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Editorial

Dear readers of RIGEO,

Welcome to the second issue of Review of International Geographical Education Online-RIGEO for 2017. This is the eighteenth issue (Volume 7, Number 2) of the RIGEO since 2011.

The first article of this issue is about application of GIS in a project. Cristiano Pesaresi, Van Der Schee and Davide Pavia conducted a GIS based project in order to set out to develop an experimental methodology, a wide geodatabase, a connected performant GIS platform and multifunctional scenarios able to profitably relate the added values deriving from different geotechnologies, aimed at a series of crucial steps

regarding landscape reconstruction, event simulation, damage evaluation, emergency management, multi-temporal analysis. At the end of their articles, authors focused on using geospatial technologies in order to improve the eruption-risk perception of all inhabitants of their local area. And lastly, authors emphasize the importance to accelerate of teaching GIS to young students via geotechnologies in order to plan about the future.

Second paper of this issue is from Greece written by Anna- Aikaterini LIKOURI, Aikaterini KLONARI and George FLOURIS. The aim of this study is to investigate the correlation between pupils' spatial perception and abilities and their performance in geography. Authors found that a) the vast majority of pupils showed low spatial ability; b) there was a deficit of geographical knowledge (according to the curriculum), with satisfactory performance only in plan views and orientation; c) the pupils who showed higher performance in geography course assessment test and in geographical abilities test have better spatial perception; d) the school type (pilot school using new technologies, and traditional school) did not seem to cause any difference to the pupils spatial perception; e) Pupils' gender was not found to cause significant difference to spatial perception, or to their performance; f) parents' education was found to correlate with the pupils' performance in geography.

The third article is from USA written by Jung Eun HONG and Injeong JO. Title of the article is "Undergraduate Students' Use of Online Information in World Geography: Source Types and Selection Criteria". In this paper, authors aims to find out the source types that students' use for a course assignment and the criteria they apply to determine usefulness of the online information are examined. They included sixty-five undergraduate students in a world geography course in fall 2015. The results of this study show that students are aware of some criteria for considering online information sources to be appropriate as educational materials. More specifically, students understood that personal opinions would not be useful sources, as they evaluated social question-and-answer services and personal blogs or websites relatively lower than other types of online information sources. Students apply several criteria to determine the usefulness of online information sources. The most significantly considered factor for useful sources was comprehensiveness. Students considered a source as not being useful when it contained only limited information. That is, it is most important to students that a source should provide sufficient and comprehensive information about a topic.

The forth article is from Turkey entitled "The Topic Not Included in Geography Curriculum in Turkey: Geographical Indications" written by Hakan ÖNAL. The author argued that there are some topics that are never included in teaching curriculums although their content is directly related to the other topics in the curriculum. According to author one of these topics is Geographical Indications (GI) in Turkish geography curriculum for high schools. Authors focuses to literature about GI and says that the fact that one of the most crucial parts of country and regional development both in scientific and political areas is rural development as emphasized in all platforms. The simplest way to ensure rural development is to make use and market the goods and values

produced in rural environments. Based on this, it can be claimed that protecting the goods via GI, which aims to ensure the protection of goods which possess a certain reputation, is actually protecting the producer. Providing value for the product in markets will satisfy the producer in economic terms and the area will develop since the producer will not leave the present location. Author conducted document review, a qualitative research method, addresses the topic of GI and presents suggestions as to how GI can be included in Secondary School Geography Curriculum for 11th and 12th grades and what learning outcomes it can entail.

The last paper of this issue is about Geographic Information System (GIS). The title of the paper is “Introduction of Geographical Information Systems (GIS) in Technical University Education in Ghana: Challenges and the Way Forward” written by three authors from UK and Ghana. According to the paper teaching and learning of GIS at the technical university level in Ghana remains very limited due to some implementation challenges. This paper reviews the implementation of GIS in higher education in Ghana and also highlights the major implementation challenges of teaching and learning of GIS at the technical universities in Ghana. An exploratory and descriptive research approach was used for the study focusing on the implementation challenges of teaching and learning of GIS in technical universities in Ghana. The findings of the study reveal the wide acceptance and the need for GIS education in engineering and built environment departments in the technical universities in Ghana. The paper then concludes with some recommendations that would help to improve teaching and learning of GIS technology at the technical universities in particular and higher education in Ghana.

This issue of RIGEO is completed with a book review by Charles Rawding from Edge Hill University, UK. The title of the book is “Teacher Subject Identity in Professional Practice: Teaching with a Professional Compass” written by Clare Brooks from Institute of Education, University of College London, UK.

Hope to meet you again in the next issue.

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