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Dear readers of RIGEO;

We would like to bring new research articles as the first issue of 2016 in RIGEO. This is the fifteenth issue (Volume 6, Number 1) of the Review of International Geographical Education Online-RIGEO. This issue of RIGEO includes articles about geography textbooks, ICT, primary education and perception of geography as discipline.

First article entitled *The Use of Planning in English and German (NRW) Geography School Textbooks* by Veit MAIER and Alexandra BUDKE from Germany. Authors compare how nineteen different English and German (North Rhine-Westphalian) geography textbooks deal with planning through various tasks in this article. These tasks are identified with a definition, based on a multidisciplinary literature review, and are examined by qualitative content analysis. It appears that planning skills for shaping the future are dealt with differently in both countries, with respect to branches of geography, topic of concern, planning method, time frame and perspectivity. Implications and limitations of the findings for geography teachers, international researchers in science education, publishing houses and other persons responsible for geography education programs are discussed.

Second article is from USA, entitled *Social Studies Teachers' Views of ICT Integration* by Jung Eun HONG. In order to provide better support for social studies teachers using ICT, this article reports social studies teachers' views, experiences, and attitudes towards ICT integration via individual face-to-face interviews with 23 social studies teachers in Colorado, USA. The results of this study found that the majority of the participating teachers had positive attitudes towards ICT as an instructional tool and wanted to learn more about ICT for effective use in their classrooms. However, they identified the low availability of ICT as a major barrier that limited their use of ICT in the classroom.

Third articles is from Greece entitled *Junior Primary Greek School Pupils' Perceptions of the City's Public Open Spaces and Especially of the Urban Square: A Case Study* by Nikoletta PAPAGEORGIOU, Apostolia GALANI and Evangelia MAVRIKAKI. This work - part of a wider project aimed at engaging 1st year primary school pupils in public open-space design - explores the perceptions of junior primary school children as to the urban square. Data collection tools comprised semi-structured interviews, sketches and storytelling via puppet-animation. Our findings have shown that - according to the perceptions of the children - the square displays the advantages and disadvantages of public open spaces both structurally and in terms of its layout, while its functions are linked to children's play, leisure, events and socialization. Factors that adversely affect visits to public squares include delinquency, xenophobia, limited space and poor design.

Fourth article is about perception of geography as a discipline. The title of it *The Perceptions of Geography as a Discipline among Students of Different Academic Levels in Pakistan* written by Munazza FATIMA from Pakistan. This research paper examines

the perception about geography as an academic discipline from the students of different academic levels i.e. intermediate, graduate, master and M.Phil. Data were collected through structured questionnaires and a total of 106 students were surveyed, of which 45 were male and 61 were female students. Students' perceptions were analyzed about the concepts, themes, nature and scope of geography, choice of geography as an academic discipline, major problems they are facing while studying geography and possible career opportunities. As a whole, geography was perceived as an interesting, multidisciplinary, and useful subject. Different levels have different problems; some of them include difficulty in understanding geography, lack of resources, insufficient field work, and inappropriate medium of instruction, lack of jobs for geography graduates and lack of research in geography education.

Last article is from Singapore for this issue. *Islam and Muslim Life in Current Bavarian Geography Textbooks* by Stefanie ZECHA, Stephan POPP, Aysun YAŞAR. This paper investigates the Islam and Muslim life in German textbooks. The study is based on the analysis of current Geography textbooks in Bavarian secondary schools. As a first step, the authors developed a system for objective analysis of the textbooks that structures the content in categories. In a second step, the authors used the qualitative method. One category system was developed to analyze the didactical quality of the illustration to the theme Islam and Muslim life another category system was developed to analyze the different aspects of Islam and Muslim life in textbooks. Quantitative analysis shows that the book authors use a variety of illustrations, but especially photos followed by maps. The quality is generally good. Three aspects were selected for qualitative analysis: Spatial representations of Islam, Islam as a religion and Muslim people in Germany. The spatial representation of Islam across the different textbooks is very diverse. Islam is usually not presented as a European phenomenon. The presentation of Islam as an oriental phenomenon risks propagating the idea that there is no other religious group in this area. The information on Islam as a religion is often superficial and may cause students to falsely assume that Islam is a homogeneous religion. Authors lastly report that overall, the reader is led to wrongly falsely assume that Muslim migrants, many of whom are living in the 3rd generation in Germany, are still not really part of German society.

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