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The following names -RIGEO's reviewers for Volume 9 - represent the foundation of the peer-review process. The Review of International Geographical Education Online editorial team thanks to all our reviewers, not just those whose guidance shaped the articles that appears 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 spend your valuable time on behalf of *RIGEO*.

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From the Editor

Dear readers of RIGEO,

Welcome to last issue of Review of International Geographical Education Online-RIGEO for 2019. This is the twenty-third issue (Volume 9, Number 3) of the RIGEO since 2011.

First paper is entitled “Institutional Scholarship Program for Initiation in Teaching (PIBID) Geography: Reviewing the Relationship between School and University” written by Maria Anezilany Gomes Do Nascimento from Brasil. This article aims to address the impacts of the Brazilian policy entitled Institutional Scholarship Program of Initiation to Teaching / PIBID, in the training of teachers of geography in that country. It results from a doctoral thesis on the initial training of teachers of geography in Ceará, Brazil and Portugal, which had the Pibid as one of the empirical-analytical elements, for the Brazilian case. Data collection involved analysis of educational situations; surveys with standardized questionnaires among graduate in geography and teachers of basic education involved in the Program and interviews among teacher trainers, some of whom coordinators of the area of Geography in the respective institutions of attachment. The deep crisis of Basic and Secondary Education that Brazil is going through, in the current context, is demarcated by a dis obligatoriness of disciplines such as Geography in the last ones of Secondary Education. In this context, the attempt to undermine policies such as the PIBID urges us to worry about the interruption of a program that began to reap the first results of an initiation to teaching. In this sense, we highlight as crucial results, in the scope of the undergraduate courses investigated, the cooperation of spaces and protagonists involved in the initial formation, giving feedback to the desired cycle of reflection-in-action, in this formative process.

Second paper of this issue is from Turkey entitled “Discovery Learning Strategy in Geographical Education: A Sample of Lesson Design” written by Ali İlhan and Ali Ekber Gülersoy. The practice and activity examples are quite limited regarding how the learning-teaching processes, which are offered by the teaching program of geography lesson prepared in 2005, updated in 2011 and amended comprehensively in 2017, can be achieved. There is not any teachers’ guide analyzing the teaching program’s approach and how it should be conducted is available in this matter, indeed. For this reason, the application of the program is completely under the initiative of teachers. This research aims at analyzing the discovery learning strategy, one of the strategies made use of in geography teaching, preparing an example lesson plan as to how the discovery learning strategy can be transferred to classrooms and developing suggestions in order to fill the gap in the literature even a little and increase the number of model applications. The reason why the discovery learning strategy is chosen in the research is the fact that it is in compliance with the student-centered approach proposed by the geography teaching program in effect because it is essential in the discovery learning strategy that students are centered and teachers act as guides. The research was conducted by means of

descriptive analysis method. Within this frame, the discovery learning strategy was examined; the importance of planning the teaching activities was explained and a lesson template was created. With reference to the mentioned template; a lesson plan example based on the subject “Interior Structure of the Earth” was prepared in order to offer an example regarding how the discovery learning strategy can be moved to classrooms. The research results are anticipated to be useful for geography and other branch teachers and to constitute a basis for prospective academic studies.

Next article is from USA entitled “Learning Progressions, Paradigms, and Geographic Thinking in the Anthropocene” written by Thomas Barclay LARSEN and John HARRINGTON, Jr. from USA. Resources, resource efficiency and sustainability are one of the most important socio-political issues of today. Learning progression research has the capability to connect thinking in the education sciences and geography. Learning progressions provide a map of the various pathways that students take to master a topic. The aim of this paper is to illustrate significant conceptual ties between learning progressions and disciplinary geography. Two construct paradigms overlap to form an entryway between educational and geographic thought: constructivism from education and possibilism within geography. The learning progression method can form a bridge between the two paradigms. Learning progression research in geography depends on being able to answer two questions. First, which geographic concepts should be tracked? Given the ongoing changes in global human-environmental systems, priority could be dedicated to the topics that stimulate synthesis thinking about the human-environment relationship in the Anthropocene, or “Age of Humans.” Second, how should geographers track advancement in learning about human-environment concepts? Learning progression research provides a method to document multiple aspects of advancement in student learning. But, geographic learning does not exist solely in the confines of the classroom. Furthermore, school districts vary in the amount and quality of geography that they allow. New understandings would come from a mixed-methods approach that addresses geographic understandings by the lifelong learner in the context of both formal and informal geography education.

The fourth paper of this issue is about “Why Geography Learning: Candidate Teachers’ Views for Geography” written by Taner Çifçi and Yurdal Dikmenli from Turkey. The aim of this study is to reveal the status of the geography course among other courses as perceived by teacher candidates, the way they use their geographic knowledge in daily life, what their expectations are from geography courses, and to determine their opinions about the necessity of learning geography and their suggestions for teaching geography. The phenomenology design, one of the qualitative research methods, was adopted in the study. The study group consisted of 94 preservice teachers studying in the Social Studies Education and Primary Education Program of the Cumhuriyet University Faculty of Education in the 2017-2018 academic year. While determining the study group, maximum diversity, which is one of the purposive sampling methods, was used and care was taken to make this selected group of interviewed participants to be

representative of the department, age and gender proportion of the preservice teachers. Content analysis and descriptive analysis were used together in the interpretation of the data obtained from the interviews with the preservice teachers. The collected data revealed that the majority of the teacher candidates place the geography courses among the top level/important and necessary courses. According to the preservice teachers, learning geography is necessary for the effective national administration and homeland defense, instilling the love for the homeland, associating phenomena with daily life, gaining knowledge about the near and far environments, creating an awareness of co-existence, gaining a general culture, loving and preserving the natural environment, establishing links between natural and human-made formations and between their causes and consequences.

The fifth paper of this issue is about “Applying Virtual Reality Technology to Geoscience Classrooms” written by Sukonmeth jitmahantakul and Piyaphong chenrai from Thailand. Applying virtual reality (VR) technology to geoscience classrooms provides a new way to engage students. Visualizing geological information in 360-degree allows students to experience processes of the Earth and makes them feel like they are outside the classroom. This paper describes a convenient technique for making 360-degree VR environments specifically for geoscience classrooms. In comparison to traditional classrooms, this teaching method enables students to more easily comprehend how geological features occur in nature through a series of 360-degree outcrop scenes and 360-degree infographic images. The learning from using this VR environment in geoscience classrooms at the high-school level is assessed. Results from three different high schools show that the learning gain of students is improved by 22 – 28% and the overall average post-test scores are significantly higher than pre-test scores at the $p = 0.05$ level after using the VR environment in the classrooms. This technique could potentially benefit any science classroom and have applications in other disciplines requiring similar visualization techniques.

The sixth paper of this issue is about “Determination of Map Literacy of Undergraduate Geography Students” written by Bülent Aksoy from Turkey. The purpose of this study was to determine the level of map literacy of pre-service geography teachers. The research was carried out using the relational survey model. The data collection tool used in the research was the map literacy scale. The research was conducted on 391 undergraduate geography students in 2016-2017 academic year. Multiple linear regression analysis technique was applied in solving the sub problems of the research. According to the findings of the research; when the correlations between the predictive variables and the dependent variable were examined, a positive and moderate correlation was seen between the level of map literacy of geography pre-service teachers and variables such as competence in the frequency of using map, the frequency of activity by maps, and the level of interest in geography. When the partial correlations between the predictive variables and the dependent variable were examined, it was determined that the undergraduate geography students had a positive and weak relationship between map literacy levels and the frequency of using map and the frequency of activity by maps

variables. On the other hand, it was determined that undergraduate geography students had a positive and moderate relationship between map literacy levels and the level of interest in geography variable. In addition, under graduate geography students had a moderate and meaningful relationship with their map literacy level together with the frequency of using map, the frequency of activity by maps, and the level of interest in geography variables. According to the results of the research, it is seen that the activities that geography undergraduate students perform with the maps are a moderate predictor of map literacy. For this reason, it is suggested that emphasis should be given to the courses and practices that will develop the map skills in the geography undergraduate programs.

The seventh paper of this issue is about “Worldview—An Investigation of Japanese and Irish Children’s Geographical Knowledge and Understanding” written by Shelagh Waddington from Ireland and Takashi Shimura from Japan. Understanding of other cultures and countries is widely regarded as an important aspect of world citizenship and geography is argued to make a valid contribution to the development of this. The aim of this study is to explore the understandings of Japanese and Irish students of other areas of the world, both nearby and more distant. Students at the end of junior secondary school and in their final year in school were asked to locate countries, and to record knowledge of them. They were also asked to identify the country (apart from their own) in which they would most like and least like to live. As there is currently much focus on the impact of media on understanding, they were also asked to identify the main source of their knowledge. Analysis of the data revealed common understandings, misconceptions and stereotypes, but also significant differences between the various groups. Evidence was found that study of geography to a higher level did appear to affect the depth of understanding. While this study focused on only two very different nations, the commonality of perceptions suggests that these are likely to be widespread and, therefore, of relevance to all of those concerned with global citizenship.

The eighth paper of this issue is about “Out-of-School Learning to Achieve the Spatial Perception Skills: A Case Study” written by Ayşe Seyhan from Turkey. The aim of this study is to examine the effects of the activities of a social studies education project carried out within the scope of TÜBİTAK 4004 Nature Education and Science Schools Support Program on the ability to perceive spatial and the use of outdoor school places in the teaching of this skill. The study was conducted with a case study, one of the qualitative research types. The study group consisted of 30 teacher candidates selected by criterion sampling. The data obtained by open-ended questionnaire and document analysis were evaluated by content analysis. The research also shows that the activities applied according to the findings are effective in teaching the perception of spatial and the ability to perceive place. Teacher candidates have stated that they are able to recognize the place, objects and assets around them through activities outside the school and improve their perception skills by applying them.

The ninth paper of this issue is about “An Analysis of the Documentary Entitled Talisman of the City as a Teaching Tool in the Values Education” written by Tuğba

Selanik Ay and Zeynep Öncü from Turkey. The aim of the study is to analyze the use of a documentary entitled “Talisman of the City” (Şehrin Tılsımı) which was broadcasted on TRT TV website in Turkey. Document analysis was used in the research and each episode (total 50 episodes) are analyzed as a document. The data obtained were examined using the descriptive analysis. The findings suggest that the documentary analyzed contains most of the values. Those values which are frequently mentioned in the documentary are found to be love, respect and helpfulness. In the context of the elements of cultural heritage, many elements were found in the legends.

The last paper of this issue is about “Psychosocial Achievements of Social Studies Teacher Candidates in Outdoor Geography Courses” written by Sevinç Çırak Karadağ from Turkey. The purpose of this study was to investigate the views of social studies teacher candidates on the psychological and interpersonal outcomes of the outdoor education courses they took, namely Geography Teaching and Museum Education. A descriptive qualitative research methodology was employed with a homogeneous sampling technique. The participants, who were voluntarily recruited, included 24 social studies teacher candidates who took the Geography Teaching and Museum Education classes as part of the Social Studies Teacher Education Program. Data were collected through focus group interviews. Recorded interviews were transcribed and then analyzed thematically. The results showed that participation in outdoor courses improved students’ relationships with their peers and lecturers, increased their motivation for class attendance, and helped them manage their stress.

Hope to meet you in next the first issue of 2020.

Prof. Dr. Eyüp Artvinli

Editor-In-Chief

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