

**RIGEO**  
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**Book Review**

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## **RIGEO**

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\*\*\* All responsibility of statements and opinions expressed in the articles is upon their authors.

Eskisehir Osmangazi University, Faculty of Education, RIGEO Journal,  
Meselik Campus, 26480 Eskisehir/TURKEY

## **Editorial Team**

### **Editor-In-Chief**

#### **A/Prof. Eyüp ARTVİNLİ**

Eskişehir Osmangazi University, TURKEY

E-mail: eartvinli [at] gmail.com, Tel: +902222393750/ext. 1643, Fax: :+902222293124

Postal Address: Eskişehir Osmangazi University, Faculty of Education, Room 206, Meselik Campus, 26480 Eskişehir/TURKEY

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##### **Prof. David LAMBERT**

Institute of Education (IoE), University of London, UK

Email: D.Lambert [at] ioe.ac.uk, Tel: +44(0)2079115414, Fax: +44(0)2076126792

Postal Address: Department of Curriculum, Pedagogy and Assessment, Institute of Education, University of London, 20 Bedford Way, London, WC1H 0AL, UK

##### **Prof. Graham BUTT**

School of Education, Oxford Brookes University, UK

E-mail: gbutt [at] brookes.ac.uk, Tel: +44(0)1865488370, Fax: +44(0)1865488860

Postal Address: School of Education, Faculty of Humanities and Social Sciences, Harcourt Hill Campus, Oxford, OX2 9AT, UK

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Elmhurst College, USA

E-mail: richs [at] elmhurst.edu, Office: 316 Daniels Hall, Tel: +1(630) 617-3128, Fax: +1(630) 617-3739

Postal Address: Department of Geography and Geosciences, Elmhurst College, 90 Prospect Avenue, Elmhurst, IL, 60126-3296, USA

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Nanyang Technological University, SINGAPORE

E-mail: chewhung.chang [at] nie.edu.sg, Tel: (65) 6790-3861 GMT+8h, Fax: (65) 6896-9135

Postal Address: Humanities and Social Studies Education Academic Group, National Institute of Education, NIE7-03-01, 1 Nanyang Walk, SINGAPORE 637616

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E-mail: o.muniz [at] txstate.edu, Tel: (512)245-2170, Fax: (512)245-8353

Postal Address: Texas State University-San Marcos, Department of Geography, 601 University Drive, San Marcos, Texas 78666, USA

\*The people from Africa, Middle East and rest of the world can contact and submit an article all of the management editors.

#### **Book Review Editor**

##### **Prof. Simon CATLING**

School of Education, Oxford Brookes University, UK  
E-mail: sjcatling [at] brookes.ac.uk , Tel: +44 (0)1865488499,  
Fax: +44(0) 1865488860  
Postal Address: School of Education, Faculty of Humanities and Social Sciences, Harcourt Hill  
Campus, Oxford, OX2 9AT, UK

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Dear readers of RIGEO,

Welcome to the ninth issue (Volume 4, 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).

First paper of this issue is from Finland. The title of this article is “Constructing Threats and a Need for Control: Textbook Descriptions of a Growing, Moving World

Population” It was researched by Pia MIKANDER and Gunilla HOLM from University of Helsinki. The article uses discourse theory analysis and a postcolonial framework to research the discourse of ‘us’ and ‘them’ with regard to population growth and migration as they are presented in Finnish textbooks. This article is also useful for school geography teachers to approach to world population in a different way.

Second article is from Germany entitled “Treatment of the theme Islam in German Geographical Education: Case Study of Bavarian Geographical Curriculum” by Stefanie ZECHA and Stephan POPP. The authors try to describe the results of their inquiry, showing the extent to which Muslim themes appear in the curriculum and how the content has changed through time. The authors analyses the curricula with the help of the quantitative and qualitative method. The main results are that the theme does not appear in the curriculum over the entire post-war period. It appears for the first time in the 1970s. This article also means a lot about teaching and learning cultural diversity in one community. It is also a perfect example about how a religious perspective can be neglected. Thank you for the effort of authors for this meaningful research.

The next paper’s title is “Assessment of the Policy Guidelines for the Teaching and Learning of Geography at the Senior High School Level in Ghana” by Bethel T. ABABIO and Hillary DUMBA from Ghana. Authors empirically assessed the extent to which geography teachers adhered to the Ghana Education Service policy guidelines on the teaching of geography at the Senior High School Level in Ghana in this article.

Last article for this issue is from Germany entitled “Global Learning in a Geography Course Using the Mystery Method as an Approach to Complex Issues” written by Stefan APPLIS. He researched whether the complexity of global issues can be solved at the level of teaching methodology. In this context, the first qualitative and constructive study was carried out which researches the Mystery Method using the Thinking-Through-Geography approach (David Leat, 1998) in this article.

You will also find a book review by Graham BUTT, from Oxford Brooks University. He reviewed one of the latest book of Margeret ROBERTS entitled “Geography through Enquiry: Approaches to Teaching and Learning in the Secondary School”. We would like to thank to Graham Butt for this important review.

I hope that this issue of RIGEO as a free access and double-blind review journal will contribute those authors who research about the subjects of articles.

**Dr. Eyüp Artvinli, Ph.D. in Geography Education,**

Editor-In-Chief, Eskisehir Osmangazi University, Faculty of Education, TURKEY