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Dear readers of RIGEO;

We would like to bring new research articles as the second issue of 2016 in RIGEO. This is the fifteenth issue (Volume 6, Number 2) of the Review of International Geographical Education Online-RIGEO.

First article entitled *Geography Teachers' Practices regarding Summative Assessment: A Study of Pre-Vocational Education in the Netherlands* by Erik BIJSTERBOSCH, Joop VAN DER SCHEE, Wilmad KUIPER and Tine BÉNEKER. In this article, to start a teacher professional development program on the relationship between classroom summative assessment and learning, the current practices and dispositions of geography teachers towards internal school-based examinations in pre-vocational education in the Netherlands were investigated. A questionnaire provided data on how teachers construct these examinations and how they perceive the extent to which they use test items in these examinations that appeal to distinct cognitive processes. The results showed that teachers rarely construct test items themselves; instead, they rely to a considerable degree on test items created by outside sources. Furthermore, teachers' dispositions regarding the purpose of the internal school-based examinations seem to be highly influenced by high-stakes tests, such as the national exam.

Second article is from GERMANY, entitled *Subject-Specific Correctness of Students' Conceptions and Factors of Influence: Empirical Findings from a Quantitative Study with Grade 7 Students in Germany Regarding the Formation and Location of Deserts* by Jan Christoph SCHUBERT and Katja WRENGER. Students' conceptions are a central learning condition. Until now there have only been qualitative results regarding the important geographical area of the desert, especially its location and formation. Therefore this study surveys students' conceptions with the help of a questionnaire containing open and closed questions. The descriptive as well as inferential statistical analysis shows that both subject-specific correct as well as subject-specific unfounded explanations regarding the location and formation of deserts are frequently found. Based on the discussion of the results, information about the possibility of future research is given.

Third articles is from TURKEY entitled *Knowledge Sources and Opinions of Prospective Social Studies Teachers about Possible Risk and Benefit Analysis: Nuclear Energy and Power Stations* by Hakkı YAZICI, Ramazan BULUT and Sibel YAZICI. In this study, it was aimed to determine the trust status of prospective social studies teachers regarding various knowledge sources related to nuclear energy and power stations regarded as a controversial socio-scientific issue and their perceptions on the possible risks and benefits of nuclear energy and power stations. According to the results of the study, the prospective teachers agreed that the nuclear energy and power stations were both risky and beneficial. According to another result, scientists working on the issue received the highest confidence whereas members of parliament, companies and news on televisions received the lowest confidence.

Last article of this issue is from USA and the title is “*Concept Maps as a Tool to Analyze College Students’ Knowledge of Geospatial Concepts*” written by Katsuhiko ODA. This study focused on college students’ development of conceptual knowledge in geographic information system (GIS). The aim of this study was to examine if and how students developed their conceptual knowledge during their enrollment in an introductory-level GIS course. Twelve undergraduate students constructed 36 concept maps and revised 24 concept maps in three sessions. The author scored those 60 concept maps in two different ways. The first method measured the degree to which concept maps were structurally complex; the second method assessed the correctness of interrelationships between spatial concepts shown in the maps. A statistical analysis of the scores obtained through the second method suggested that there was a significant difference between the maps created in the first session and the maps revised in the second session. Students could successfully revise their original concept maps at the middle of a semester. A mix of the two quantitative and qualitative methods had the potential to examine the development of students’ conceptual knowledge through multiple perspectives. Lastly, this study discusses how concept maps can be applied to research and instructions. Concept maps can be used for exploring students’ understanding of spatial concepts.

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