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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 tenth issue (Volume 4, Number 2) of the Review of International Geographical Education Online-RIGEO.

First paper of this issue is from USA. The title of this article is “Global Citizenship Education in a Secondary Geography Course: The Students’ Perspectives”. It was researched by Kyle MASSEY from University of Texas at Austin, Austin, USA. The article investigates how Grade 12 students, who had recently completed the course “Canadian and World Issues: A Geographic Analysis”, conceive of the concept of global citizenship, and experienced its values within this course.

Second article is from Germany entitled “Students’ Preconceptions of the Formation and Location of Deserts: Results of a Qualitative Interview Study with Grade 7 Students in Germany” by Jan Christoph SCHUBERT. The author examines the preconceptions of thirteen grade 7 students (ages 12 and 13 years) on the topics “formation and location of deserts.” Semi-structured and problem-centered interviews were used to collect the students’ preconceptions.

The next paper’s title is “Developing Valid and Reliable Map Literacy Scale” by Hakan KOÇ and Selçuk Beşir DEMİR from Cumhuriyet University, Sivas, TURKEY. Authors’ purpose was to develop a valid and reliable map literacy scale that is able to determine map literacy of individuals, especially that of high school and university students. The study sample was composed of 518 students studying at various faculties at Cumhuriyet University and high schools in Sivas and its counties. At the end of their research they determined 4 factors. These factors are as follows: reading and interpreting maps, using maps, carrying out procedures in maps, and sketching maps. Forth article for this issue is from Greece entitled “Experiential In-service Teachers’ Training for the Pilot of the New Geography Curriculum in Greece: A Different Experience with Tangible Results” written by Aikaterini KLONARI and Achilleas MANDRIKAS. The aim of this paper is to present the design and the results of the In-service Elementary Teacher (IET) training seminars, in Geography for primary education, during the pilot of the New Geography Curriculum (NGC) in Greek schools, the school year 2011-2012. The design of this training was based on the documented needs of teachers for training in a practical and experiential way and to meet with teamwork.

The last article for this issue is from Holland entitled “Evaluating Progression in Students’ Relational Thinking While Working on Tasks with Geospatial Technologies” written by Tim FAVIER and Joop VAN DER SCHEE. This paper discusses the results of a process-oriented experiment that aimed to gain insight into the characteristics of students’ learning processes and the factors that influence students’ learning when they work with geospatial technologies, and to provide ideas on how to optimize the learning outcomes. You will also find a book review by David LAMBERT, from Institute of Education, University of London. He reviewed Nick HOPWOOD’S book entitled “Geography in Secondary Schools: Researching Pupils’ Classroom Experiences”. We would like to thank to David LAMBERT for this perfect review.

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

Dr. Eyüp Artvinli, Ph.D. in Geography Education,

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