international migration. The only thing that need to be taken into account is the outcome cannot be generalised to a national level of education in the Netherlands, because the sampling was not random for this research.

#### **4.2.3 Interviews**

In order to answer the second sub question, semi-structured interviews will be used to get a good view about the opinions and ideas of the interpretation from the teachers of the written curriculum into the perceived curriculum. The interviews will be conducted by 6 teachers.

To get a clear overview of the opinions of different teachers about the subject of international migration in the education curriculum, semi-structured interviews will be conducted. Semi-structured interviews have some degree of predetermined order, but are also flexible in the way the issues and questions are addressed by the informant. It is about the interaction between the interviewee and the interviewer (Clifford, French, Valentine, 2010). A checklist will be used during these interviews.

Those semi-structured interviews will give a better interpretation about the opinions and ideas of the teachers in relation to the theme international migration in the education curriculum of geography. To make sure that the same questions and themes are asked to all the respondents, a checklist will be used during the interviews. These interviews will be done at the schools where the teachers are working. How long on average one semi-structured interview will take, needs to be checked during a pre-test. The interviews will be recorded if the respondents do not disagree on that.

The interviews will measure objective as well as subjective variables. Looking at the objective point of view, the focus is on the variables of volume and the education methods about the theme international migration. With the interviews the teachers will also be questioned about the subjective way of looking at the theme international migration. This is about the pedagogical content knowledge as told before in paragraph 4.1.6. From the subjective point of view will be looked at the interpretation from the teachers about the education material and information about the theme international migration. Also the different aspects (economic, cultural, social, humanitarian) of international migration will be considered; which aspects are paid attention to and why has the teacher chosen for this specific point of view.

The semi-structured interviews with the teachers will be transcribed and encoded. Which will give a view about the methods teachers use in their classes to bring the material from the written curriculum, via the perceived curriculum, into the executive curriculum.

#### 4.2.4 Questionnaires

The third sub question will be answered by quantitative research method, namely through questionnaires. As Clifford et al. (2010) explain in their book, a questionnaire research is useful for electing peoples' opinions and ideas about social, political or environmental issues. Questionnaires can gather information from large samples, among different population groups (Clifford, French, Valentine, 2010). *"Surveys remain the most efficient and effective tool for collecting population-based information."* (Clifford, French, Valentine, 2010, p. 87). Questionnaires are useful to incorporate both fixed and open questions.

The questionnaires that will be handed out contains closed questions. Most of the questions will measure ordinal information, some of them will measure nominal information. First, the students will be asked about their gender, age, year of education they attend to, which track they have chosen, etcetera. These questions will contain information on a nominal measure level. The other questions, about the different levels of the curriculum and the education material about the theme international migration will contain information that can be measured on an ordinal scale. Students will be asked about the quality of the education material and the lessons. How they experience the education about the theme international migration. In these questions, the differences between the scales are not meaningful, the Likert scale is used to measure the experiences of the students. With this Likert scale, the data can be analysed by SPSS through frequencies analysis and crosstabulations.

The questionnaires will contain different variables to measure the knowledge and perception of the students. There will be questions to measure objective as well as subjective information. Objective information will be gathered through questions about the volume in which the theme international migration is mentioned, as even in which courses the theme is mentioned. Subjective information will be contained with questions about the opinion of the students of the education material and classes. Personal interests and ideas of importance of the theme international migration in the education material of the students will be asked, which affect probably the experience of the education material about these issues and concepts. The ideas about the quality of the education material and the classes will also be asked at the students.

The questionnaires will be handed out to the students after the interview with their teacher already took place. From every teacher I interviewed, one classroom will be chosen to participate with the questionnaires. Taken on average a classroom is between 20 and 30 students, there will be a respondent group around 150 students. The questionnaires will be filled out online at computers or smartphones at their own schools. I personally will be present at the moment when the students fill out the questionnaires. The questionnaires need to be answered and filled by the students themselves. Some questions can be seen as personal or sensitive, the questionnaires will be handled anonymously. According to Garth (2008), self-administered questionnaires reduce the chance of bias sneaking in via the interviewer but is at the expense of having the interviewer present to illustrate the questions.

The spoken and written language is an important issue here, because the research will be carried out at Dutch secondary schools, where the main language is Dutch. The questionnaires will be written in Dutch. Within my analyses the data and the concepts will be translated into English to analyse them.



## **4.3 Reflection on methodology**

### **4.3.1 *Ethical dilemmas***

It is important to stay neutral in the process during the research. There are different dilemmas to be aware of.

When using the interviews as a method to gather my data from the teachers, it is needed to consider that the semi-structured interviews can be influenced by the interviewer as well as by the interviewee. Because there is only a checklist with questions, the interviewee can control the interview by giving specific guided answers to the questions. The interviewer can also control the interview by asking controlled questions. The interaction between the interviewer and the interviewee can be of added value for the interview, but at the same time it is a point of attention. It is important to make sure to gather the information you need for your research and do not let the interviewee lead his own way.

Another issue to be aware of is where and how to hand out the questionnaires to the students. It is important to consider that the questionnaire could contain sensitive questions for the students as well as for the teachers. The questionnaires will be filled in anonymously, which will give the students more space to answer honestly.

### **4.3.2 *Confidentiality***

Maintaining the privacy and confidentiality for the participants will help them protect against potential threats. The questionnaires will be filled out anonymously, so there will not be any threats to personal opinions or meanings. The interviews will also be worked out anonymously. The information students as well as the teachers give, will be professionally handled with care and confidentiality. Their names and contact details will not be used in the analyses. The gathered data will be saved in a closed folder on my hard disc. Only my supervisor and I will be able to see the data files with names and personal data. In the analyses of my research personal data will not be used and data will be worked out anonymously.





## 5 Written curriculum

### 5.1 Written curriculum of geography havo

The written curriculum of the course geography for the havo level in the Dutch education system, is 3 pages long (College van toetsen en examens, 2016a). There has been made a distinction between six different domains, namely; skills, world, earth, developing countries, environment, and orientation to study and profession. In this curriculum, these six domains are briefly described, where in the syllabus the material is further explained. Within this written curriculum, some domains and subdivided subjects need to be handled in the central exam, and some of them need to be handled in the school exams (College van toetsen en examens, 2016a).

In this written curriculum, the only interfaces that can be linked to the theme international migration are covered in the domain 'world'. In the domain 'world', the concept international migration is not mentioned literally, but the concept globalisation and the relation between demographic, economic and socio-cultural area-characteristics are mentioned and could be linked to international migration.

The concept international migration is nowhere literally mentioned within the written curriculum. There are no direct links to this theme. Depending on the way how this written curriculum is elaborated in the study material, there is a change that international migration is part of the material that the schools provide to their students.

#### 5.1.1 Syllabus central exam 2016

Within the 'central exam 2016' syllabus, the curriculum for the central exam is worked out (College voor examens, 2014a). Next to the exam requirements, this syllabus also contains information about the central exam like specifications about the exam material, authorised devices, and notes on the questions (College voor examens, 2014a). "*Therefore a syllabus is a tool for those who prepare themselves or others on the central exam.*"<sup>1</sup> (College voor examens, 2014a, p. 6).

As seen in the written curriculum, the first domain, A, about skills has nothing to do with the theme international migration. Domain B, about the world, has some connections with international migration, as expected. Within the central exam, the students are expected to have knowledge about the relation between demographic, economic and socio-cultural area-characteristics, important concepts herein are population distribution, urbanisation, population density and population growth. They are also expected to have knowledge about the global relationship patterns of investments, trade and migration. Here international migration movements from 'the North' to 'the South' and the international migration movements from 'the South' to 'the South' with economic developments are mentioned (College voor examens, 2014a, p. 19).

These abovementioned concepts are indirectly linked to the theme international migration. The students are required to be able to make comparisons between countries and their cultural habits, where is mentioned that cultural borders are fading through current migration movements (College voor examens, 2014a). The question is how these concepts are worked out in the textbooks, because there is a (indirect) connection with the theme international migration, does not mean this connection is mentioned and explained.

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<sup>1</sup> Original quote: "*Een syllabus is zodoende een hulpmiddel voor degenen die anderen of zichzelf op een centraal examen voorbereiden.*" (College van toetsen en examens, 2016a, p. 6).

Domain C about the earth, has no connection to the theme international migration. This domain is more focused on the physiological part of geography. Domain D is about the development countries. Which is focused on the country Indonesia. In this domain, the theme migration is also mentioned. The students are expected to have knowledge about the demographic area-characteristics of Indonesia with the selectivity of migration and about the transmigration in Indonesia which lead to the so-called Javanisation (College voor examens, 2014a, p. 28-29). These concepts are about migration (within Indonesia), but not about international migration.

Within domain E, environment, and F, orientation to study and profession, there is nothing mentioned around the theme international migration (College voor examens, 2014a).

## **5.2 School exam guide havo/vwo**

In the school exam guide, the written curriculum is further explained and worked out for the teachers to understand what and how they can teach the mandatory material for the course geography. This exam guide is just a directive and is not mandatory for the teachers to follow. It is just to give them inspiration and suggestions about how they can implement the study material described in the syllabus in their classes and colleges (Ankoné and van der Vaart, 2007).

The concepts migration and globalisation are mentioned in the second domain about world. The case of the border area of Mexico and the United States is further worked out here. Legal and illegal migration is mentioned and how globalisation affects the area is mentioned as well (Ankoné and van der Vaart, 2007). In domain D about development countries, integration and assimilation are mentioned.

Furthermore, in this school exam guide examples are given to test the study material and how to grade. Also suggestions are made to adjust the material with other courses students follow and how schools can implement extra components in their curriculum.

## **5.3 Study material**

### **5.3.1 Wereldwijs – havo**

Their education material of Wereldwijs is divided in four domains: world, earth, Indonesia and environment. There are six books and every book consists of an orientation paragraph, theory paragraphs, repetition paragraphs, paragraphs to work with google earth, the atlas and a digital practice test.

#### **5.3.1.1 Wereld 1**

Textbook 'Wereld 1' is a book with only school exam material. The two chapters are about the border area between Mexico and the United States and the free trade and agriculture in Europe.

Chapter one starts with an introduction about the open borders within Europe and how easily you can get from the Netherlands to a neighbouring country. This chapter is about the border area between Mexico and the United States, where the contrast between Mexico and the United States was big, which caused extensive migration (Lentjes et al., 2011a, p. 7). Differences in the border area between Mexico and the United States are mentioned and the population density, population growth are mentioned as causes of the illegal migration. In paragraph 3 of chapter one a migration model is given and explained. The different micro-macro- and meso-level of migration are mentioned and explained (Lentjes et al., 2011a).

Paragraph 4 is about the development of Northern Mexico, the border areas became industrial development areas, where a lot of people migrate to (Lentjes et al, 2011a). The last paragraph of chapter one is about the industrialisation of the world economy, with a focus on the role of Mexico in this process. Migration is not mentioned here anymore (Lentjes et al., 2011a).

The second chapter of 'Wereld 1' (Lentjes et al., 2011a) is about the free trade and agriculture in Europe. Within this chapter no connection with (international) migration is made.

#### **5.3.1.2 Wereld 2**

The education material in textbook 'Wereld 2' is material for the central exam, this book also has two chapters. The first chapter is about the globalising world. The authors define the concept globalisation and explain this concept with some examples. They make the difference between internationalisation and globalisation. *"With every international border crossing activity, there is a kind of internationalisation going on. There is no need for worldwide consistency, which is needed for the process of globalisation."*<sup>2</sup> (Lentjes et al., 2011, p. 10). After explaining the concept of globalisation, chapter one shows the process of globalisation through a timeline. After showing globalisation through time, economic globalisation is explained. Paragraph 7 and 8 are about globalisation and culture. How globalisation affects cultures is shown (Lentjes et al., 2011b).

Chapter two of 'Wereld 2' is about how globalisation affects the societies of Great Britain and India. The theory which is explained in chapter one, is sampled on the cases of Great Britain and India. Paragraph four is especially focused on migration and the effects of migration for Great Britain (Lentjes et al., 2011b). Paragraph six is focused on the migration of and within India. Why people migrate in this country and what the effects of this migration are for the country (Lentjes et al., 2011b).

#### **5.3.1.3 Aarde 1**

The first textbook about the domain earth includes two chapters with study material for the central exam. These two chapters have no connection with (international) migration at all. This textbook contains the physiological geography. The first chapter is about the construction and the demolition of stone relief. The second chapter in this textbook is about the different kinds of climate in the world, and the development and changes of these climate. Also the different landscapes worldwide are described in this chapter.

#### **5.3.1.4 Aarde 2**

The second textbook about the domain earth includes two chapters with school exam material. These chapters are about the Mediterranean area with its different climates and soil areas and about the natural threats in the United States (Lentjes et al., 2012b). Within this textbook there is no connection made with the concept international migration.

#### **5.3.1.5 Indonesië**

Within this textbook concepts and theories are applied on the case of Indonesia. One chapter is study material for the central exam, the other one is material for the school exam (Lentjes et al., 2012c). The first chapter is about the natural resources and globalisation processes in the agriculture and economic sector in Indonesia. Cultural globalisation is mentioned here a few times. Transmigration is seen as a concept due to globalisation, mandatory by the government (Lentjes et al., 2012c). The second chapter is more about the natural disasters and the rain

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<sup>2</sup> Original quote: *"Elke internationale grensoverschrijdende activiteit is al een vorm van internationalisering. Er hoeft dus geen wereldwijde samenhang te ontstaan, zoals dat bij globalisering het geval is."* (Lentjes et al., 2011, p. 10).

forest of Indonesia. The conflicts between the different ethnic groups in the country are mentioned here. Migration is seen as a cause as well as an effect of the globalisation process (Lentjes et al., 2012c).

#### **5.3.1.6 Leefomgeving**

This textbook contains two chapters with study material for the central exam. The first chapter is about the environment in the Netherlands with flooding and climate change. There is no connection made with migration in this chapter. (Lentjes et al., 2012d). The second chapter is about the urban developments in the Netherlands. The quality of life within the different cities and the development of these cities (Lentjes et al., 2012d). Migration, internationalisation, segregation and polarisation are concepts that are mentioned in this chapter. But this is not directly connected to the international way of looking at these concepts. The theme international migration is not really touched here.

### **5.3.2 De Geo – havo**

De Geo is a method which produces study material for geography education in the senior classes of havo and vwo level.

#### **5.3.2.1 Wereld arm en rijk – leer/opdrachtenboek**

The text and learning book 'Wereld arm en rijk' from De Geo has four chapters. The first two chapters are material for the school exam, the other two are study material for the central exam.

The first chapter is about Mexico and the United States. The border area and the different worlds in this area. The history of the border area is explained and the economic development with its poverty is mentioned. There is not really a connection made with migration in this first chapter. The following chapter is about the migration between Mexico and the United States. The causes for migration from Mexico to the United States are mentioned here, and the economic development behind this migration (Bulthuis et al., 2011a). Chapter three and four are study material for the central exam. Chapter three starts with a comparison between richer and poorer countries, mentioning the gross national index to measure the purchase power people in a country have. The second paragraph is about the population growth and the population density, where the link with migration is made later in the paragraph (Bulthuis et al., 2011a). Following is a paragraph which explains the transition of countries through the globalisation processes. Chapter four shows the beforehand given concepts on the case of Great Britain and India. Migration is mentioned here sometimes, but the concept is not explained very explicit (Bulthuis et al., 2011a).

#### **5.3.2.2 Wereld/ Aarde (over)leven in Europa – leer/opdrachtenboek**

The second textbook of De Geo is about the domains world and earth. It has four chapters, which are all school exam education material. The first chapter mentions migration once, as a result of intensification and extension of the agriculture sector in the Netherlands. The other paragraphs of the first chapter are about the changing agricultural sector due to the globalisation process (Bulthuis et al., 2013a). The next chapter is a chapter about the agricultural business, how the farmer lives and earns their money, including the changes due to globalisation, modernisation and intensification (Bulthuis et al., 2013a). Chapter three of this textbook is about the Mediterranean area with its own climate and landscape (Bulthuis et al., 2013a). The last chapter of the book is physical geography. The chapter gives explanation about volcanoes and different ecosystems. There could be stated that in this textbook, there is

no connection made with migration. (International) migration is not explained and examples are not given.

### **5.3.2.3 *Systeem Aarde – leer/opdrachtenboek***

The first chapter of the textbook is a physical geographical chapter, study material for the central exam. It gives information about the world and his different continents. The movements of the different continents and volcanos are described in this first chapter. There is no connection made with the theme international migration. The second chapter is also study material for the central exam. And is about the construction and demolition of the landscapes. There are no connections made with migration here. Following is a chapter about different climates and landscapes, which is also study material for the central exam (Bulthuis et al., 2013c). The last chapter of this textbook is about natural disasters like hurricanes, earthquakes and tsunamis, with case-examples of the United States (Bulthuis et al., 2013c). Within this textbook, there is no connection made with the theme international migration.

### **5.3.2.4 *Wonen in Nederland – leer/opdrachtenboek***

All the four chapters in this textbook are study material for the central exam and are about the environment of the Netherlands. The first chapter describes the so-called river-landscape of the Netherlands. The second chapter explains about the river landscape and how to protect the below sea-level country, the Netherlands. (Bulthuis et al., 2013d). And about the international cooperation of the river policy. The other two chapters explain the life in a city. Cities and their environment, with their developments (Bulthuis et al., 2013d). Labour migration, assimilation, integration, polarisation and social cohesion are concepts that are mentioned in these last two chapters (Bulthuis et al., 2013d). Could be stated that the connection with migration and social cohesion is made within this textbook, but also here the theme international migration is not really reached.

### **5.3.2.5 *Gebieden Indonesië actueel – leer/opdrachtenboek***

This textbook is about the situation in Indonesia, how the nature affects the country, his inhabitants and how the external relations of the country are. The first chapter is central exam study material. It is about the physiological characteristics of Indonesia. Migration is mentioned once, when talked about the migration from the periphery to the cities, due to modernisation processes (Bulthuis et al., 2013b). Also the second chapter is material for the central exam. The political, cultural, economic, and demographic characteristics of the Indonesian population are given (Bulthuis et al., 2013b). Here migration waves are mentioned, but the concept is not really explained and illustrated. Chapter three is about the intern and extern relations of Indonesia. This chapter is also study material for the central exam. Migration is mentioned in this context as labour migration and selective migration. Also transmigration is mentioned here, the forced migration in Indonesia to redistribute the population (Bulthuis et al., 2013b). Following is chapter four, about the deforestation of Indonesia, there is no connection made with migration in this chapter. Chapter five is about the conflicts in Indonesia. The ethnic group of Chinese people who are a discriminated minority within the country, and the problem of the young developing state of Indonesia (Bulthuis et al., 2013b). Here the connection with migration is mentioned a few times, just like assimilation, integration, transmigration and voluntary migration (Bulthuis et al., 2013b).

### 5.3.3 BuiteNLand – havo

BuiteNLand is a method for the course geography for the junior classes as well as for the senior classes. The material for the senior classes on the havo level is divided in two textbooks. The method wants to focus on the worldview of students, the view of the Netherlands and wants to place the concepts in their own environment, according to the publishers.

#### 5.3.3.1 4 havo - Textbook

The textbook of BuiteNLand for schoolyear four at the level havo starts with a story about 5 friends who tried to cross the border between Mexico and the United States by swimming across a river by night (Bloothoofd et al., 2011). This is about illegal migration between Mexico and the United States. After this introduction story, the writers go further on the topic of population of a country and the population density. They also mention the differences between cultures and the interwoven cultures in border regions.

After this introduction, Bloothoofd et al. (2011) mention push and pull factors as causes of migration. Family reunion is also mentioned as a core cause of migration of women and children. This is the material that is mentioned about migration close to the border of Mexico and the United States. The study material of these first 4 paragraphs belong to the school exam.

Paragraphs 5 and 6 are about prosperity differences, where the distinction between rich and poor are causes for social and regional inequalities. And how these differences can be seen within the centre and periphery model (Bloothoofd et al., 2011). Paragraphs 7, 8 are about distribution of the population and the population density within a country.

Paragraph 9 starts with explaining the concept population density and the distribution pattern of the population within a country. Hence, they make the connection of distribution of the population and migration; *“The distribution pattern of the population is a moment shot. Through migration this pattern always changes. [...] Europe and the US are the most popular settlement areas to go for different groups; economic, political and ecological migrants.”*<sup>3</sup> (Bloothoofd et al., 2011, p. 19). After mentioning these different groups of migrants, Bloothoofd et al. (2008) insert the concepts push factors and pull factors. They also mention the political migrants, where they may claim a refugee status in the more developed and richer countries and labour migrants, which migrate also within the European Union (Bloothoofd et al., 2011).

Paragraphs 8, 9, and 10 are not about migration anymore. Paragraph 8 focuses on the population growth with a demographic transition model. Where paragraph 9 and 10 are about culture, religions, colonialism and developments and changes within these cultures. Chapter 1 finishes with paragraph 11 where examples about the distribution of the population, population density and population growth are given from Ghana and Tunisia.

After reading chapter 1 from the textbook BuiteNLand havo 4, we could state that the theme migration is well mentioned in this chapter. Different forms of migration and the effects they have on the population, the country, the culture, and the people are mentioned. Most of the concepts are mentioned in the paragraphs that are meant for the central exam (Bloothoofd et al., 2011).

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<sup>3</sup> Original quote: *“Het spreidingspatroon van de bevolking is een momentopname. Door migratie verandert het ‘plaatje’ voortdurend. [...] Europa en de VS blijven de populairste vestigingsgebieden voor de verschillende groepen; economische, politieke en ecologische migranten.”* (Bloothoofd et al., 2011, p. 19).



Chapter 2 from this textbook is about the earth, with their climates and landscapes (Bloothoofd et al., 2011). Within this chapter there is no connection mentioned with the theme international migration. Chapter 3 is about urban areas, only concepts are mentioned which are for the central exam (Bloothoofd et al., 2011). Chapter 3 has no direct connection with the theme international migration. Chapter 4 is a chapter about flooding, which is also only study material for the central exam and where is also no connection made with the theme international migration. The last chapter of this textbook is a research chapter, within this chapter the students need to do a research in their own region, about a geographical topic.

#### **5.3.3.2 5 havo – Textbook**

The textbook for the fifth year of the havo level, consists of 7 chapters. Chapter 1, 2 and 3 consist of new study material about the domains world, earth and environment. Chapters 4 till 7 are repetitions and exams trainings.

Chapter 1 is a chapter about globalisation. This chapter starts with a paragraph about the rising developing country China, where examples from globalising developments are mentioned (Berg, van de, et al., 2011). The second paragraph explains broadly the concept of globalisation; *“Within the geography course, we talk about globalization as a process whereas the interconnection between areas and societies increases.”*<sup>4</sup> (Berg, van de, et al., 2011, p. 8). They explain that globalisation has impact on different dimensions, like economic, political and sociocultural dimensions (Berg, van de, et al., 2011). In this paragraph, there is no connection made with the theme international migration.

Paragraphs 3 and 4 are about the globalisation of the world economy, the causes and consequences of the increasing, globalising world economy (Bosschaart et al., 2007). Which they illustrate with examples of Japan and China in paragraph 5. These paragraphs do not have any connection described with international migration. Paragraphs 6 and 7 are about the cultural and social globalisation of the world. Where in paragraph 7 the connection between globalisation and migration is made. Because of information from and knowledge about the other side of the world, people have the longing to migrate (Berg, van de, et al., 2011). Paragraph 8 is about the economic, cultural and social consequences of globalisation, where paragraph 9 gives examples of the globalised cultural and social world in Japan and China (Berg, van de, et al., 2011). Paragraphs 10, 11, 12 and 13 give examples of aforementioned cultural and social developments through the process of globalisation in India and Great-Britain. These paragraphs make the material described in the previous paragraphs more tangible.

The second half of chapter one are 5 paragraphs with material for the school exam. Paragraph 14, 15 and 16 are about agriculture and farming. Different patterns in the agriculture, development in agriculture, differences between Austria and the Netherlands, and organic agriculture are mentioned in these paragraphs. There are no links made with the theme international migration here (Berg, van de, et al., 2011).

After reading chapter 1 from the textbook BuitenLand havo 5, it could be stated that the theme migration is mentioned, but not often. Chapter 1 from the havo 4 textbook is more focused on the theme (international) migration. In chapter one from the havo 5 textbook,

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<sup>4</sup> Original quote: *“Bij aardrijkskunde bedoelen we met globalisering of mondialisering het proces waarbij de verwevenheid tussen gebieden en samenlevingen op aarde toeneemt.”* (Berg, van de, et al., 2011, p. 8).

migration is seen as a consequence of globalisation and the consequences of mixed cultures are mentioned (Berg, van de, et al., 2011).

Chapter 2 from this textbook is about the domain earth, concepts and subjects about volcanos, the structure of the earth, plate tectonics and volcanism, mountains, lowlands, natural disasters are the ones that are mentioned in chapter 2. There is no connection made with the theme international migration. Chapter 3 is about Indonesia. Here the concepts learned about in the previous chapters, are applied on the example country Indonesia, the different cultures, religions, but also the landscape and the structure of the earth with the natural disasters are mentioned (Berg, van de, et al., 2011). Paragraph 4 elaborates more on the inland migration of Indonesia, these are specific examples of migration (Berg, van de, et al., 2011). The paragraphs following are about the economic-geographical development of Indonesia and the globalising world and economy of Indonesia. The nature problems and the conflicts between different territories in Indonesia are the other subjects mentioned in chapter 3.

The last 4 chapters of this textbook are repetitions of the 4havo material, and about how to prepare for the exam. There is no new information mentioned for the students, but the theme migration is mentioned, like it was in the 4havo book.

## 5.4 Conclusion

As told in paragraph 5.3, the concept international migration is not literally mentioned often in the text books of the different methods. In the textbook 'Wereldwijs Wereld 2' international migration is mentioned once. In the textbook 'Wereldwijs Indonesië' international (labour)migration is also mentioned once. In the textbooks of the De Geo and BuiteNLand international migration is not literally mentioned at all.

Different forms of the concept migration are mentioned more often than the concept international migration. In the textbooks of Wereldwijs, migration is mentioned 23 times (11 times in Wereld 1, 6 times in Wereld 2, 5 times in Indonesië and once in Leefomgeving), 33 times in the textbooks of De Geo (21 times in Wereld arm en rijk, once in Wereld/aarde (over)leven in Europa, twice in Wonen in Nederland, and 9 times in Indonesië actueel), and 12 times in the textbooks of BuiteNLand (4 times in the textbook of 4havo and 8 times in the textbook of 5havo).

The concept of migrants is described and named a few times as well in the different textbooks. In the textbooks of Wereldwijs the concept migrants is mentioned 5 times (3 times in Wereld 2, once in Indonesië and once in Leefomgeving), in the books of De Geo migrants is mentioned 24 times (21 times in Wereld arm en rijk, once in Wonen in Nederland and twice in the book of Indonesië actueel), BuiteNLand has the concept of migrants mentioned 3 times in their books (twice in 4havo and twice in 5havo).

There is also looked at the concept globalisation, because this is most of the time connected with (international) migration. In the textbooks of Wereldwijs, globalisation is mentioned 17 times (10 times in Wereld 2, and 7 times in Indonesië). In the textbooks of De Geo, globalisation is mentioned 8 times (7 times in Wereld arm en rijk), like in the books of BuiteNLand, their globalisation is mentioned also 8 times (8 times in 5havo).

There are some more concepts which are connected to the theme international migration and that are mentioned in the textbooks. Which concepts these are and how much they are mentioned can be seen in Appendix A - summary concepts in textbooks.



## 6 Methodology and analytical approach

### 6.1 Volume

As seen in paragraph 5.4, the concept international migration is not mentioned often in all three different methods. Next to the theme international migration, also concepts like migration, globalisation, migrants, intern migration, segregation, assimilation and borders are mentioned in the textbooks. The different concepts are divided in 7 categories. Which are: general demographic knowledge, different forms of migration, migration concepts, internal migration, globalisation processes, social cohesion and identity, and international migration (Figure 5). With these

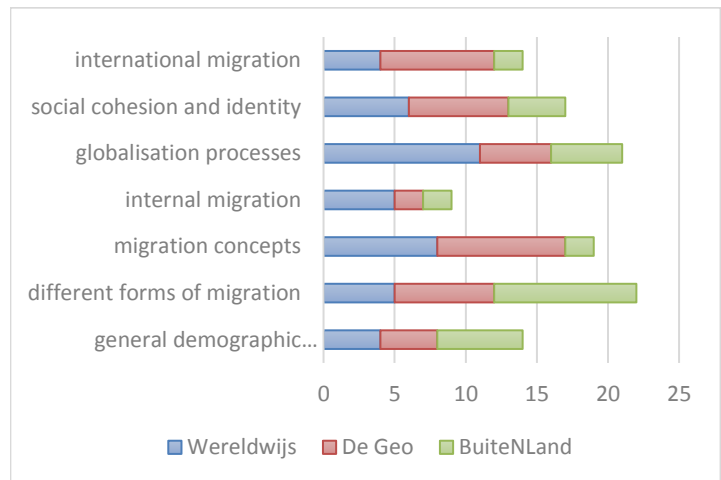


Figure 5; Categories of concepts from the textbooks

subdivision of categories, it is easier to make a connection with the methodology chapter of this research and compare these different concepts within the taxonomy of Bloom, by Krathwohl. “Different forms of migration” and “globalising processes” are the ones that are mentioned the most, in general. When looking at the different methods separately, it are not the same concepts that are mentioned most often. If we look at the category that is mentioned the least in general, it is “internal migration” (Figure 5). Comparing the different textbooks, also here it is not the category “internal migration” which is mentioned the least in every method. Comparing the three different methods, there is not a specific category that is mentioned the same number of times in these methods. In Wereldwijs, “globalising processes” is the category mentioned most often, in De Geo it is “migration concepts” and in BuiteNLand it is “different forms of migration” which are described the most (Figure 6). According to Figure 5 and Figure

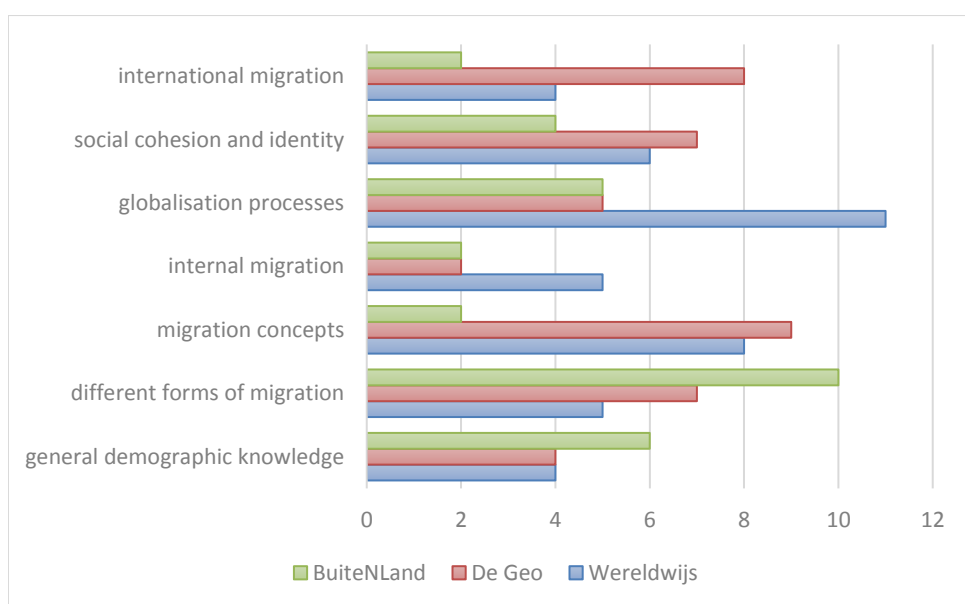


Figure 6; Categories of concepts divided by the different textbooks

6 it can be stated that the written curriculum does not clearly point out which themes are the most important and where the focus of the study material should be.

## **6.2 Cognitive process dimension (Krathwohl)**

Looking at the cognitive process dimension of Bloom, by Krathwohl, as explained in paragraph 3.2.3, it could be stated that within the textbooks the dimension that affected the students is only remembering and understanding. The difference that I made here to differentiate these two is whether the concept is explained (remembering) or whether the concept is used in a sentence, while there is assumed the students already know the meaning of the concept (understanding). Other cognitive process dimensions are not applicable because only textbooks were studied, students did not make assignments or something like that.

The other dimension in the taxonomy of Bloom by Krathwohl is the knowledge dimension. Most of the concepts that are mentioned in the textbooks are on the level of factual knowledge (Appendix A - summary concepts in textbooks). Within these selection, most of the concepts are on the first level (A1), which is remembering the facts that are told. Understanding the factual knowledge (A2) is also often indicated, this is when concepts are used to explain other concepts or events. Level B1 is coloured often in the tables, this is when concepts are explained to bring conceptual knowledge to the students, and when they only receive on the affective domain. Here, sometimes, the understanding level is coloured, this is when the concepts are explained within a certain context, but when the students are expected to know what the facts and rules are of these concepts, they already should understand.

It is understandable that the factual knowledge dimension and the conceptual knowledge dimension, together with the receiving and understanding level are the ones on which level the concepts from the textbooks are placed.

## **6.3 Individual awareness/ affective process dimension (Krathwohl)**

The tables which are in Appendix A - summary concepts in textbooks show also the connection with the learning taxonomy of the affective domain of Krathwohl. These tables show on which level the study material contributes to the awareness of the students. As you can see in the tables, the only connection which is made is with the level of receiving. The students can only receive knowledge and information, because it are the textbooks which are analysed here. They can only read the texts and learn from it. There is no interaction through assignments or conversations with teachers considered here, it is just the level where the students' willingness to attend is most important. Receiving is the first layer of the pyramid, as told in paragraph 3.2.4, where the student need to be aware of the situation, concept, object, phenomenon and the need to want to learn about it is of crucial importance.

As seen in the previous chapter, concepts which are linked to the theme international migration are barely mentioned. The awareness of the students about these concepts and subjects are not mentioned either, which is disturbing. As seen in chapter 2, education about global developments, including migration, is important to the general awareness of the students. It is particularly disturbing to see the missing importance of education about migration and migration issues. Exactly because education should have an important role in bringing awareness to students about the theme migration.

## 7 Analysis of interviews from the teachers

### 7.1 What about the teachers

As told in chapter 4, six teachers are interviewed to gather information about their experience with material covering the topic of international migration and the methods they use to teach their students. Six teachers attended the interviews and these took approximately 45 to 60 minutes. The interviews were recorded to transcribe and analyse them afterwards.

All teachers teach to the senior classes at the havo level. All of them have experience in teaching to the junior classes. To be precisely, four of them still teach to the junior classes of the havo. And all of them have taught and still teach the vwo level classes. The teachers are between 40 years old and 62 years old. The experience they have differs from 10 years till 40 years teaching. All the interviewees got their first degree in teaching at secondary level. 4 of them have a bachelor degree, a master degree and after that got their first degree in teaching. One of the interviewees first followed a second degree in teaching and got later on a first degree. One interviewee first followed a hbo education, where after he followed education to fulfil his second degree, and after that he got his first degree for teaching geography.

The schools where the teachers work are all quite similar. As told in paragraph 4.1.3 the schools are all in the region around Nijmegen, Gelderland, in the Netherlands. 5 out of the 6 schools teach at the levels vmbo, havo and vwo. One school only has havo and vwo departments.

### 7.2 Teachers' view on the material

#### 7.2.1 Teachers' view on the methods

The used methods by the interviewees is mostly BuiteNLand. Two of the interviewees have developed their own material, one interviewee uses the method Wereldwijs and the other three use BuiteNLand. The most common reason to choose BuiteNLand instead of Wereldwijs or De Geo, is the clarity of the different paragraphs and chapters in the books. *“Generally, the big advantage of the books from BuiteNLand is the overview. The material you need to know is displayed on just two pages and offers a clear overview of what belongs together. This is a great benefit for the students.”*<sup>5</sup> (Interview 4, p. 3). The interviewee that uses De Geo in their classes states that De Geo is a very cognitive method, which gives quite some space to use news and current events in the classes and make use of examples to support the cognitive material (Interview 6).

The two teachers which do not use a standard developed method, but made their own methods to teach, have different motives. The first one states that the quality of the methods is not good enough. This person misses the comprehensiveness of the material. Most of the times it is just an uncompleted view and shows an unilateral view of the problems. Especially with the theme migration, the developed methods look at the issue from only one point of view, and lack in giving an unbiased, broader view (Interview 3). Instead of the developed material, they work with own material, and develop their own goals for their students. Their aim for the junior classes is to get a complete as possible view of the world. The higher classes are getting

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<sup>5</sup> Original quote: “Oké, nou in het algemeen vind ik het grote voordeel van BuiteNLand is het overzicht. Je hebt een pagina voor je, dit is het wat je moet kennen. Staat op twee bladzijdes, overzichtelijk dat hoort bij elkaar. Dat is voor leerlingen een geweldig groot voordeel.” (Interview 4, p. 3).

qualitative good education and get prepared for the central exam, according to the curriculum (Interview 3). The other interviewee without the standard developed method, states that the course geography is about the way how social classes are shaped. Giving the students facts and concepts is not the way how they will remember the material. Talking about it, giving them the feeling they know what they talk about, make it tangible, bringing the material closer to the daily lives of the students. That is how material will influence students' lives and how the students will understand and remember the material (Interview 1). That is why this person and this school do not use the standard developed methods and make use of the internet. The students should consult a website and there they find all the material they need to know. With current events, movies, and links they make the material interesting for the students and the students will be eager to learn the material. (Interview 1).

## 7.2.2 Migration within the methods through teachers' eyes

The teachers share different opinions about in which extent the theme international migration is integrated in the curriculum and in the methods. Some interviewees say that it is written down in the curriculum and it is discussed in the methods quite well. Some interviewees say it is outrageous how information about (international) migration is written down, or not written down, in the methods. *"The methods proceed scary with it. [...] You need to be very careful how you position children with a non-Dutch origin. [...] You need to respect their values, and that is not what is always happening with the study books. And I think it is a shame."*<sup>6</sup> (Interview 3, p. 3-4). Others just tell me where the theme migration is showing up in the methods. Different chapters touch the theme migration indirectly, according to them. The interviewees tell me that when this is the case, they can adjust some material or prioritise these. Even though there is not always enough time and material to do so and to give a nuanced view. There are also interviewees who tell me that the theme migration is included, but there is no nuanced view of the concept migration. They told me that the material is not challenging for the students. *"Methods are written from the view of the learning outcomes, and you really want to change this and deepen this sometimes. But overall, it is not too much and it not too less. So, the material about migration is good."*<sup>7</sup> (Interview 2, p. 3). Some of the interviewees tell me that the theme international migration is not included in the curriculum, and therefore is not included in the material either. *"It is only marginally included in the different methods. It is not included in the curriculum. So, if you are talking about the senior classes, it is barely a subject where you need to focus on, because it is not coming back in the central exam."*<sup>8</sup> (Interview 4, p. 2).

### 7.2.2.1 Additional material

The teachers were asked whether they use additional material to explain the theme international migration in a different, and maybe more understandable way to their students. Four out of six interviewees said to use additional material about the theme international migration. The other two said that they barely use additional material in their classes. *"In the*

<sup>6</sup> Original quote: *"Uhm, de methoden gaan er soms eng mee om. [...] moet je heel voorzichtig mee zijn hoe je de positie van kinderen met een niet Nederlandse afkomst, [...] Kinderen met een migratieachtergrond hoe je dat brengt. [...] Maar je moet nu, je moet die kinderen in hun waarde laten. En dat gebeurt niet altijd bij de schoolboeken. En dat vind ik ontegenwoordig jammer."* (Interview 3, p. 3-4).

<sup>7</sup> Original quote: *"Methodes worden geschreven vanuit de eindtermen en dan zou je best weleens willen dat er wat meer is. Maar grofweg gezien, zeg ik nee, het is goed. Het is niet te veel, het is niet te weinig."* (Interview 2, p. 3).

<sup>8</sup> Original quote: *"Het zit maar mondjesmaat eigenlijk in de, in de methodes. Het zit niet in het curriculum. Dus als je het hebt over de bovenbouw, ja dan is het nauwelijks een echt onderwerp waarvan je zegt, nou dat moet ik flink aanpakken, want dat komt in het examen terug."* (Interview 4, p. 2).

senior classes, how annoying, it is the curriculum that sets the material and classes, in the end it is the central exam that determines. [...] In that sense, there is considerable pressure.”<sup>9</sup> (Interview 4, p. 3). Another interviewee stated that current events are important to use in the classes of geography. This interviewee does not use newspapers, movies, articles, or the internet, but the interviewee tells stories, based upon these current events, to the students. Using current events is important; *“Geography is, it stays important. You need to connect with the perceptions of the students, but you also need to actualize the themes. It is important that the students create perceptions of and about the world.”*<sup>10</sup> (Interview 5, p. 4).

The other 4 interviewees agree with this viewpoint. They also think that current events cannot be missed within a course like geography. The theme international migration is suited for using additional material like newspapers, journals, internet, etcetera. According to the interviewees, additional material is necessary with the theme migration. Migration is a concept which develops all the time. In order to give an unbiased view and to connect to students' own environment, additional material is necessary. *“The material does not speak to the perception [of the students], which makes it less interesting to them.”*<sup>11</sup> (Interview 1, p. 3). One interviewee receives different sources from their students. *“Students have such a different scope and perceptions to those cases. Sometimes they bring sources with them into the classes, that is nice.”*<sup>12</sup> (Interview 6, p. 5). This illustrates that the students can be interested in the theme migration, although it is not present in the standard developed material.

Interdisciplinary material and classes is another interesting issue. Geography, and especially the theme international migration is not an issue that is only addressed to the discipline of geography. Similarly economy, sociology and even biology relate to the theme international migration. Therefore, interdisciplinary classes would be very interesting and effective. But as we see in practice, it is hard to manage these classes and to be sure these classes are effective and the quality of the material is high enough. *“If you want to join interdisciplinary projects, you have to make sure that the quality of the education stays high enough. Every course needs to be organized by themselves firstly, before you can start an effective, qualitative good interdisciplinary project.”*<sup>13</sup> (Interview 3, p. 4).

So, there are different views on how the theme and subject international migration is integrated in the curriculum and into the methods, according to the interviewed teachers. Some of them are disappointed by the curriculum and the way how, if it already is discussed, the theme migration is integrated in to the curriculum and the methods. Others are quite satisfied with how much it is mentioned in the curriculum. And others are fine with how the theme is discussed by the materials they use, however, when there is enough time to use additional material to go deeper in to this matter.

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<sup>9</sup> Original quote: *“In de bovenbouw zit je, hoe vervelend het ook klinkt, je zit toch vast aan dat curriculum, je zit toch vast aan dat examen. [...] Dus in die zin, zit er behoorlijk wat druk op.”* (Interview 4, p. 3).

<sup>10</sup> Original quote: *“Maar dat is gewoon bij aardrijkskunde, dat blijft gewoon belangrijk. Aansluiten bij de belevingswereld maar ook actualiseren. Dat is gewoon heel erg belangrijk, ze moeten wel het gevoel hebben van dit gaat over de wereld.”* (Interview 5, p. 4).

<sup>11</sup> Original quote: *“I: Dat is misschien ook minder interessant voor ze. [...] Nou, omdat het niet voor hun leeft en als het niet voor hun leeft, dan kan je het wel zeggen, maar dan komt het niet over. Het zou wel interessant voor ze moeten zijn, maar dan, komt het dan over? Nee.”* (Interview 1, p. 4).

<sup>12</sup> Original quote: *“Zij zien zo veel en zij hebben zo'n andere scope dan wijzelf. [...] Als je wat leuks hebt, ik ben 46 en ik heb een andere, ja dat is gewoon, je hebt een andere kijk. En soms doen ze dat wel, echt heel gaaf.”* (Interview 6, p. 5).

<sup>13</sup> Original quote: *“Als je projecten wil gaan doen, vakoverstijgende projecten. Moet je een ding vreselijk goed in de gaten houden. Dat de kwaliteit goed blijft. En dan moet je eerst je eigen toko per vak op orde hebben. [...] En anders moet je geen projecten doen”* (Interview 3, p. 4).



### 7.2.3 Teachers' contentment about the material

From the interviews, it appeared that the material which is written about the theme international migration, is not satisfying enough. Even the students are not satisfied with the material, according to the teachers. *"Actually, not at all. Of course, there are, examination technically speaking some good things written down in the methods, the book is a clear overview for the exam material. But furthermore, it is just boring. [...] The material is just bad, it is very unsophisticated. Even students tell me, speaking about the migration subjects, that the method books are qualitative seen badly developed."*<sup>14</sup> (Interview 6, p. 4, p. 7). *"It is important to let people in their value, so you need to know their history and perception."*<sup>15</sup> (Interview 3, p. 3). Other teachers are satisfied about the material of migration in the methods, however they need time for additional material and current events to include in the classes (Interview 2).

Based on the teachers' opinions, it can be said that there is not enough qualitative good material about the theme international migration. Some teachers said there is enough, but only when they have space to deepen the material with additional sources. Other said that the material that is written about migration, is unsubtle. There is not enough space to deepen the material about migration and to explain the details about this important issue to the students, because of the pressure for the central exams (Interview 4, interview 6).

### 7.3 Teachers' view on the awareness of the students

Looking from a teacher's point of view on the awareness of the students and the changing attitude of the students towards material about (international) migration, there are clearly opposite positions. Some teachers say students have a specific awareness about the theme migration, others disagree and say students do not really know anything about the material. A teacher says that the students are not yet capable of developing their own opinion, or discuss about the theme from a specific point of view. All the teachers agree on each other, that the education material about migration issues, need to be more personal. The material is too general and cognitive. When there are more examples, or there is more interaction with the student's living environment, the material is more interesting for the students and the material they need to learn, will faster be remembered and reproduced by the students.

First, the theme (international) migration is a sensitive subject. The students think they cannot say out loud what their opinion really is. Students feel a certain barrier when it comes to talking about these subjects. According to an interviewee: *"The idea that immigrants are weird, are very far away and are bad. No, we are taking the royal house as an example and that takes barriers down. [...] Then, students dare to tell anything."*<sup>16</sup> (Interview 3, p. 5). Prejudices about migration, make it harder to talk about the theme and to discuss the subject.

The only way to get the students think about it and create an opinion about the subject is to give examples which are in their surroundings, which makes it more reachable and understandable. *"Then it gets personal. [...] Then they get involved, and then you see that the*

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<sup>14</sup> Original quote: *"Nee, eigenlijk helemaal niet. Tuurlijk staan er wel wat aardige goede dingen in en het is examen technisch gezien een handig boek zeg maar. Er staat in wat de leerlingen moeten weten. Maar verder is het gewoon saai. [...] Echt niet positief. Heel ongenueanceerd en ja, gewoon slecht. Dat leerlingen dat ook, als het over dat soort onderwerpen gaat, zeg ik wel eens wat vinden jullie hier nu van? Ja, slecht mevrouw, dat geeft..."* (Interview 6, p. 4, p. 7).

<sup>15</sup> Original quote: *"Je moet mensen in hun waarde laten. Dus moet je die achtergrond weten en dus."* (Interview 3, p. 3).

<sup>16</sup> Original quote: *"[...] Het idee dat allochtonen heel vreemd zijn, heel ver weg staan, dat allochtonen fout zijn. Nee we nemen het koningshuis als voorbeeld, en dat haalt barrières weg. Dan kun je, [...] nou er komt ineens van alles los."* (Interview 3, p. 5).

*opinions are based on non-arguments.*"<sup>17</sup> (Interview 1, p. 4). Also among the students, there is kind of a fear about migration, like among the whole population. They are afraid and want to give a socially acceptable answer in classes (Interview 6). *"It is hard to get an open conversation about this subject. [...] That is because the subject is quite sensitive. It is the idea of having a wrong political opinion about this subject."*<sup>18</sup> (Interview 6, p. 7).

According to the teachers, the awareness and attitude of the students towards migration issues is very important. The interviewees think it is important to provide the students guidance about the theme migration. To reach the student's attention, it is important to make the material personal and give examples in their own environment. That is how the material will be remembered and thus have influence on the awareness and attitudes of the students. Even if it is sometimes hard to give the students an unbiased view about this theme, teacher's intention is to open the discussion and give some nuances in the opinions and attitudes of the students about the migration issues, according to the interviewees.

### **7.3.1 Students' argumentation on the theme migration**

Not only the awareness and attitude of the students towards the theme international migration is important, also their argumentation behind this subject is important. Do they formulate argumentation based on their own attitude or is it just something they have heard and repeat? The interviewees gave different answers on this question.

Some interviewees said that the students are not able to underpin their arguments, other said that the students do not know which statement to take, because there is too less information about the subject, and other interviewees said that students are able to substantiate their argument, if they get enough material to learn about the subject and if they get enough time to formulate an argument (Interview 1, 5, 6). *"Sometimes it is quite hard for the students to formulate an argument, but if you give them time, the chance to think about and to formulate, and you give the right material, they are capable of argumentation their opinion on migration issues."*<sup>19</sup> (Interview 6, p. 7). It is remarkable that the interviewees who say students can state arguments, can only do so when you give them enough qualitative material about the issues. And, when the discussion needs to be fed by the teacher, there needs to be enough material to form an opinion about (Interview 3,5,6). It would be interesting when there are more personal stories and experiences explained about migration issues, students will remember them and it is easier for students to understand those stories then just the cognitive concepts (Interview 6).

Important for the teachers is the awareness students have and get after the discussions in class and lessons about migration within the course geography. Most interviewees want to show the students a nuanced view of the world in general. And the connection between nature and nurture. Important for the subject migration in this worldwide view, is to make the story more personal. *"Stories of people, as much as possible, and as varied as possible and not just a few, but a lot! Just to deepen the material. [...] And then students will be interested, because*

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<sup>17</sup> Original quote: *"Ja, dan wordt het persoonlijk. [...] Dan worden ze ja, dan worden ze betrokken. [...] En dan zie je die kids toch wel even slikken zo van, en dan zie je dat die meningen nergens op gebaseerd zijn."* (Interview 1, p. 4).

<sup>18</sup> Original quote: *"Dat is best, dat is helemaal niet makkelijk. Om daar echt een, een open gesprek over te krijgen. [...] Ja ze hebben een gevoel dat het, dat je überhaupt een foute politieke mening kunt hebben."* (Interview 6, p. 7).

<sup>19</sup> Original quote: *"Best moeilijk, maar wel als je ze daar de kans voor geeft, wat tijd, en wat materiaal. En ik denk zelfs ook al zonder dat, als ze even de ruimte hebben om dat uh, dan kunnen ze dat best vaak al argumenteren."* (Interview 6, p. 7).

*full stories will tell the truth and is more fascinating to understand instead of just the cognitive concepts.*"<sup>20</sup> (Interview 6, p. 6). Giving the students a nuanced view is hard, what is a realistic view? And how do you give them a nuanced understanding of the different views about migration? This is hardly not to measure, but you can just discuss about the issues and try to give them more insights in complicated issues like the migration issue (Interview 2). One thing is obvious, to give a good overview of the different elements of migration and the different opinion views, more material is needed. Especially material that is attractive on a personal level to the students.

## 7.4 Teachers' idea about level of migration classes

In paragraph 6.2 the cognitive dimensions of Krathwohl in the textbooks are discussed. How the concepts of migration are mentioned in the textbooks and in which way they are connected to the cognitive dimensions of Krathwohl. During the interviews, the teachers are asked to show how they think the material is discussed in classes, on which cognitive dimension, using the taxonomy of Krathwohl. The difference in answers of the interviewees are quite interesting.

Interviewee 4, interviewee 5 and interviewee 6 agree with each other. Interviewee 4 is resolute about the students are not analysing, because there is not enough time to do so. According to this interviewee *"The goal is to let them understand and apply the conceptual knowledge (B2, B3), but my classes are about understanding more than applying."*<sup>21</sup> (Interview 4, p. 7). Interviewee 5 agrees on this, because of time management, it is not possible to analyse and evaluate the material (Interview 5) *"Reproduction based education, of course the goal of your classes is to apply and analyse the conceptual and procedural knowledge, but it is not possible to do so every class."*<sup>22</sup> (Interview 5, p. 10). Interviewee 6 also states that the focus in the classes is on the factual, conceptual and procedural knowledge. Only at the level of remembering, understanding and applying. Even when most teachers just want to apply, analyse and evaluate the material with their students, according to interviewee 6 it is hard to do so. The reason this interviewee states for this is the way exams are made; *"Because you are learning in order to fulfil the requirements of the exam. And creating takes time, it is easier to just remember, understand and apply the knowledge, that is also easier to examine. It would be very interesting to do it another way, working form cases, but also the exams need to be changed then."*<sup>23</sup> (Interview 6, p. 9). Interviewee 6 tells me that in their interdisciplinary project, the metacognitive knowledge is reached. But to get there and reach upon all levels is hard (Interviewee 6). According to interviewee 6 it is very hard to get to the metacognitive knowledge dimension in geography classes. It takes a lot of time to explain the material, to let the students remember and apply this. Going from this procedural knowledge dimension to the metacognitive knowledge asks too much time. The most important reason these 3 interviewees use for not analysing, evaluating and creating the knowledge, is because of time management.

<sup>20</sup> Original quote: *"Dat zou geweldig zijn! Verhalen van mensen, zo veel mogelijk, zo divers mogelijk en niet een beetje, niet ja, wat meer de diepte in. [...] En daar gaan leerlingen het dus ook interessant vinden. [...] En als zij meer verhalen, weet je als dat vollediger is, dan klopt het ook meer. En dan is het ook leuker om over na te denken dan alleen maar leer dit maar uit je hoofd."* (Interview 6, p. 6).

<sup>21</sup> Original quote: *"Het doel is toepassen, maar hier (B2, B3) gaan mijn lessen over."* (Interview 4, p. 7).

<sup>22</sup> Original quote: *"Reproductie gerichte en het uh, en je wilt natuurlijk zo veel mogelijk hierheen (B4, C3, C4), maar daar kom je niet elke les toe."* (Interview 5, p. 10)

<sup>23</sup> Original quote: *"Omdat je toets gericht aan het werk bent. En op die toetsen geldt hetzelfde. Creëren kost heel veel tijd op een toets, dus als je bijvoorbeeld vanuit de casuïstiek een toets geeft, wat ik heel graag zou doen, dan kunnen ze creëren bij een toets. Dan ga je, dan werk je niet meer vraaggericht maar creatiegericht."* (Interview 6, p. 9).



The other interviewees all have their own strong opinion about the cognitive dimensions in classes. Interviewee 1 states that most of the time teachers are in the upper left box of the taxonomy, so only the levels A1-2 and B1-2 are touched. But this interviewee states his goal in the other corner of the taxonomy. The goal is to reach the level of creating at the metacognitive knowledge dimension (D6). Through lack of time, and the inability to reach this level, this interviewees classes are most of the time on the analysing level of the procedural knowledge dimension (C4) (Interviewee 1). Interviewee 2 mostly agrees with this. Due to lack of time, the focus of classes is on the understanding and applying level of the conceptual knowledge. It is the inability of examine other ways of education, which make it hard to change the level of classes. *“It will take a lot of time, after making a cost-benefit analysis, it unfortunately will not make the classes.”*<sup>24</sup> (Interview 2, p. 7). Interviewee 3 has barely different thoughts about the cognitive knowledge level in classes, besides the shared opinion of lack of time to change something in classes. This interviewee states that in their classes, the ordering in offering the material is different from the standard curriculum and books. They do not use the standard textbooks, but have their own material developed to achieve the goals the students need for their central exams. The believe in these classes is that every student has the ability to remember, understand, apply, analyse, evaluate and create metacognitive knowledge. So, every dimension and every level of the taxonomy is a possibility for every individual; *“Remember, anyone can explore, only the conditions in which can be adapted.”*<sup>25</sup> (Interview 3, p. 6). In these classes, the interviewee told, the starting point is the knowledge the students already have. From here out they go further into the material and at the end they name the concepts as how they are used in the exams. *“You take everything the students know, and from there you go deeper into the material. This way I go everywhere.”*<sup>26</sup> (Interview 3, p. 7).

As we can see abovementioned, there can be stated that to reach the metacognitive knowledge dimensions on different levels in geography classes, talking about the theme migration, there need to be developed more time for it. It is too hard to get to this dimension within the timeframe the teachers have in the stated curriculum.

## 7.5 Conclusion

The interviewees were asked about their opinion of the methods they use in their classes, the way how migration is integrated in this material, and how they think about the awareness of their students. Every interview was different and each conversation on its own was an exciting opportunity to gather information and insights. There took place 6 interviews for this master thesis. Most of the interviewees use the books of the method BuiteNLand, one uses the books of De Geo and 2 of them use their own developed material. As told in paragraph 7.2.3, teachers are not satisfied about the quality of the material about migration. Additional material is needed to make sure the students will remember the material and the material will appeal to the students. Obvious in the analyses of all the interviews is that the nuance of the material misses and the quality of the material is not enough. According to the teachers, more personal stories

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<sup>24</sup> Original quote: *“Ga daar maar over in discussie met je tweede corrector. [...] Gaat heel veel tijd in zitten en dan ga je een kosten-baten analyse maken helaas.”* (Interview 2, p. 7).

<sup>25</sup> Original quote: *“Denk erom, iedereen kan onderzoeken, alleen de voorwaarden waarin, die moeten aangepast zijn.”* (Interview 3, p. 6).

<sup>26</sup> Original quote: *“Je pakt mee wat ze aankunnen en daar ga je op in, en dan ga ik alle kanten op.”* (Interview 3, p. 7).

and examples need to be developed. On top of that different perspectives and viewpoints towards the migration theme need to be explained.

In paragraph 7.3 is told what the interviewees think about the attitude and awareness of the students, looking at the material of migration. In general, all the interviewees agree to the point that it is important that the students can have an opinion towards migration issues. They think it is important to provide the students guidance about the theme migration. Extra material and time is needed to reach student's attention.

The cognitive level of the material in classes also connects to the abovementioned points. The interviewees state that it is important to educate on the metacognitive knowledge dimension, but it is hard to reach this dimension with the curriculum as how it is designed right now. There is extra material and more time needed to change this pattern.

After the analysis, we could state that the teachers view in the perceived curriculum about the material of international migration is not quite positive. There need to be more attention about the way how the material is provided. The material need to trigger the students to broaden their knowledge and awareness. There needs to be more space for the teachers to make this material more attractive for the students, using adequate sources about actualities. Finally, the teachers argue that the theme migration needs more priority in the curriculum. In order to create more opportunities to develop material to deal with the migration theme across geography classes.

## 8 Results of students' questionnaires

### 8.1 What about the students

The theoretical research population that is used for these questionnaires, as described in paragraph 4.2.2.2, is all students in the Netherlands that attend the 4<sup>th</sup> and 5<sup>th</sup> year of the havo level and take the course geography, at secondary schools which follow the regular curriculum. The sampling of the students was performed by the teachers who attended the interviews.

The sample population of students consist of 5 geography classes at the havo level. These are classes from five different schools. There were 98 respondents. All the respondents are in the 4<sup>th</sup> year of the havo level, 45,9% of the respondents are boys, 54,1% of the respondents are girls (Table 19). As told in paragraph 4.1.2, students choose a so-called track when they attend the upper classes of the havo level. The different tracks they can choose from are culture & society, economy & society, nature & health and nature & technology. Most of the respondents (49,0%) follow the track economy & society. Remarkably, the second largest group (29,6%) follow the track nature & health. Only 16,3% and 5,1% of the students follow the tracks culture & society and nature & technology, respectively (Table 20). As shown in Table 21, most students following the track economy & society are boys, this also holds true for the track nature & technology, there is not a single girl in the track economy & technology. 67 students also follow the history course, 53 students follow economy and 6 follow the social science course. This can be explained by the required curriculum at the schools. Social science is a course that is not required in the curriculum, therefore most of the schools do not provide this as an optional course for their students. There are 27 students who do not follow economy, history or social science along with geography. (Table 22).

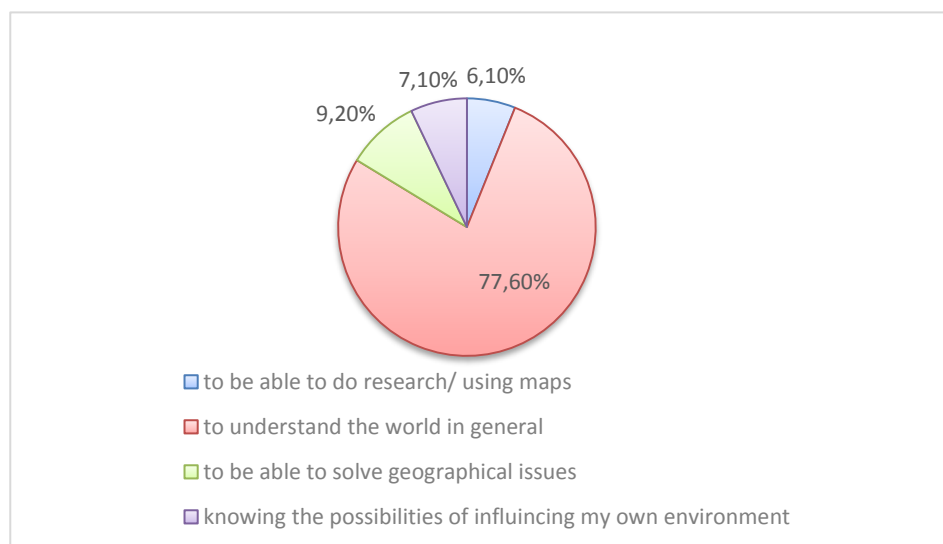
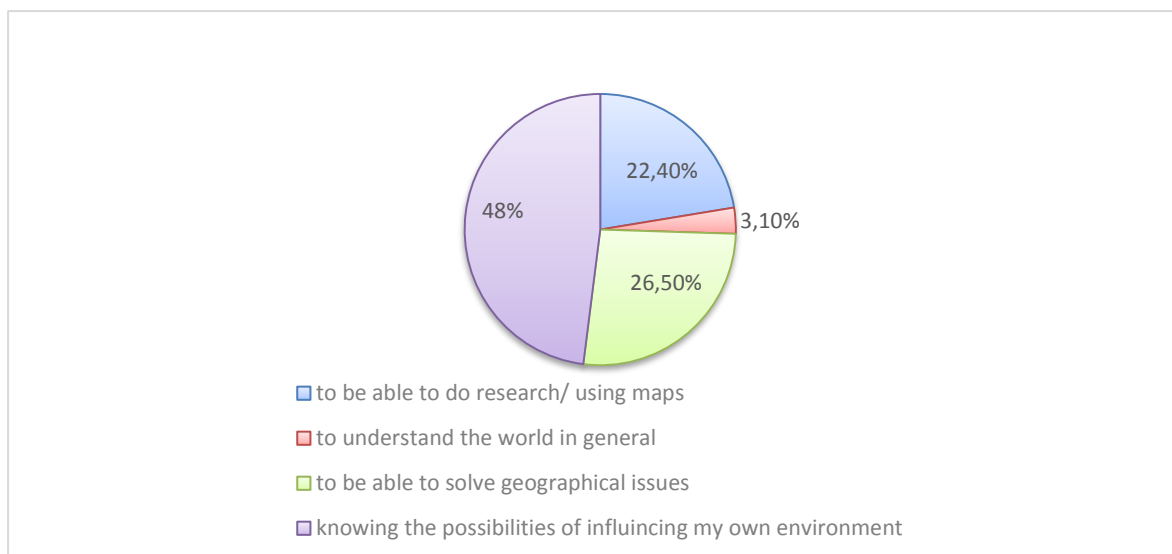


Figure 7; The most important to learn from the course geography

When asking the students what is, according to them, the most important thing to learn from the course geography, here is a very clear outcome. As shown in Figure 7 77,6% of the students state that understanding the world in general is where the focus of the course geography should be. Looking at Figure 8 the least important subject of the course geography according to the students, is quite also clear. Knowing the possibilities to influence their own environment is not important for students. This combination may sound a bit strange, as knowing the world in general and knowing the possibilities to influence their own environment,

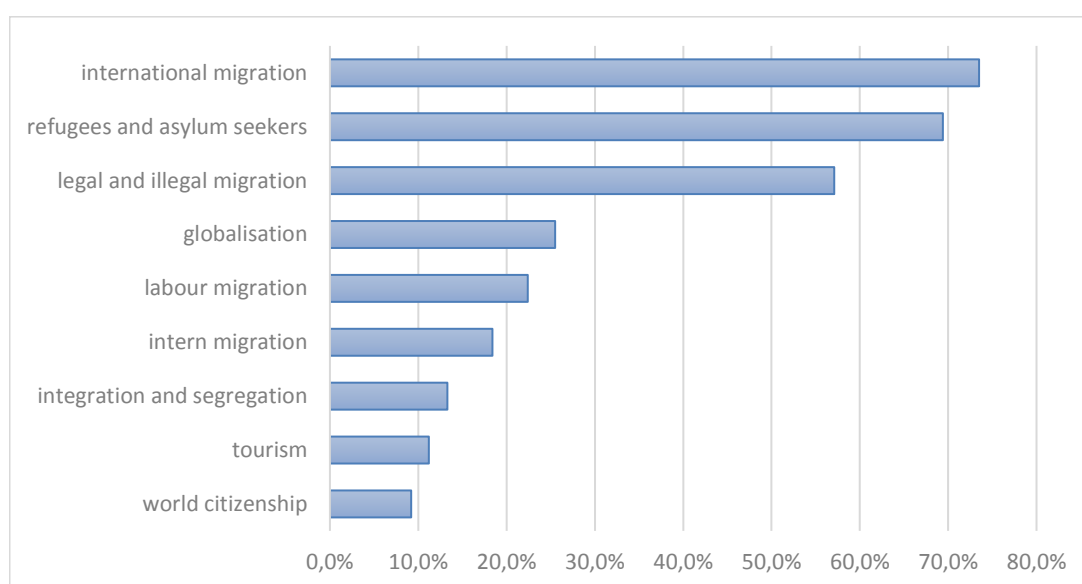


**Figure 8; The least important to learn from the course geography**

are elements that are strongly interconnected. With the individual influences of the own environment, the world is affected and is changing. It could be stated that education about the world in general and the influences of humans on the environment, is not sufficiently included in the curriculum. One may wonder if this should be a more important subject in the curriculum. Solving geographical issues and doing research are both in the middle, taking a suitable place in the education of geography, according to the students.

## 8.2 Migration in the geography classes

The students were asked to state what they think are the most important themes regarding migration. As shown in Figure 9, international migration and refugees and asylum seekers are the two themes which are mentioned most often by students. This might be explained by the large migration flow of refugees and asylum seekers into Europe over the last couple of years. This is a very current theme at the moment.



**Figure 9; Most important themes when talking about migration**

Comparing opinions of boys and girls about important themes within the theme migration, there are not that many significant differences (Table 23). Boys as well as girls think that international migration and refugees and asylum seekers are important concepts within the theme migration. The only obvious differences that can be seen in Table 23 are the internal migration, where 15 girls think it is important, compared to only 3 boys. The concept labour migration is named by 15 boys, compared to only 7 girls.

Students were asked if there is enough material about the migration theme in the textbooks and classes. Most of the students clearly agree on this issue. And most of them also agree that they use additional material about migration in the classes (51,0%), as shown in Table 2. It is remarkable that students state that enough material about the migration theme is included into the textbooks, and in half of classes do use additional material. It would be interesting to do further research on this and question the differences between the material of the textbooks and the additional material about migration which teachers use in their classes. The students were also asked if they think they have enough knowledge about the theme international migration and the different concepts within this theme. More than 65.0% said they have enough knowledge about the theme migration (Table 2). Almost 75,0% of the respondents stated that there is enough material about migration in the geography textbooks as well. Although 53,0% of the students stated they obtained the knowledge about migration from the geography classes (Table 2). Looking at the cross tabulation in Table 1, 28 students said they have enough knowledge about causes and effects of migration, but they did not obtain this knowledge during geography classes. For further research it would be interesting to look at the way how the students get this knowledge.

**Table 1; I have enough knowledge about the causes and effects of migration \* The knowledge I have about migration, I have because of the geography classes**

have enough knowledge about the causes and effects of migration	The knowledge I have about migration, I obtained from geography classes			
		disagree	Agree	total
	disagree	18	16	34
	agree	28	36	64
	total	46	52	98

Table 2; statements

	statement / question	disagree	agree
7	There is enough material about the migration theme in the textbooks	25,5%	74,5%
8	Next to the textbooks, we also use additional material in the classes geography	49,0%	51,0%
9	I have enough knowledge about the causes and effects of migration	34,7%	65,3%
10	The knowledge I have about migration, I obtained due to the geography classes	47,0%	53,0%
11	I can take and argument a standpoint about migration issues	31,7%	68,4%
12	I feel confident to give my own opinion about migration issues	18,4%	81,6%
13	I have enough knowledge about the causes and effects of migration to give my own opinion and to take a position	36,7%	63,3%
15	The teacher makes clear what his/ her opinion about migration is	76,6%	23,4%
16	The teacher makes clear that I need to share his/ her opinion about migration	94,9%	5,1%
17	The teacher appreciates that I have my own opinion about migration issues	5,1%	94,9%
18	In the geography classes, we are mainly focused on the theoretical parts of migration	19,3%	80,6%
19	There need to be paid more attention to the effects of migration in the geography classes	40,8%	59,2%
20	There need to be paid more attention to the causes of migration in the geography classes	53,0%	47,0%

### 8.3 Awareness of the students

According to the teachers, the awareness and attitude of the students towards the theme international migration is very important (paragraph 7.3). From a teachers' perspective, students need guidance on the theme migration and to make it interesting for the students, the material needs to relate to the students' personal environment and lives. Asking the students about their points of view and argumentation about migration issues, produced the following results. Almost 70,0% of the students think they can state and argument a certain standpoint

about migration issues, based on Table 2. 63,3% of the students say they have enough knowledge about the causes and effects of migration to give their own opinion and to take a position in the debate. 86,6% also states that they can take and argument a standpoint about migration issues. Statement 11 and statement 13 from Table 2 shows that the students were quite continuum answering the question. From these statements and answers could be stated that a majority of the students are confident enough about their knowledge of migration.

When looking at Table 2, clearly most of the students feel confident about giving their opinion in their classes. This is a positive thing, because in secondary education it is important to teach students about their opinions and statements and about sharing those with each other. Looking at the opinions teachers express to the students, a majority of students state that the teachers do not express their own opinions openly to the students, 76,6% as is shown in Table 2. This corresponds with what the teachers said in chapter 7. It is important for teachers to make the students aware of the different perspectives on migration issues and to give them a nuanced overview of all these issues and the world in general. Judging from the students' answers, the teachers are succeeding in this feat. As Table 2 shows, 94,9% of the students do not think that they should share the opinion of their teachers. Obviously, indirectly teachers do affect the opinions of the students. None of the interviewed teachers do however, as none of the student respondents believe that teachers openly express their own opinion to the students on purpose.

## 8.4 Level of material

After asking about the importance of migration within the geography course, the awareness students have about migration and how their teachers act in geography classes, students' opinion about the existing material of migration is studied.

80,6% of the students agrees and totally agrees on the statement that the way in which the theme

**Table 3; Answers on statement 21 & 22 & 23**

statement / question		disagree	agree
21	There is enough attention in the classes to the impact of migration to migrants' daily lives	54,1%	45,9%
22	There is enough attention in the classes to the impact of migration on society of the receiving country	43,9%	56,1%
23	There is enough attention in the classes to the impact of migration on the society of the departing country	57,2%	42,8%

migration is addressed in the geography classes is theoretical (Table 2). This makes sense for an education curriculum, but according to the interviews with the teachers, there is a need to make the material more tangible, closer to the own environment of the students. This is easier when you take the material out of the theoretical realm and make it more real for the students.

When asking the students whether they want to learn more about the causes or the effects of migration, opinions are divided. As shown in Table 2, there is enough material about the migration theme included in the textbooks according to the students (statement 1). When looking at statement 19, almost 60,0% of the students think there should be given more attention in the classes geography to the effects migration can have. Almost half of the students



think more attention should be given on the causes of migration as well. Those two statements look like a contradiction and it would be interesting to search further into this.

When asked about the impact migration has on different lives and societies, students think more attention should be paid to these subjects in the geography classes. The impact migration can have on society in the receiving country, is not really discussed in the different textbooks, as we have seen in chapter 5. It is not included in the written curriculum at all, but 43,9% of the students think there needs to be more information about this impact (Table 3). Similarly, the impact migration has on the society in the departing country, the country which the migrants leave, is not discussed or explained in the written curriculum either (see chapter 5). Students think more attention should be paid to this impact as well (Table 3). The impact migration has on the daily lives of migrants should be described in more detail in the geography classes, according to 54,1% of the students (Table 3).

Remarkable to see, 44 students stated there is enough material about the migration theme in their geography textbooks and classes. They also agreed on the statement there needs to be paid more attention to the effects of migration in the geography classes. In this context, it is strange that almost 45,0% of the respondents state to get enough information about the migration theme, and state at the same time more information about the effects of migration is needed in the classes. It would be interesting to research this question furthermore in follow-up research.

These numbers may imply that the knowledge students are offered, is not complete. More than half of the respondents thinks there should be more information and education on the impact migration has on the receiving country, as well as on the departing country, as well as on the daily lives of migrants. This corresponds with the teachers' view about the education material (chapter 5). The interviewed teachers think more time on the curriculum should be dedicated to the migration theme, in order to increase the quality of the education material about migration. More than half of the students states that there should be more material about the impact migration has on different societies and lives.

At the end of the questionnaire, students were asked if there was something they wanted to say about the migration theme within their geography classes. There were some inspiring quotes from students here. Some of them noticed that in the geography classes, there is not much attention for migration. Others said that there is already enough attention for the migration theme within the course, there are also other important subjects that need (more) attention. Some students state that other subjects should get more attention and attention for the migration theme needs to decrease. There are students who stated that it would be great to see what is going on in the daily lives of the migrants, so they can identify better with the migrants. Similarly, student think they should be educated about possible solutions for migration issues in the geography classes. There was one student who said that it would be

**Table 4; There is enough material about the migration theme in the textbooks \* There need to be paid more attention to the effects of migration in the geography classes**

There is enough material about the migration theme in the textbooks.	There need to be paid more attention to the effects of migration in the geography classes				
	disagree		agree		total
	disagree	14	11	25	
	agree	29	44	73	
	total	43	55	98	



interesting to not only educate about the migration between Mexico and the United States, but also migration within our own country and neighbouring countries (Appendix E – questionnaires outcomes, Table 24).

## **8.5 Conclusion**

Looking at the previous paragraphs, we have an overview of the experience of students within the experienced curriculum about the migration theme within the course geography. The most important overarching theme within the course geography according to the students is general world knowledge. Of course, this is a very broad theme, but according to the students this is more important research skills, the ability to solve geographical problems or knowledge on how to influence their own environment.

Talking about the theme migration, students state that international migration and refugees and asylum seekers are the most important concepts. Those are the concepts they want to learn about. World citizenship and tourism are least popular among students. There is enough written material about the migration theme according to students. Remarkable is that students agreed their teachers use additional material according the migration theme next to the textbooks. It would be interesting to research why teachers use additional material next to the textbooks, because students state enough information about the migration theme is already included in the textbooks. It would also be interesting to question the differences in quality between the material in the textbooks and the additional material which is used by the teachers.

Over half of the respondents said they have enough knowledge about the causes and effects of migration to take a standpoint in discussions about migration issues. As shown, most of the students feel confident enough to give their own opinion about migration issues. Most students agree with each other that more attention should be paid to the impact migration has. Impact on the daily lives of the migrants themselves and their families, but also the impact migration has on the different societies they are touched to. The impact of migration on the departing country, as well as on the receiving country. Students also note that it would be interesting to see the impact of migration for a certain migrant and to hear more testimonials. This corresponds with the perceived curriculum of the teachers.



## 9 Conclusion and recommendations

This thesis endeavours to make the connection between migration and education. This research focuses on the way in which the theme international migration is integrated in the curriculum of the course geography in the Dutch educational system. The central question posed in this research is *“How is the theme ‘international migration’ integrated in the course geography in the Dutch secondary education curriculum?”*. As described in chapter 2, three sub-questions were formulated in order to answer this central research question. Looking at the different levels of curriculum, the written, perceived and experienced curriculum are studied and compared to each other. The comparison between those levels of curriculum, will give insight into the imaginary curriculum. The theories that are used to create a framework for this research will be discussed. Finally, there will be a critical analysis of this research, the limitations will be addressed and recommendations will be made.

### 9.1 Conclusion

In this research international migration is seen as the permanent or semi-permanent change of residence, at an individual level or of a group of people, in which they cross borders from one country to another. The written curriculum as well as the perceived and experienced curriculum are analysed during this research (chapter 3). This research has focused on the senior classes of the havo level within the Dutch education system.

In the written curriculum, the concept international migration is not mentioned at all and there are no direct links to the theme international migration. It could be stated some links are made to the theme international migration, by referring to concepts like migration, globalisation, migrants, intern migration, segregation, assimilation and borders. Nor is the concept international migration mentioned often in the different textbooks. The cognitive process dimension which is touched upon in these concepts is in all cases just the remembering on the factual knowledge dimension. Looking at the affective knowledge dimensions (Krathwohl, 1964), only the level of receiving is touched upon.

The developed methods are unilateral and do not give a clear and unbiased view of the migration theme, according to the interviewees. The material about migration is not challenging for the students, the interviewees stated. According to the teachers, the awareness and attitude of the students towards migration issues are very important. It is important to provide the students with guidance on the theme migration. To attract the students' attention, the material needs to be personal and should give examples of their own surroundings. The quality of the material about the theme migration is not high enough according to the teachers. More personal stories and examples need to be added to the curriculum. The teachers agree upon the theme migration is already slightly integrated in the curriculum, but it needs more priority within the curriculum. There is need to create more opportunities for developing material about migration in the geography course.

The students, who attend the experienced curriculum, are more positive about the integration of the migration theme into the course geography than the teachers are. Remarkable to see students agree teachers use additional material for the theme migration, and at the same time they also agree on the fact there already is enough material about the theme migration within their textbooks. Over half of the respondents said they have enough knowledge about the causes and effects of migration to take a standpoint in discussions. As shown, most of the students feel confident enough to give their own opinion about migration issues. Although students state enough information about the theme migration is taught to

them, they agree with each other more attention should be given to the impact migration has. Impact of the effects of migration, as well as the impact migration has on the different societies. Students also note that it would be interesting to see the impact of migration for a specific migrant and to hear more testimonials about migrating.

Comparing the three different levels of curriculum it can be stated that the theme international migration is not enough integrated into the Dutch education system. Looking at the written curriculum, there are some connections but there is also space for development. The teachers agree on this and state the material which is written about the theme international migration is unbiased and uncomplete. More personal stories would improve the material. Students' view on this issue shows there is already some material about the theme, but they miss material about the effects and impacts of migration. The different levels of the curriculum are not integrated seamless to each other. The written curriculum, perceived curriculum and experienced curriculum interpret the imaginary curriculum differently. In the imaginary curriculum, the ideological wishes and different perceptions are combined. With this analysis the imaginary curriculum does not connect to the different perceptions.

## **9.2 Discussion**

The education system in the Netherlands brings different cultures and identities together. Education lowers the barriers between different groups, by broadening the knowledge and opinions of different cultures (Ministerie van Onderwijs, Cultuur en Wetenschap, 2008). Looking at the abovementioned conclusion, the theme international migration is only slightly integrated into the curriculum of the course geography. This research gives insight in how the education curriculum can contribute to the perception of students of societal issues. As both teachers and students stated earlier, there is a lot which can be optimised concerning the theme migration in the education curriculum. The material developed about migration, should be more personal to the students. Making the material more attractive and bringing the material closer to the students' perception, will have a positive effect on the learning outcomes of the students. The little material which already exists, does not give a clear, nuanced overview and is not appealing to the students' imagination. Clearly there is not enough valuable material about the theme international migration within the course geography. Bringing the material closer to the students' environment, will therefore make students more interested in the material. Giving more insight into the causes and effects of migration will assure a better view about migration issues. The impact migration has on migrants' lives, is something which is not included in the education curriculum at all, but which students are interested in. The education curriculum about international migration could be improved. Due to little improvements during the revision of the written curriculum, the quality of the material could be improved. The theme international migration could be more included in the domains about world and environment. With minor adjustments the theme could be more and better be included into the curriculum. An optimised curriculum will assure the opinions of students, the future generation, and will have a more sophisticated view about migration issues.

### **9.2.1 Limitations**

The reader of this thesis should bear in mind that this study is based on only the havo level and only the geography course. Six teachers were interviewed and 5 classes of students questioned. As stated before, these teachers and schools were all located in the region of Nijmegen in Gelderland, the Netherlands, due to the used network of the Radboud Teachers

Academy. With a random sampling, all over the Netherlands, this research would be more interesting, because the results could be generalised.

The sampling of the teachers and students is not a random sampling. Teachers are selected through the network of the Radboud Teachers Academy. This means, there could be a bias, the selection has not been random. This also applies for the student respondents, the teachers that have been interviewed, all signed up one of their classes for the questionnaires. Because of one of my respondents falling ill, two classes of students did not have the opportunity to fill in the questionnaire. This incident caused around 50 less student respondents. If these students would have filled in the questionnaire, answers could have been different overall. Looking at the statistical analysis, the significance level was valid, so the 98 respondents there already have been, were enough to get a valid study. The sampling of the teachers and the students, which are not randomly taken, caused an external invalidity for this research. This means the outcomes of this study cannot be generalised to a national level of education in the Netherlands. However, it does give a good insight into the ideas teachers and students have of the education material.

This research does not look at the way lessons are given to the students. Teachers were asked about their opinion, students were asked about their opinion, but there were no objective observations of the given lessons about migration. This could give another point of view in how the theme international migration is educated and integrated into the education curriculum.

This study was not able to question students from the 5<sup>th</sup> classes of the havo level. Whenever the appointments were made for taking the questionnaires, the 5<sup>th</sup> classes of the havo level were preparing for the final central exams that were coming up shortly. There was no possibility to do the questionnaires earlier, or to postpone the questionnaires to a later moment in time, which lead to answers of only 4<sup>th</sup> classes of the havo level within this study.

### **9.2.2 Recommendations**

As education is one of the most important ways of teaching the future generation and the society about societal issues, it is important to keep developing this education. Further research in this field would be of great help to develop the quality of geography education in the Netherlands. What might be interesting to research are the assignment books students have with the geography classes. This research looked at the written curriculum in the textbooks, assignments will probably give the students another dimension of the material.

For this research, the choice was made to only research at the havo level of the Dutch education system, after a quick first scan of the curriculum of the vwo level. Nevertheless, it would be interesting to look at both levels and compare them. It would also be interesting to focus more on the connection between secondary education and higher education. Paying more attention to the differences of and the transition from the course geography at secondary level and the study geography at higher education.

Twenty-eight students stated that the knowledge they have about the migration theme, was not obtained during the geography classes. It would be interesting to do further research on this topic. From which sources do students get knowledge about migration issues? Looking at these sources and wondering if there is a possibility to cooperate this with the education system would be an interesting subject for further research.

Looking better to the students' opinion about the migration theme in the education system would be interesting as well. Students state there is enough material about the migration theme within geography classes, and on the other hand students state that more

attention needs to be given to the causes of migration and to the impact migration has on societies and migrants' daily lives as well.

More research about the way international migration is integrated in the Dutch education curriculum would be of use.

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## Appendix A - summary concepts in textbooks

Table 5; Wereldwijs Wereld 1

	Concepten	Aanwezig in boek?	Domein	SE of CE?	Categorie	Connectie cognitieve dimensie (Krathwohl)	Connectie affectieve dimensie (Krathwohl)																																			
1	Grensregio	H 1 p. 6 H 1 p. 7 H 1 p. 12	Wereld	SE	Algemene demografische kennis	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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B																																										
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2	Legale en illegale migratie	H 1 p. 7 H 1 p. 14	Wereld	SE	migratievormen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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3	Migratie	H 1 p. 11 H 1 p. 12	Wereld	SE	Migratie concepten	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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7	Illegale migratie	H 1 p. 16	Wereld	SE	migratievormen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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8	Migratietrechter; verklaring van migratie op micro-macro- mesoniveau	H 1 p. 21	Wereld	SE	Algemene demografische kennis	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							Receiving							
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### Table 6; Wereldwijd Wereld 2

	Concepten	Aanwezig in boek?	Domein	SE of CE?	Categorie	Connectie cognitieve dimensie (Krathwohl)								Connectie affectieve dimensie (Krathwohl)
1	Globalisering	H 3 p. 6 H 3 p. 7	Wereld	CE	Globalisering processen		1	2	3	4	5	6		Receiving
						A								

		H 3 p. 10 H 3 p. 33 H 3 p. 46 H 3 p. 49 H 4 p. 67 H 4 p. 89 H 4 p. 96				<table><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	B							C							D																					
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2	Internationalisering	H 3 p. 10 H 4 p. 92	Wereld	CE	Globalisering processen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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3	Mondialisering	H 3 p. 10	Wereld	CE	Globalisering processen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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5	Mobiliteit in de wereld	H 3 p. 12 -13	Wereld	CE	Globalisering processen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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6	Migranten	H 3 p. 13 H 4 p. 89	Wereld	CE	Migratie concepten	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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7	Politieke globalisering	H 3 p. 28	Wereld	CE	Globalisering processen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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8	Economische globalisering	H 3 p. 31	Wereld	CE	Globalisering processen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							Receiving																					
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						B											
						C											
						D											
9	Migrantennetwerken	H 3 p. 42	Wereld	CE	Migratie concepten		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
10	Transnationale identiteit	H 3 p. 42	Wereld	CE	Sociale cohesie & identiteit		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
12	Migratie	H 4 p. 67 H 4 p. 89 H 4 p. 107	Wereld	CE	Migratie concepten		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
13	De-industrialisatie en globalisatie	H 4 p. 80	Wereld	CE	Globalisering processen		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
14	Migratieland (Groot-Brittannië)	H 4 p. 89	Wereld	CE	Algemene demografische kennis		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
15	Gevolgen van migratie	H 4 p. 90 H 4 p. 92	Wereld	CE	Migratie concepten		1	2	3	4	5	6					Receiving
						A											

					Sociale cohesie & identiteit	B											
						C											
						D											
16	Segregatie (ruimtelijke en sociale)	H 4 p. 90-91	Wereld	CE	Sociale cohesie & identiteit		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
17	Buitenlandse migratie	H 4 p. 107	Wereld	CE	Internationale migratie		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
18	Binnenlandse migratie	H 4 p. 108	Wereld	CE	Interne migratie		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											

Table 7; Wereldwijs Aarde 1

	Concepten	Aanwezig in boek?	Domein	SE of CE?
1	-	-	-	-

Table 8; Wereldwijs Aarde 2

	Concepten	Aanwezig in boek?	Domein	SE of CE?
1	-	-	-	-



Table 9; Wereldwijs Indonesië

	Concepten	Aanwezig in boek?	Domein	SE of CE?	Categorie	Connectie cognitieve dimensie (Krathwohl)							Connectie affectieve dimensie (Krathwohl)
1	Globalisering	H 9 p. 6 H 9 p. 7 H 9 p. 19 H 9 p. 37	Gebieden	CE	Globalisering processen		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
2	Migratie van contractarbeiders uit China	H 9 p. 21	Gebieden	CE	Internationale migratie		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
5	Globalisering en de bevolking	H 9 p. 45	Gebieden	CE	Globalisering processen		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
6	Culturele globalisering	H 9 p. 46	Gebieden	CE	Globalisering processen		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
7	Migratie van platteland naar de stad	H 9 p. 47	Gebieden	CE	Interne migratie		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
8	Transmigratie	H 9 p. 49 H 9 p. 50	Gebieden	CE	Interne migratie		1	2	3	4	5	6	Receiving
						A							
						B							
						C							

[illegible]

### Table 10; Wereldwijd Leefomgeving

	Concepten	Aanwezig in boek?	Domein	SE of CE?	Categorie	Connectie cognitieve dimensie (Krathwohl)	Connectie affectieve dimensie (Krathwohl)																					
1	Positieve en negatieve gevolgen van migratie	H 12 p. 78	Leefomgeving	CE	Migratie concepten	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							Receiving
	1	2	3	4	5	6																						
A																												
B																												

					Sociale cohesie & identiteit	C											
						D											
2	Allochtone migranten	H 12 p. 78	Leefomgeving	CE	Internationale migratie		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
3	Internationalisering	H 12 p. 78	Leefomgeving	CE	Globalisering processen		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
4	Segregatie en polarisatie	H 12 p. 78	Leefomgeving	CE	Sociale cohesie & identiteit		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
5	Integratie	H 12 p. 78	Leefomgeving	CE	Sociale cohesie & identiteit		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											

Table 11; De Geo Wereld arm en rijk leer/opdrachtenboek havo

	Concepten	Aanwezig in boek?	Domein	SE of CE?	Categorie	Connectie cognitieve dimensie (Krathwohl)							Connectie affectieve dimensie (Krathwohl)	
3	Migratie naar het grensgebied	H 1 p. 14	Wereld	SE	Algemene demografische kennis		1	2	3	4	5	6	Receiving	
						A								
						B								
						C								



9	Economische migranten	H 2 p. 44	Wereld	SE	migratievormen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
10	Niet-economische migranten	H 2 p. 44	Wereld	SE	migratievormen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
11	Push en pull factoren	H 2 p. 44 H 3 p. 84	Wereld Wereld	SE CE	Algemene demografische kennis		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
12	Kettingmigratie	H 2 p. 44 H 2 p. 49 H 2 p. 50	Wereld	SE	migratievormen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
13	Migratiegeschiedenis	H 2 p. 48	Wereld	SE	Migratie concepten		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
14	Illegale migratie	H 2 p. 49 H 2 p. 50 H 2 p. 60	Wereld	SE	migratievormen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
15	Legale migratie	H 2 p. 49	Wereld	SE	migratievormen		1	2	3	4	5	6		Receiving
						A								
						B								



22	Mondialisering	H 3 p. 91	Wereld	CE	Globalisering processen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
23	Migratiestromen	H 3 p. 92 H 4 p. 106 H 4 p. 115	Wereld Wereld	CE CE	Migratie concepten		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
24	Immigranten uit Marokko	H 4 p. 109	Wereld	CE	Internationale migratie		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
25	Internationale zuid-zuid migratie	H 4 p. 115	Wereld	CE	Internationale migratie		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
26	Economische mondialisering	H 4 p. 116	Wereld	CE	Globalisering processen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								

Table 12; De Geo Wereld/Aarde (over)leven in Europa - leer/opdrachtenboek havo

	Concepten	Aanwezig in boek?	Domein	SE of CE?	Categorie	Connectie cognitieve dimensie (Krathwohl)							Connectie affectieve dimensie (Krathwohl)
1	Emigratie	H 1 p. 11	Wereld/Aarde	SE	Internationale migratie		1	2	3	4	5	6	Receiving
						A							
						B							
						C							





5	Integratie	H 4 p. 142 H 4 p. 153	Leefomgeving	CE	Sociale cohesie & identiteit	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D								Receiving
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A																																											
B																																											
C																																											
D																																											
6	Sociale cohesie	H 4 p. 152 H 4 p. 153	Leefomgeving	CE	Sociale cohesie & identiteit	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D								Receiving
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7	Sociaal netwerk	H 4 p. 153	Leefomgeving	CE	Sociale cohesie & identiteit	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D								Receiving
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8	Migratiesaldo	H 4 p. 139	Leefomgeving	CE	Migratie concepten	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D								Receiving
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Table 15; De Geo Indonesië actueel, leer/opdrachtenboek havo

	Concepten	Aanwezig in boek?	Domein	SE of CE?	Categorie	Connectie cognitieve dimensie (Krathwohl)							Connectie affectieve dimensie (Krathwohl)	
2	Migranten platteland – steden	H 1 p. 36	Gebieden	CE	Interne migratie		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
3	Overbevolking	H 1 p. 36	Gebieden	CE	Algemene demografische kennis		1	2	3	4	5	6		Receiving
						A								

						B											
						C											
						D											
4	Transmigratie	H 1 p. 36 H 3 p. 96 H 3 p. 97 H 3 p. 98 H 5 p. 161	Gebieden	CE	Interne migratie		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
			Gebieden	SE		D											
5	Migratiegolven	H 2 p. 59	Gebieden	CE	Migratie concepten		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
6	Globalisering	h. 2 p. 59	Gebieden	CE	Globalisering processen		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
7	Arbeidsmigratie	H 3 p. 106 H 3 p. 108	Gebieden	CE	migratievormen		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
8	Selectieve migratie	H 3 p. 107	Gebieden	CE	Migratie concepten		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											
9	Migreren	H 3 p. 108	Gebieden	CE	Migratie concepten		1	2	3	4	5	6					Receiving
						A											
						B											
						C											
						D											

10	Chinese immigranten	H 5 p. 155	Gebieden	SE	Internationale migratie	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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11	Assimilatie	H 5 p. 155	Gebieden	SE	Sociale cohesie & identiteit	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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12	Integratie	H 5 p. 156	Gebieden	SE	Sociale cohesie & identiteit	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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13	Vrijwillige migratie	H 5 p. 161	Gebieden	SE	migratievormen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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Table 16; BuiteNLand 4havo

	Concepten	Aanwezig in boek?	Domein	SE of CE?	Categorie	Connectie cognitieve dimensie (Krathwohl)							Connectie affectieve dimensie (Krathwohl)	
1	Illegale migratie Mexico → Verenigde staten.	H 1 p. 6 H 1 p. 7	Wereld	SE	migratievormen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
3	Identiteit t.o.v. andere culturen in een grensregio	H 1 p. 9	Wereld	SE	Sociale cohesie & identiteit		1	2	3	4	5	6		Receiving
						A								

						B													
						C													
						D													
4	Centrum-periferiemodel (migratie door werkmogelijkheden aan de andere zijde)	H 1 p. 10 H 1 p. 11	Wereld	SE	Algemene demografische kennis		1	2	3	4	5	6							Receiving
						A													
						B													
						C													
						D													
5	Volg- of kettingmigratie	H 1 p. 13	Wereld	SE	migratievormen		1	2	3	4	5	6							Receiving
						A													
						B													
						C													
						D													
6	Migrantendichtheid	H 1 p. 13	Wereld	SE	Algemene demografische kennis		1	2	3	4	5	6							Receiving
						A													
						B													
						C													
						D													
7	Sociale ongelijkheid	H 1 p. 15	Wereld	CE	Sociale cohesie & identiteit		1	2	3	4	5	6							Receiving
						A													
						B													
						C													
						D													
8	Regionale ongelijkheid	H 1 p. 15	Wereld	CE	Algemene demografische kennis		1	2	3	4	5	6							Receiving
						A													
						B													
						C													
						D													
9	Push- en pullfactoren	H 1 p. 19	Wereld	CE	Algemene demografische kennis		1	2	3	4	5	6							Receiving
						A													
						B													
						C													
						D													

10	Politieke vluchtelingen	migranten/	H 1 p. 19	Wereld	CE	migratievormen		1	2	3	4	5	6		Receiving
							A								
							B								
							C								
							D								
11	Arbeidsmigratie		H 1 p. 19	Wereld	CE	migratievormen		1	2	3	4	5	6		Receiving
							A								
							B								
							C								
							D								

Table 17; BuiteNLand 5havo

	Concepten	Aanwezig in boek?	Domein	SE of CE?	Categorie	Connectie cognitieve dimensie (Krathwohl)							Connectie affectieve dimensie (Krathwohl)	
	Globalisering	H 1 p. 5 H 1 p. 8 H 1 p. 20 H 1 p. 21 H 3 p. 88	Wereld	CE	Globalisering processen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
			Gebieden	CE		D								
2	Mondialisering	H 1 p. 8	Wereld	CE	Globalisering processen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								
3	Globalisering draagt bij aan de homogenisering van materiele culturele kenmerken	H 1 p. 16	Wereld	CE	Globalisering processen		1	2	3	4	5	6		Receiving
						A								
						B								
						C								
						D								

4	O.a. migratie speelt een grote rol in mondialisering van culturen	H 1 p. 16	Wereld	CE	Migratie concepten	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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					Globalisering processen																																					
5	Migratiestromen	H 1 p. 18	Wereld	CE	Migratie concepten	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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B																																										
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6	Push en pullfactoren	H 1 p. 18 H 4 p. 109	Wereld	CE	Algemene demografische kennis	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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7	Globalisering als oorzaak van internationale migratie	H 1 p. 18	Wereld	CE	Globalisering processen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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					Internationale migratie																																					
8	Illegale migratie	H 1 p. 19	Wereld	CE	migratievormen	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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9	Migratiestromen tussen Groot-Brittannië en India	H 1 p. 27	Wereld	CE	Internationale migratie	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	A							B							C							D							Receiving
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11	Selectieve migratie in Indonesië	H 3 p. 85	Gebieden	CE	Interne migratie		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
12	Transmigratie in Indonesië	H 3 p. 85	Gebieden	CE	Interne migratie		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
13	Arbeidsmigratie in Indonesië	H 3 p. 91	Gebieden	CE	migratievormen		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
14	Integratie en assimilatie van Chinese minderheid in Indonesië	H 3 p. 97	Gebieden	SE	Sociale cohesie & identiteit		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
15	Sociale en regionale ongelijkheid	H 4 p. 106	Wereld	CE	Sociale cohesie & identiteit		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
16	Bevolkingsspreiding	H 4 p. 108	Wereld	CE	Algemene demografische kennis		1	2	3	4	5	6	Receiving
						A							
						B							
						C							
						D							
18	Arbeidsmigranten	H 4 p 109	Wereld	CE	migratievormen		1	2	3	4	5	6	Receiving
						A							
						B							





## Appendix B – interview guideline

		Denken aan
<p>Achtergrondinformatie</p> <p>Variabelen docent</p> <p>Geven van andere lessen dan aardrijkskunde</p>	<p><b>1. Introductie en kennismaking</b></p> <p>a. Mag ik vragen wat uw leeftijd is?</p> <p>b. Wat is uw achtergrondopleiding?</p> <p>c. Hoe lang staat u al voor de klas? En hoe lang doceert u welke vakken?</p> <p>d. Hoe lang heeft u al ervaring met het lesgeven in de bovenbouw?</p> <p>e. Welke klassen geeft u aardrijkskundeles?</p> <p>f. Geeft u naast aardrijkskunde ook andere vakken, zo ja welke en aan welke klassen? → Welke lesmethoden gebruikt u hier?</p> <p>g. Bent u actief lid van een aardrijkskunde community, of heeft u een abonnement op een vaktijdschrift?</p>	<p>Welke master? Hbo, WO 2<sup>e</sup> graads</p> <p>Maatschappijleer, Maatschappijwetenschappen, Geschiedenis, Biologie</p> <p>KNAG, Geografie</p>
<p>Geschreven curriculum &amp; Lesmethoden</p>	<p><b>2. Mening en interpretatie over geschreven curriculum</b></p> <p>a. Wat houdt het thema internationale migratie binnen</p>	<ul style="list-style-type: none"> <li>○ Globalisering</li> <li>○ Internationalisering</li> </ul>

	<p>het aardrijkskunde onderwijs volgens u in? En waarom is dit relevant voor uw leerlingen?</p>	<ul style="list-style-type: none"> <li>○ Migratie</li> <li>○ Wereldburgerschap</li> <li>○ Integratie</li> <li>○ Vluchtelingen</li> <li>○ Asielzoekers</li> <li>○ Toerisme</li> <li>○ Illegale/legale migratie</li> <li>○ .....</li> </ul>
	<p>b. In hoeverre is het thema internationale migratie volgens u opgenomen in het geschreven curriculum, dat wil zeggen de syllabus en de handreiking SLO?</p>	<p>In geschreven curriculum komt 'migratie' letterlijk 0 keer voor.</p>
	<p>c. Welke lesmethode gebruikt u in de lessen aardrijkskunde 4 &amp; 5 havo?</p>	<p>De Geo, BuiteNLand, Wereldwijs</p>
	<p>d. Bent u tevreden met hoe het thema internationale migratie uitgewerkt is in deze methode?</p> <p>Wat is de kracht/ zwakte van deze methode?</p>	<p>Eigen materiaal, andere methode?</p> <p>Wat mist u in de methode?</p> <p>Welke sub thema's mist u?</p> <ul style="list-style-type: none"> <li>○ Globalisering</li> <li>○ Internationalisering</li> <li>○ Migratie</li> <li>○ Wereldburgerschap</li> <li>○ Integratie</li> <li>○ Vluchtelingen</li> <li>○ Asielzoekers</li> <li>○ Toerisme</li> <li>○ Illegale/legale migratie</li> <li>○ .....</li> </ul>
	<p>e. Gebruikt u naast de lesmethode nog aanvullende opdrachten, projecten e.d. om het thema (internationale)</p>	<p>Cross your borders</p> <p>Vakoverstijgende projecten</p> <p>Internet, krant, tv</p>

	<p>migratie aan de leerlingen mee te geven?</p> <p>f. Over welke onderwerpen, binnen het thema internationale migratie, zou u meer lesmateriaal beschikbaar willen hebben?</p> <p>g. In hoeverre kan (extra) materiaal over (internationale) migratie van toegevoegde waarde zijn en op welke manier dan?</p>	<p>Let op aanvullende actualiteiten of grotere, (vakoverstijgende) projecten</p> <ul style="list-style-type: none"> <li>○ Globalisering</li> <li>○ Internationalisering</li> <li>○ Migratie</li> <li>○ Wereldburgerschap</li> <li>○ Integratie</li> <li>○ Vluchtelingen</li> <li>○ Asielzoekers</li> <li>○ Toerisme</li> <li>○ Illegale/legale migratie</li> <li>○ .....</li> </ul> <p>Welk materiaal mist er?</p>
Interpretatie en vertaling naar lessen	<p><b>3. Toepassing stof in lessen</b></p> <p>a. Wanneer u lesgeeft over een van de onderwerpen, ziet u dan een bepaalde reactie bij de leerlingen? Vinden ze het interessant? Vallen bepaalde dingen op? Roept het interactie op?</p>	<p>Wat is de houding van leerlingen t.o.v. internationale migratie problematiek?</p>
	<p>b. Kunnen leerlingen hun mening beargumenteren t.o.v. internationale migratie problematiek? → Waaruit blijkt dat?</p>	<p>Kritische houding van leerlingen</p> <p>Kennis en houdingsaspecten</p>

<p>cognitive process dimension</p>	<p>c. Gebruikt u actualiteiten ter aanvulling en toelichting van de lesstof over (internationale) migratie in uw lessen?</p> <p>d. Bent u bekend met de taxonomie van Bloom, over de verschillende dimensies van het cognitieve proces?</p> <p>→ Zie schema, kunt u aangeven welke vakken u raakt in uw lessen?</p> <p>Waarom deze vakken?</p> <p>→ Waar ligt het accent? En waarom?</p> <p>→ Wat is het niveau van de slotopdracht?</p>	<p>Krantenartikelen, nieuwsberichten, lokale ontwikkelingen t.a.v. migratie en integratie</p> <p>Bloom = onthouden, begrijpen, toepassen, analyseren, evalueren, creëren.</p> <p>Toelichten schema.</p> <p>Vraag naar voorbeelden!!</p>
<p>affective domain</p>	<p>e. Vindt u de houding van de leerlingen tegenover de stof (over internationale migratie) belangrijk?</p> <p>f. Vindt u het belangrijk om aandacht te besteden aan waarde-educatie, gezien opvattingen over internationale migratie?</p> <p>g. Hoe besteedt u aandacht aan waarde-educatie? In welke mate is dit effectief geweest? Welke houdingen ziet u bij de leerlingen (veranderen)?</p>	<p>Houding van leerlingen gezien wereldburgerschap, globalisering</p> <p>Waarde educatie</p> <p>Waarde educatie</p>



Afronding & afsluiting	<p><b>4. Afsluiting</b></p> <p>a. Wilt u zelf nog iets kwijt over dit onderwerp?</p> <p>b. Heeft u nog vragen/opmerkingen?</p>	
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## Appendix C – interviewees

Table 18; outcomes of the interviews

interviewee	age in years	experience in years	prior education	level of classes	method used	additional material
1	40	10	hbo, bachelor, master, 1st degree	4,5 havo & 4,5,6 vwo	Wikiwijs; eigen methode	yes, different sources
2	59	35	hbo 2nd degree, 1st degree	4,5 havo & 4,5,6 vwo	BuiteNLand	yes, newspapers
3	62	23	bachelor, master, 1st degree	1 - 5 havo & 1-6 vwo	Doelen; eigen methode	yes, different sources
4	61	40	hbo, hbo 2nd degree, 1st degree	4,5 havo & 4,5,6 vwo	BuiteNLand	barely
5	51	20	bachelor, master, 1st degree	1 - 5 havo & 1-6 vwo	BuiteNLand	barely
6	46	25	bachelor, master, 1st degree	1 - 5 havo & 1-6 vwo	Wereldwijs	yes, different sources
<b>average</b>	53,16666667	25,5				



## Appendix D – questionnaires students

Q1 Ik ben een  
jongen (1)  
meisje (2)

Q2 Ik zit in klas  
4 havo (1)  
5 havo (2)

Q3 Ik volg het profiel  
Cultuur & Maatschappij (C&M) (1)  
Economie & Maatschappij (E&M) (2)  
Natuur & Gezondheid (N&G) (3)  
Natuur & Techniek (N&T) (4)

Q4 Naast aardrijkskunde, volg ik ook het vak  
Geschiedenis (1)  
Maatschappijwetenschappen (2)  
Economie (3)  
Geen van bovenstaande (4)

De volgende vragen gaan over de lessen aardrijkskunde die je volgt.

Q5 Wat vind je belangrijk om te leren bij het vak aardrijkskunde? Geef dit aan in een rangorde.  
1 = meest belangrijk 4 = minst belangrijk

\_\_\_\_\_ Onderzoek kunnen doen/ kaarten gebruiken (1)  
\_\_\_\_\_ Een beeld krijgen van de wereld (2)  
\_\_\_\_\_ Het leren oplossen van aardrijkskundige vraagstukken (3)  
\_\_\_\_\_ De mogelijkheden om mijn eigen omgeving te beïnvloeden (4)

Q6 Als je praat over het thema migratie, dan gaat het over....  
Geef de 3 belangrijkste thema's voor jou aan.

Globalisering (1)  
Binnenlandse migratie (platteland-stad) (2)  
Internationale migratie (tussen landen) (3)  
Legale & illegale migratie (4)  
Integratie & segregatie (5)  
Vluchtelingen & asielzoekers (6)  
Arbeidsmigratie (7)  
Wereldburgerschap (8)  
Toerisme (9)

Hierna volgen een aantal stellingen. Hierbij mag je aangeven of je **het helemaal oneens, oneens, eens, helemaal eens** bent met deze stellingen.

Q7 In de lesboeken staat voldoende over het thema migratie  
helemaal oneens (1)

oneens (2)  
eens (3)  
helemaal eens (4)

Q8 Naast de boeken, gebruiken we ook andere materialen over migratie in de les (zoals krantenartikelen, extra opdrachten, filmpjes)

helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q9 Ik weet genoeg van oorzaken en gevolgen van migratie

helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q10 Mijn kennis over migratie, heb ik vooral opgedaan door de aardrijkskundelessen

helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q11 Ik kan mijn mening over migratievraagstukken beargumenteren

helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q12 Ik durf mijn eigen mening in de klas te geven over migratievraagstukken

helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q13 Ik weet genoeg over de oorzaken en gevolgen van migratie om hier een mening over te vormen en een standpunt in te nemen

helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q14 De docent behandelt verschillende opvattingen over migratie

helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q15 De docent laat merken wat zijn eigen mening over migratie is  
helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q16 De docent laat merken dat ik dezelfde mening over migratie moet hebben als hijzelf/zijzelf  
helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q17 De docent waardeert het dat ik mijn eigen mening heb over migratievraagstukken  
helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q18 In de aardrijkskundelessen zijn we vooral theoretisch bezig met het thema migratie  
helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q19 Er moet in de aardrijkskundelessen meer tijd besteed worden aan de gevolgen van migratie  
helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q20 Er moet in de aardrijkskundelessen meer tijd besteed worden aan de oorzaken van migratie  
helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q21 Er wordt voldoende aandacht besteed aan de impact van migratie op het dagelijks leven van de migrant  
helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q22 Er wordt voldoende aandacht besteed aan de impact van migratie op de samenleving in het ontvangende land  
helemaal oneens (1)

oneens (2)  
eens (3)  
helemaal eens (4)

Q23 Er wordt voldoende aandacht besteed aan de impact van migratie op de samenleving in het vertrekkende land

helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q24 Migratie moet een groter onderwerp zijn in de lesboeken

helemaal oneens (1)  
oneens (2)  
eens (3)  
helemaal eens (4)

Q25 Wil je zelf nog iets kwijt over het onderwerp migratie in de aardrijkskundelessen?



## Appendix E – questionnaires outcomes

Table 19; I am a...

	frequency	percent
boy	45	45,9%
girl	53	54,1%
<b>total</b>	<b>98</b>	<b>100,00%</b>

Table 20; I am following the track..

track	percent
culture & society	16,3%
economy & society	49,0%
nature & health	29,6%
nature & technology	5,1%
<b>total</b>	<b>100%</b>

Table 21; I am a... \* I am following the track...

gender	culture & society	economy & society	nature & health	nature & technology	total
boy	4	29	7	5	45
girl	12	19	22	0	53
<b>total</b>	<b>16</b>	<b>48</b>	<b>29</b>	<b>5</b>	<b>98</b>

Table 22; Next to the course geography, I also follow the course...

course	frequency	percent
history	67	68,4%
social science	6	6,1%
economy	53	54,1%
none of abovementioned	27	27,6%

Table 23; I am a... \* The 3 most important themes, talking about migration are...

theme/ concept	boy	girl	total
globalisation	12	13	25
intern migration	3	15	18
international migration	32	40	72
legal and illegal migration	27	29	56
integration and segregation	6	7	13
refugees and asylum seekers	30	38	68
labour migration	15	7	22
world citizenship	4	5	9
tourism	6	5	11

Table 24; What do you want to say about the theme migration within the course geography?

	frequency
	59
-	3
--	1
/	1
In the classes, we are not that much talking about migration as you would think	1
I am missing the part "solutions". This is dealt with in the books, but there could be more attention about this.	1
I like appels. Ayy lmao	1
I think that we do not need to give that much attention to this. There are more important subject, so we do not need to focus on migration.	1
I think that there does not need to go more attention to the subject migration than it already does. There are other geography subjects.	1
I think it is interesting	1
Migration is learned enough in the books, there should be more chapters about other geographical subjects.	1
Maybe it would be interesting to show the daily lives of migrants, which would make it easier to identify with them	1
no	2
No	16
No thanks	1
no.	1
none	1
nope	2
boring	1
We have already had the theme migration between Mexico and the US, but I think it would be interesting to talk about migration in our own country or neighbouring countries of the Netherlands	1
This year we did not attend the theme migration, that is why it is difficult to answer the questions	1
<b>total</b>	<b>98</b>



