

**RIGEO**  
**REVIEW OF INTERNATIONAL GEOGRAPHICAL**  
**EDUCATION ONLINE**

Review of International Geographical Education Online | RIGEO - 2016

**RIGEO** 

ISSN: 2146 - 0353

**Review of International**  
**GEOGRAPHICAL EDUCATION ONLINE**  
**Volume 6, Number 3, Winter 2016**

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**R**EVIEW OF **I**NTERNATIONAL **G**EOGRAPHICAL **E**DUKATION **O**NLINE

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Dear readers of RIGEO;

We are happy to announce the last issue of Review of International Geographical Education Online-RIGEO for 2016. This is the sixteenth issue (Volume 6, Number 3) of the RIGEO.

First article is from USA entitled *Designs, Techniques, and Reporting Strategies in Geography Education: A Review of Research Methods* written by Joann ZADROZNY, Caroline MCCLURE, Jinhee LEE, Injeong JO. This article aims to provide a general overview of the different types of methodologies, research designs, and techniques used by geography education researchers.

Authors selected to analyze the articles published in *Journal of Geography*, *Journal of Geography in Higher Education*, and *International Research in Geographical and Environmental Education* due to their long history of publishing articles encompassing geography education research. They found 191 research articles published about geography education, of which, 55 used a quantitative design, 65 used a qualitative design, and 71 used mixed methods. This article highlights specific articles to provide examples of how a variety of quantitative, qualitative, and mixed methods techniques were conducted and presented in the literature. The implications of this article is to provide geography education researchers with guidance when reporting research results in an effort to promote replicability and longitudinal research. Geography education benefits from all types of methodological designs and techniques, each serving a different purpose based upon the individuals' inquires and research questions.

Second article is from TURKEY, entitled *Perceptions of Geography Teachers to Integrating Technology to Teaching and their Practices* written by Cennet ŞANLI, Adem SEZER, Adnan PINAR. Authors reached 22 geography teachers in 5 different types of schools within Nevşehir (Turkey) city center. In this article data were collected via semi-structured interview form during 2015-2016 academic year. Descriptive analysis method was employed to analyze obtained data. Integrating Technology to Teaching approach developed by Maddux & Johnson (2006) was adopted in the analysis of technology practices of interviewed teachers. In the conclusion part of the research it was identified that participant geography teachers possessed insufficient level of knowledge on integrating technology; a vast majority of teachers (16) performed Type I practices that referred to using technology; a small portion of teachers (6) performed practices that could fall into Type II dimension and five out of these six teachers practiced model and replica designs to visualize the topic; one teacher in his/her practice transferred the material (photograph) prepared as a teaching material to computer program for future use as data.

Third articles is from GREECE, a technical article, entitled "*Introducing 3D Visualization of Statistical Data in Education Using the i-Use Platform: Examples from Greece*" written by Ourania RIZOU and Aikaterini KLONARI. The aim of this paper is to present an application of 3D visualization of statistical data in conjunction with

regional spatial data from Greece, using the www services and applications in real time. This has been accomplished by modifying the code of an open source of educational software: the online platform i-Use, in particular. Nowadays, there has been a clear shift towards Free Software/Open Source Software (FOSS) from users worldwide. FOSS has begun to play an important and decisive role in Greek education, as well. The examples which are taken from Greece are related to statistical data from various sectors of modern life. The spatial background used is the 13 Administrative regions of Greece. All functions and modifications implemented were made with FOSS.

Last article of this issue's the title is "*Challenges and Opportunities in Combining the Competences of Formal Education and NGOs for Teaching Sustainability*" by Bastian SCHULZ and Anke UHLENWINKEL. Although the decade for Education for Sustainable Development has been well promoted in Germany it still finds itself in a rather marginal position, both in the formal and in the informal educational sector. This is at least partly due to the status it is given in the political debate that leads to different expectations by different actors who operate in different frameworks. Thus teachers in formal education will have to take general requirements of education for citizenship into consideration while NGOs are often focused on improving environments and living conditions. Nonetheless there are numerous efforts for the two to join forces. These efforts can be fruitful, if actors on both sides understand the needs and restrictions the other side faces. In this article we want to explore the opportunities and challenges of cooperation between the formal and informal educational sector with a view of giving partners a chance to better use their often scarce resources.

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### Reviewer List for Volume 6

The following names -RIGEO's reviewers for Volume 6 - represent the foundation of the peer-review process. The Review of International Geographical Education Online editorial team thanks all our reviewers, not just those whose guidance shaped the articles that appear in this volume, but also those who counseled us on articles needing substantial revision or even rejection. The reviews were timely, constructive, and represent a substantial time commitment on behalf of submitting authors. Thank you for your effort and spend your valuable time on behalf of *RIGEO*.

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