


REVIEW OF INTERNATIONAL GEOGRAPHICAL EDUCATION ONLINE (RIGEO)

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**Review of International
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Articles

**'One just better understands.....when standing out there':
Fieldwork as a Learning Methodology in University
Education of Danish Geographers / Thomas S. GRINDSTED,
Lene M. MADSEN, Thomas NIELSEN**

**The Place Where Waters Murrur: Taught and Learned Andean
Space/ Marcelo GARRIDO PEREIRA**

**Dealing with Growth: Demographic Dynamics and (UN)
Sustainability in Geography Textbooks/ Péter BAGOLY- SIMÓ**

**Schoolyard Geographies: The Influence of Object-Play and
Place-Making on Relationships/ Paul JOHNSON**

**Visuals in Geography Textbooks: Categorization of Types and
Assessment of Their Instructional Qualities/ Tomáš JANKO,
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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 sixth issue (Volume 3, Number 1) 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 Denmark entitled '*One just better understands.....when standing out there*': *Fieldwork as a Learning Methodology in University Education of Danish Geographers* written by Thomas S. GRINDSTED, Lene M. MADSEN and Thomas NIELSEN. This paper provides an example of how this is enacted by exploring the perceptions of fieldwork within the education of Danish geographers.

The second article is from Chile as the first article of RIGEO from Latin America. In this second article, entitled *The Place Where Waters Murmur: Taught and Learned Andean Space*, the author Marcelo GARRIDO PEREIRA tries to explain the studies the phenomenon of teaching and learning of space, particularly the one inhabited and produced by those who live in a place of the Andes known as "the place where waters murmur" (Lugar donde murmura el agua or Putre).

The third article is from Germany written by Péter BAGOLY- SIMÓ entitled *Dealing with Growth: Demographic Dynamics and (Un) Sustainability in Geography Textbooks*. The aim of this paper is to map the representation of demographic dynamics in lower secondary geography textbooks. A sample of twenty textbooks from the federal state of Bavaria (Germany), Romania, and Mexico were subject of text analysis.

The fourth article entitled *Schoolyard Geographies: The Influence of Object-Play and Place-Making on Relationships* is from Australia written by Paul JOHNSON. This article is part of a larger case study documenting how the places, objects and practices in a naturalized primary school playground influenced a newly enrolled student's participation in creative play, social interaction and learning.

The last paper of this number is from Czech Republic entitled "*Visuals in Geography Textbooks: Categorization of Types and Assessment of Their Instructional Qualities*" written by Tomáš JANKO and Petr KNECHT.

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.

Eyüp Artvinli, Ph.D.

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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.