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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 eight issue (Volume 3, Number 3) 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 2013 AAG Annual Meeting in Los Angeles featured three paper sessions organized to examine trends and developments in standards and frameworks for K-12 geography. Presenters included geography educators from Asia, Europe, Australia, New Zealand, and the United States.

As organizer of the sessions, I am grateful to have the opportunity to share some of the work presented in this issue of RIGEO. Many readers no doubt are aware of the dramatic changes and reforms sweeping across geography education internationally. Amazingly, many of the new and revised standards and frameworks for K-12 geography curricula are being introduced more or less simultaneously in several countries, offering an important and timely opportunity for comparative analysis and reflection.

The 2013 AAG Annual Meeting sessions were organized to take stock of these developments. Interest was high among the session attendees in having the presented papers published, and five authors in attendance agreed to do so for RIGEO. This issue features papers that collectively span European, American, Asian and Australasian perspectives on geography standards and frameworks for elementary and secondary education. The authors consider the similarities and divergences in conceptual and philosophical underpinnings of what it means to be “geographically literate and proficient” and to “think geographically” about people, places and environments.

The five papers also explore the implications of new standards for future domestic and international work in geography teacher preparation. Leading off is a paper by Michael Solem, David Lambert and Sirpa Tani which presents the research findings of the first/pilot phase of the AAG’s GeoCapabilities project, funded by the U.S. National Science Foundation. The authors apply a set of principles for human welfare development, referred to as “capabilities,” to explore commonalities in how the aims of geography is conceived in national curricula, irrespective of the variation in subject-matter emphasized in the standards for the U.S., England, and Finland.

Next up are papers by Alaric Maude and Murray Fastier that respectively offer a reflective view of the new national curriculums for geography in Australia and New Zealand. Although both papers provide a valuable descriptive account of the content and conceptual changes affecting the teaching of geography in recent years, the authors go further by probing into the process of educational change and its implications for teacher education.

The final two papers are noteworthy as examples of applied research on the challenges of implementing curricula supporting national standards. Jeffrey Lash’s

paper analyzes attempts by the state of Texas to assess student learning in relation to the expectations set forth in geography standards. In Japan, Koji Ohnishi and Hiroshi Mitsuhashi discuss the contributions made by geographers to the government's national curriculum plan for disaster prevention education.

On behalf of all of the authors, I would like to express appreciation to Eyüp Artvinli and the many reviewers who conscientiously volunteered their time to provide helpful guidance and suggestions for improving the manuscripts prior to publication. The thoughtfulness of the reviews was illuminating for the authors and provided me with a valuable service in preparing this issue.

I hope the assembled papers offer readers useful insights and ideas for future collaboration.

Michael Solem, Ph.D.

Guest Editor; Association of American Geographers, Washington DC, USA

Reviewer List for Volume 3

The following names -RIGEO's reviewers for Volume 3- represent the foundation of the peer-review process. 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 spend your valuable time on behalf of RIGEO.

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