

**REVIEW OF INTERNATIONAL
GEOGRAPHICAL EDUCATION
ONLINE / RIGEO**



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CONTENTS	139
Editorial Team	140
From the Editor-In-Chief	
Eyüp ARTVİNLİ	144
<u>Articles</u>	
3.1. Exploring the Classroom Practice of Productive Pedagogies of the Malaysian Secondary School Geography Teacher Mohammad Zohir AHMAD@SHAARI, Hazri JAMIL, and Nordin Abd RAZAK	146-164
3.2. From Spatial Intelligence to Spatial Competences: The Results of Applied Geo-Research in Italian Schools Emilia SARNO	165-180
3.3. The Representation of Islam in the Hungarian Geography Textbooks Zsuzsa M. CSÁSZÁR , Tamás VATI	181-191
3.4. An Analysis of Information Behavior of Geography Teachers in a Developing African Country–Lesotho Constance BITSO	192-218
3.5. Let’s Plan the School Garden: A Participatory Project on Sustainability in a Nursery School in Padua Lorena ROCCA, Giovanni DONADELLI, Sonia ZILIOOTTO.....	219-243

Book Review

3.6. Geographische Bildung-Kompetenzen in Didaktischer Forschung und Schulpraxis (Geographic Education-Competencies in Educational Research and School Practice)

Cristiana MARTINHA..... 244-245

*** 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 fourth issue 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).

We have some changes in RIGEO for the future. We now have "International editors" on behalf of the continents. This new framework will encourage establishing new channels of communication tie for the geography education world in general, but for the regions countries and continents such as Asia, Australia, New Zealand, Japan, Africa, Europe, Middle East, North America (USA and Canada), Middle and South America. Thus you can check the new framework of editorial team and you can submit your manuscripts to the international editors who are responsible from your area or continent.

The first article of this issue is from Malaysia. Dr. Zohir focuses on exploring the classroom practice of secondary school geography teacher. He aims to develop a framework of productive pedagogies that might enhance the quality of teaching in the classroom. The second article is from Italy by Prof. Sarno. Her research explains the connection between spatial intelligence and spatial competences and by indicating how the first is the cognitive matrix of abilities necessary to move in space as well as to represent it.

With respect to geography textbooks, Prof. Császár and Vati's research has been seeking an answer to the question about what kind of image of the Islam is conveyed by the most popular and densely used textbooks to students in Hungary. Dr. Bitso from South Africa focuses on the analysis of the information behaviour of geography teachers in Lesotho as a contribution of original knowledge on geography teachers' information behaviour in her research paper.

In the last paper of this issue is about a participatory project on sustainability in a nursery school in Padua, Italy. Dr. Rocca, et al., presents the project "Small steps of Agenda 21" in order to verify the possibility to realize a Local Agenda 21 process at school and to analyze the outcomes. The article explores the notion that when young children are involved in making decisions that affect their lives, including those decisions regarding sustainability and the natural

environment, they are capable of contributing to the decision-making that brings through purposeful action a more sustainable world.

In this issue we are happy to review a book from Germany called “Geographische Bildung–Kompetenzen in Didaktischer Forschung und Schulpraxis (Competencies in Geographic Education, Research and Practice) by Cristiana Martinha from University of Porto, Portugal. This book, written in German, is the result of a symposium held in Georg-Eckert Institute (Germany) in 2010, related to Competencies in Geographic Education, Research and Practice aspects. From the symposium, the book is a set of articles by several authors, most of them German, organized by Christiane Meyer from Leibniz Universität Hannover, Roderich Henrÿ and Georg Stöber from Georg-Eckert Institute für Internationale Schulbuchforschung. I believe 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:

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 2 at the end of this year.