

ABSTRACT

Teachers' Conceptions of Geography and the Geography Teaching-Learning Process as They Implement the CAPE Curriculum

Simone E. P. Robinson

This qualitative study sought to determine the perceptions of three teachers on geography and the geography teaching-learning process as they attempted to enact the Caribbean Advanced Proficiency Examination (CAPE) geography innovation in three secondary schools in Trinidad and Tobago. Data were collected through interviews and observations. Findings showed that historical and social context, teachers' content knowledge, and the structure and organization of schools kept them in a positivist mindset.

Keywords: Teacher attitudes; Geography education; Curriculum implementation; Caribbean Advanced Proficiency Examination; Geography; Trinidad and Tobago