

The phases of PBL include selecting the theme, researching, developing collaborative work, creating products, disseminating and evaluating the results. The projects activities are carried out collaboratively between the partner countries, starting with geographical location, working on interdisciplinary projects, building knowledge and seeking answers to common problems.

One of the projects I developed as a Geography teacher was the 'Time to Travel' project, with partners from Ukraine, France, Spain, Bulgaria, Poland, Italy, Czechia, Croatia, Portugal, Estonia and Greece. The project aimed to present different countries, regions and commonalities through a 'Travel Agency' scenario, exploring each region of each country. The students made presentations, video conferences, games and created shared materials, contributing to collective knowledge.

eTwinning offers peer-to-peer learning opportunities for students and teachers, and also stands out as an excellent opportunity for Initial Teacher Education. The knowledge of remote regions and the closeness through the use of the platform facilitates contact, helping to bridge real and cultural distances.

Geographical Information and Geographical Education: reflexion on the concept of a geographical powerful knowledge

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Following the change in the legal framework in Portugal, as in the rest of the European Higher Education Area (EHEA), with the mandatory requirement of a master's degree (2nd cycle of professionalizing studies or master in teachers' training) in order to access the career of school teacher, teachers' training has become increasingly research-based.

The link between research and teaching and learning is not a new topic. Schulman's reference article from 1986 - Those Who Understand: Knowledge Growth in Teaching - continues to be cited today because it is still valid in its argumentation of the foundations of this relationship. This paper aims to bring together theoretical contributions, critical analyses or inspiring personal reflections based on experiences, good practices, and innovative methodologies on the relationship between research and the teaching of Geography. How and why should we bring together university academics and school teachers, as well as researchers in the field of Geography or teachers' training in general? Territorial knowledges: part of being an educated person in the future! was the Editorial of an issue of the Journal of Geography in Higher Education in 1995. How can we ensure geography education for our children and young people in schools, as a critical pillar of education for citizenship, ethics and responsibility?

This article is an exploratory experiment in discussing the concept of Powerful Geographical Knowledge within the framework of the relationship between academic geography and school geography. This preliminary approach to this question includes a questionnaire

launched to different stakeholders. Beyond the positive and negative aspects and the current barriers, it is possible to recognise a unanimous consensus around the idea that the university must go to school and that the school must go to the University.

Teachers for what? - inertia and emergence in portuguese basic education

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Between the massification of education and the extension of compulsory schooling, the portuguese education system has been pursuing the goal of the World Declaration on Education for All - the "fulfilment of basic learning needs" (UNICEF, 1990). However, as in other countries, there is still resistance to the urgent change in curricula and school organisation. In other words, it seems that the perpetuation of educational evaluation centred on school results (usually in rankings) disguises the training paths that are fundamental to true human empowerment - 'being, the essential'.

In line with these ideas, some questions emerged such as: why is there so much resistance to changing the 'essentials'? Do times change, but not wishes? Where have changes been taking place in the portuguese education system? After all, how can we change the school in the current context?

We revisited Smith's (1779) and Marshall's (1890) human condition for the progress and wealth of nations, looked at Schultz's Theory of Human Capital (1963 and 1971), noted Gusdorf's (1963) answers to the question 'Teachers for what?' and recalled the Modern School Movement, positioning the school as a place in education. For Higher Education, Recommendation no. 4/2022 calls for the participation of young people (DR 124/2022), identifying a number of problems with the pedagogical model, including the fact that it is unidirectional, i.e. if the University should support change, why can't we innovate?

We hope to find some answers through a cross-analysis between desires (1) - based on the principles of education defined in legal documents; supply (2) - approached from the point of view of the curriculum and the training of Geography teachers; and demand (3) - based on the dimension of students who choose Geography.

In the conclusions, we will present some ideas aimed at stimulating the desirable process of change in the education system.