

Editorial

Learning with Geoinformation 2010

Recent developments in Geoinformation-technology have contributed to more ready-to-use products and services for education. Both, the products developed by professional software companies in the field as well as the enhancements made to geobrowsers allow learners to collaborate more readily in the classroom, provide even better imagery and they offer innovative, new applications. National, European and global initiatives in *Learning with GI* as well as in education for GIS-professionals abound. However, much of the ongoing research in the field still focuses enthusiastically on preparing pupils for a geospatial job market or, more generally, it mainly demonstrates methodological interests in GI-based learning and teaching. Though not wholly opposed to that approach, we consider a widening of the agenda is necessary within the education framework.

The 2010 edition of *Learning with GI* therefore deliberately suggests spatial citizenship as its central theme. In doing this we intend to foster greater interest in learning and teaching with respect to everyday applications of GI, aiming at regular uses for reflected participation in society. We therefore invited contributions that link up social theory with GI-based learning, and also include a critical perspective discussed Geographic Information Science since the early nineties. We strongly feel that an inclusion of this critical perspective can provide new approaches to *Learning with GI* and that this widens its appeal even to areas beyond the subject of geography.

Learning with Geoinformation provides an annual forum to researchers, teachers in school and trainers/educators in postsecondary education, as well as professionals between geoinformatics and education. in the field. This publication is the result of the fifth conference, held within the framework of AGIT and the GI-Forum on July 7th – 9th, 2010 in Salzburg (AT). Three institutions take the responsibility for this activity: the *Austrian Academy of Science* (Institute for Geographic Information Science), the *University of Salzburg* (Centre of Geoinformation) and the *Private University College of Education Linz* (Department of Further Education). It comes under the umbrella of the *digitalearth:at* Centre of Excellence which was launched in November 2009 (www.digital.at) and the pan-European *digitalearth.eu* initiative (<http://www.eurogeography.eu/digitalearth.html>) which has been proposed, **for support, to the European Commission** in 2010. The conference has **also** been further internationalised. This has been achieved through considerable support by the *ESRI education department* allowing *ESRI-digital:earth:at* to provide stipends that facilitate the participation of international researchers. Furthermore, the conference is attended by teachers **and trainers** from various school levels and types and universities as well as students in teacher training.

We are deeply indebted to all those who have made this event and publication possible through their contribution and their patience with us, the editors. This is, first of all, the authors who made their latest work available, and considered the remarks of the review process for their final papers. Secondly, thanks are due to the reviewers of the contributions who assisted our authors with their papers. These are: Karl Donert (Liverpool, EUROGEO),

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We do hope that this fifth *Learning with Geoinformation* volume will give its readers a broad impression of current debate in the field and foster even further discussion and development in the GI community and beyond.

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