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## RIGEO

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### From the Editor

Dear readers of RIGEO,

Welcome to second issue of Review of International Geographical Education Online-RIGEO for 2018. This is the Volume 8, Number 2 of the RIGEO since 2011. The number of articles increased to ten from eight with this issue. We hope you find the studies useful and important for the literature of geographical education.

First paper is entitled “Educating World Citizens—Empirical Implications and the Contribution of Geography Education” written by Marina WAGENER, Susanne KROGULL from Germany. Against the theoretical background of world society and learning challenges related to globalization processes the article deals with empirical findings from two qualitative-reconstructive studies on learning experiences of young people. The first is a study on young people in Germany engaged in child sponsorship programs for children in the Global South and the second a study on learning experiences of young people in Bolivia, Germany and Rwanda who participated in North-South encounters. Beyond their specific thematic focuses, these studies reveal the challenges of abstract learning regarding complex issues in world society on a more general level. The findings indicate the limits of solely informal learning opportunities regarding global issues and consequently point to the relevance of formal learning.

Second paper of this issue is from Turkey entitled “Development of Disaster Awareness Scale: A Validity and Reliability Study” by Yurdal DİKMENLİ, Hamza YAKAR and Ahmet Sami KONCA. The main purpose of this study is to develop a disaster awareness scale to determine the disaster consciousness of teacher candidates. As a result, the final scale has a total of 36 items, of which 27 are positive and 9 are negative; and consists of 4 dimensions, called “disaster education awareness”, “pre-disaster awareness”, “false disaster awareness” and “post-disaster awareness.” As a result of the analyses made, it was determined that the scale is valid and reliable and can be used to determine disaster awareness levels.

Third article is “Cartographic Vexillology of Subnational Flags in North America” and written by Carlos A. MORALES-RAMIREZ from USA. Maps are present in flags as part of their design and are more common in subnational flags. This study analyzed 4,804 subnational flags in North America – the continent with the most flags with maps – to identify if maps are incorporated, the area the maps represented and the presence of the theme of location. The theme of location is one of the Five Themes of geography established in 1984 to aid geography education. It provides a conceptual base to teach geography and geographic concepts. Of the total number of subnational flags studied, 9% (429) have a map on them. Most of the flags were observed in the United States due to the large number of political subdivisions and subnational flags. Of this, 24% (105 of 429) incorporate the theme of location. Most of the flags with this theme are from the United States and from second level political subdivisions. With this information, educators are encouraged to engage students in critical thinking activities that promote flag, map and location knowledge. Activities can focus on the map itself or the combination of flags and maps.

The fourth article is from Turkey entitled “Analysis of Geography and Biology Teachers’ Self-Efficacy in Environmental Education” written by Tahsin YILDIRIM, Mustafa KIŞOĞLU and Muhammed SALMAN. This study aims at determining the self-efficacy levels of geography and biology teachers and analyzing these levels according to different variables (gender, subject field, years of service, and participation in scientific events related to environmental education). The “Environmental Education Self-Efficacy Scale” was used in the study as data collection tool. The scale consisted of 2 dimensions, namely subject knowledge and teaching strategy, and 24 items in total. Items in the survey were scaled between 0-100 points. Findings of the study suggest that the geography and biology teachers have a high level of self-efficacy in environmental education. Furthermore, no significant difference based on gender, subject, or years of service was found between the points the teachers obtained overall and from sub-dimensions. However, it was determined that the overall and sub-dimension points of the teachers who participated in scientific events related to environmental education were statistically higher than of those who did not participate in such events.

The fifth article’s title is “Using Geography Textbooks in Competence-Based Education: A Study about the Actors in Germany” and written by Thomas KISSER, Alexander SIEGMUND. This article focuses on the subjective concepts of competence-orientation of different participants (stakeholders at school, seminaries for teacher education and ministry of education) in the educational system. Initially, the individual topics and hypotheses are generated based on qualitative expert interviews with these stakeholders. The stakeholders at the seminaries for teacher education and the ministry of education suggest a strong use of media other than the licensed textbooks, or a different way of making use of the provided materials and tasks within the textbooks than it is intended. However, it seems that most in-service teachers stick to the combination of tasks and materials arranged within the textbooks. Thus suggests, that every day school lessons are not competence-oriented in the way, the stakeholders at seminaries for teacher education and at the ministry of education want them to be. One cause may be the textbooks, which should provide a new, different combination of tasks and materials for competence-based education to enable competence-based education in every day school life.

Sixth article of this issue entitled “Authentic Social Studies Teaching: The Effect of Semantic Geo-media Material on Learning” and written by Zekeriya Fatih İNEÇ and Erdal AKPINAR from Turkey. The aim of this research is to produce a teaching material (Bilge Seyyah), which can be used in social studies course, and determine its effect on learning. Bilge Seyyah is a geo-media application, which is created with ADDIE instructional design model. The Bilge Seyyah was developed with new technologies such as the latest software languages and web 3.0. The Bilge Seyyah presented the contents of the social studies course to students with authentic learning approach. It decided the authentic - dynamic contents, tasks and maps itself that will be shown to the students. In order to provide this, the geo-media was semantified.



Afterwards, the effect of the Bilge Seyyah on learning was tested. For this, quantitative data were obtained with quasi-experimental model. In this context, the control (n=43) and experiment (n=41) groups were randomly determined among the sixth grade students in the fall term of 2015-2016 educational year. To determine the academic achievements and the permanence in learnings of the students in the groups, the “Turks on the Silk Road Unit Academic Achievement Test”, developed by the researchers, was applied as pre-and post-test on students in the groups. The attitudes of the students towards social studies course were determined with “Attitude Scale towards Social Studies Lesson” scale. The data gathered from the scales were analysed via the independent groups’ t-test. The findings indicate that the academic achievements, permanence in learning and attitudes towards social studies course of the students in experimental group were higher than those in control group were. Considering the results of the study, recommendations were given to educators.

The title of “Teaching Geography in Higher Education: A Case Study of Problem-Based Learning” is the seventh article of RIGEO in this issue and written by Hakan KOÇ. This article aims to investigate problem-based learning in teaching geography in higher education. In addition to the main goal, the research set out to introduce a practical study that can facilitate graduate students’ academic research skills. The study was conducted using action research. Findings obtained from qualitative interviews and the observations produced the following results: The reason why problem-based geography instruction has not found much room in Turkey is mostly due to extensive use of traditional teaching methods in such as lectures. As a matter of fact, the participants reported that they initially had difficulty in getting accustomed to problem-based geography instruction. The most important factor in the challenges they experienced was related to the fact that they were not used to teaching methods that are characterized by inquiry-based teaching strategies (problem-based learning, project-based learning and so forth). This study aimed not only to investigate how problem-based geography instruction can be utilized in higher education institutions and but also to support the development of graduate students’ academic research skills.

The eight paper of this issue is about “Theology Teacher Candidates’ Perspectives of Geography” written by Yılmaz GEÇİT from Turkey. Geography and religion have received a vast amount of attention in education, separately. It is well known that there are various interactions between religions and geography or geographical facts. However, it is still not known the role of geography on religion beliefs and practices. In this regard, this study aims to describe the relationship between religions and some elements of geography science from the point of view of theologians themselves. Data were collected from 20 graduates of theology from all over the Turkey. Participants were interviewed by using a semi-structured interview forms that consisted three main questions. All of the participants stated that geographical information has a facilitative effect on their life, but as a part of general knowledge and at a simple level only. Also, it was found that geographical facts have influenced by the conception of denominations in religions. In other words, different geographical conditions have led the spread of different denominations or sects under religions. In addition, geographical conditions

might raise distinct religious sensitivities. All participants indicated that it is a must to have basic geographical information. Accordingly, they pointed out the vital role of the various geography courses that have to be included undergraduate curriculum and the need for various geography courses at undergraduate level. The results with implication for future research and practice are discussed.

The ninth paper of this issue is about “Determining the Cognitive Structures of Geography Teacher Candidates Related to Energy Resources” written by Baştürk KAYA and Caner ALADAĞ from Turkey. This study aims to determine the cognitive structures of the geography teacher candidates studying at the 4th grade of the department of teaching geography related to the energy resources using Word Association Test (WAT). In the research, words such as fossil fuels, nuclear energy, wind energy, geothermal energy and solar energy were chosen as key concepts. A survey model was used to identify the current situation of the study. The analysis of the data was carried out by using the frequency count, which is one of the descriptive analysis techniques. Concept words were examined in detail and concept networks were formed in the direction of the cut-off points. The relevant sample sentences of the teacher candidates were examined and classified according to their characteristics.

The last paper of this issue is about “Main Challenges in Front of the Teachers to Teach Geography More Effectively: A Phenomenological Research” written by Niyazi KAYA from Turkey. The purpose of this study, the geography teacher geography education in Turkey was more effective in front of them to carry out what are the main challenges is to determine how you think of teachers and solutions to these problems. The aim of this study is to determine the main challenges and their solutions as barriers in front of more effective geography according to geography teachers in Turkey. In this study, phenomenology is used as one of the qualitative research methods. According to the findings, more than half of the geography teachers are found to be problematic with parents, students and school administrators, the main stakeholders in education. Practical trainings supported by case studies can be organized to improve geography teachers' conflict management, adolescence psychology, and problem solving and communication skills in order to support the current situation in a positive way. Furthermore, in order to increase the education of the parents, the socio-cultural environment in which the school is located can be transformed into a center of attraction and projects that encourage participation can be developed. Lastly, it can be suggested that school administrators should take measures in the sense of both in-service training and material and learning environment in order to increase the interest and motivation of the students in the classes and to use the student-centered active learning methods and techniques.

Looking forward to meet you in December 2018 issue of RIGEO.

**Prof. Dr. Eyüp Artvinli**

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