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*** All responsibility of statements and opinions expressed in the articles is upon their authors.

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Dear readers of RIGEO,

Welcome to the seventh issue (Volume 3, Number 2) of the Review of International Geographical Education Online-RIGEO, an online publication which is supported by Eskisehir Osmangazi University in Turkey (ESOGÜ), the Geographical Association in United Kingdom (GA), The National Council for Geographic Education in USA (NCGE), Italian Association of Geography Teachers in Italy (AIIG) and European Association of Geographers (EUROGEO).

The first article is from USA entitled *Learning Geomorphology Using Aerial Photography in a Web-facilitated Class* written by R. Evan PALMER. This paper investigates how students learn about physical geography and landform processes in an online lesson. Despite the author pay attention to negative sides of online nature of the learning experience leading to logistical frustrations such as how to annotate screen captured imagery, this article also argued the qualitative analysis of student feedback agreed with prior similar research on the necessity for: scaffolding; clear learner objectives followed by a sequence of tasks results in superior student learning; and on the observation that students do not benefit from prior schema regarding math training or previous use of Google Earth to perform well.

The second article is from Lithuania. In this article, entitled *Using Educational Tourism in Geographical Education*, the authors Dalia PRAKAPIENĖ and Loreta OLBERKYTĖ try to analyze and define the concept of educational tourism, presents the structure of the concept and look into the opportunities for using educational tourism in geographical education in Lithuania. PRAKAPIENĖ and OLBERKYTĖ identified the educational excursion activities conducted in the national and regional parks and established the areas of geography in which such activities could be used in their research.

The third article is from Singapore written by Bing Sheng WU entitled *Developing an Evaluation Framework of Spatial Understanding through GIS Analysis of Volunteered Geographic Information (VGI)*. The aim of this paper is to integrate volunteered geographic information (VGI) into GIS and contextual analyses, and develops a framework to evaluate students' understanding of "locations and places in order to set national and international events within a geographical framework and to understand basic spatial relationships" as proposed by the Commission on Geographical Education (CGE). The results of this article argue that this study brings to the reader the exciting possibility of VGI and tag-cloud technology in allowing educators to evaluate students' spatial understanding and, ultimately, contributes to the future development of geography education.

The fourth article entitled *Geography University Students' Competence to Elaborate Column Charts: A Case Study for Romania* is from Romania written by Gabriela OSACI-COSTACHE, Maria Eliza DULAMĂ and Oana-Ramona ILOVAN. This article's objectives are 1) analyze the knowledge integrated into the competence of elaborating column charts; 2) analyze the procedure(s) to elaborate these charts; 3) analyze the mistakes that university students make in elaborating these charts; 4)

analyze the causes leading to their mistakes; 5) identify ways to improve the educational process and students' performance results.

The last paper of this number is entitled "*Student Perceptions of Fieldwork Utility across Three International Field Courses*" written by Albert L. RYDANT, Christopher CUSACK, John P. SMITH, Brian A. SHIPLEE, Bryon MIDDLEKAUFF. The aim of this article is examine the impact on the development of skills across six field courses, over five years, and among students from three institutions. In this article results demonstrate the value of the field course experience in a number of key factors (including increased geographic knowledge, greater understanding and appreciation of local culture, and gaining a different perspective of skills management) in each of these sets, as well as institutional differences between students. Analysis also shows that a course with a service-learning component has important impacts. Implications for future research are noted.

I believe and hope that this issue of RIGEO as a free access journal will contribute those authors who research about the subjects of articles.

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Editor's Note: Reviewers for Volume 3

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 spending your time for RIGEO. The name of reviewers who reviewed and edited the papers will be published in the last issue of Volume 3 at the end of this year.