

Call for Papers

“The Importance of Geographic Skills for Secondary School Students (10-14 years old)”

Would you like to share and reach a wider community by publishing in RIGEO if you have a paper in geographic skills for secondary schools and students (10-14 years old)?

The Importance of Geographic Skills

“Geographic skills provide the necessary tools and techniques for us to think geographically. They are central to geography’s distinctive approach to understanding Earth’s physical and human patterns and processes. Geographic skills are used in making decisions important to everyday life—where to buy or rent a home; where to get a job; how to get to work or to a friend’s house; and where to shop, vacation, or go to school. All of these decisions involve the ability to acquire, arrange, and use geographic information. Daily decisions and community activities are linked to thinking systematically and spatially about environmental and societal issues (NCGE, USA).

Developing Geographic Skills

It is essential that students develop skills that will enable them to observe patterns, associations, and spatial order. Many of the skills that students are expected to learn involve using tools and geospatial technologies that are part of the process of geographic inquiry. Geographic representations, such as maps and globes, as well as their digital versions, are essential tools of geography because they assist in visualizing spatial arrangements and patterns (NCGE, USA).

Aim of this Special Issue

The aim of this Special Issue of RIGEO is to analyze, compare, research of geographical skills in secondary school students (10-14 years old). Geography is presented at several secondary schools and is often an integrated subject with another subject. For this reason, we would welcome works which analyze the main themes and difficulties in the geographical skills for secondary school students (10-14 years old). With this call, we welcome contributions reporting on the following topics and fields (or a selection of these) and other valuable and/or innovative aspects worth sharing with social studies educators and teachers, geography teachers and geography educators:

- The place of geographical skills in curriculum (is it titled as geography or inside of another subject like Social Studies or other...?)
- The place of geographical skills in textbooks
- The place of geographical skills in teacher education (pre-service or in-service teacher training)
- Reports and research on geographical skills (their names, contents and extends in secondary schools),
- Geographical skills by comparing international level in a global context,

- Research projects on geographical skills,
- Adaptation of using geospatial technologies across geographical skills
- Innovative approaches toward developing geographical skills of students,
- Innovative methods and good practice in geographical skills (inverted classroom, geomeia, field work and its application,
- Geography Olympiads (iGEO and others) and geographic skills,
- And similar subjects for geographical skills...

Papers may argue on;

- ✓ an international, comparative, or linking level,
- ✓ a national level, referring to homogeneity and/or heterogeneity within a country,
- ✓ a local level to illustrate genuine approaches, pilot projects, good practice and empirical results concerning geographical skills at a certain school or country.

We welcome original papers that provide;

- ❖ Systematic or comparative descriptions of national, regional, or local situations and a critical analysis of its societal implications,
- ❖ Systematic analyses of a certain situation (e.g. Curriculum analysis),
- ❖ Empirical research (quantitative, qualitative, mixed methods),
- ❖ Theoretical work on current debates and a reflection of its added value,
- ❖ Good practice examples and projects,
- ❖ Specific experiences and their integration in current debates,
- ❖ A combination of several of these and other approaches,
- ❖ And similar approaches for geographical skills...

PROPOSED TIMELINE

- **09th September-09th October, 2020:** Expressed participation in issue as contributor (150-400 words including topic and description of proposed manuscript) and/or participation as manuscript reviewer
- **15th December, 2020:** Full manuscripts required for editing and distribution to review (3000-8000 words suggested length).
- **15th January, 2021:** Peer review process need to be finished
- **15th February, 2021:** Proposed date for publication of the issue

All papers process should follow the guidelines for authors and Publishing Principles/ Rules that can be found here: <http://rigeo.org/guidelines-for-authors>

REVIEW PROCESS

The RIGEO Editorial Board and referee Advisory Board will manage the peer review process. The Editorial Board members are listed at <http://rigeo.org/editorial-board/>

SUBMISSIONS

First submissions (abstracts of 150-400 words) should be made via e-mail to one of these addresses

- Dr. Eyup Artvinli, eartvinli@gmail.com
- Dr. Bülent Aksoy, baksoy28@gmail.com

For more info about RIGEO Journal click here : <http://www.rigeo.org/>

We look forward to hearing from you,

Best wishes,

RIGEO