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From the Editor

Dear readers of RIGEO,

Welcome to the first issue of Review of International Geographical Education-RIGEO for 2020. This is the twenty-seventh issue (Volume 10, Issue 1) of the RIGEO since 2011. It means that RIGEO is already ten years old. In this issue we collected eleven articles which presented in the 2. International Congress on Geographical Education (UCEK/ICGE-2019), 3-5 October 2019, Eskişehir-Turkey.

First paper is entitled “Designing an Inquiry-based Fieldwork Project for Students Using Mobile Technology and Its Effects on Students’ Experience” written by Jongwon Lee from South Korea. The objectives of this research are, first, to find mobile technology–informed ways of designing inquiry-based fieldwork, in support of students’ inquiry processes and, second, to evaluate how a technology-integrated fieldwork project can affect students’ knowledge and experience. In order to achieve these objectives, the study adopted a set of core design principles and guidelines for the creation of inquiry-based fieldwork projects, detailing tips and an example (i.e., the Yangdong Village Project) of these principles and guidelines’ application. In addition, this study used a questionnaire to determine the influence of the project on students’ understanding of the investigation area and their inquiry-related behaviors. It also analyzed conversation between students, to examine how students’ learning processes are supported in fieldwork through use of mobile technology. A total of 86 high school students (ages 17–18), from four schools located in the Seoul metropolitan area, participated in the project. The results of the analyses showed that participation in the project helped students become better informed about the area they investigated. While they were conducting the field tasks, they showed more inquiry-driven behaviors, such as being more active and adventurous, more talkative, and more responsible (88.7%). Technological support for the process of field inquiry was prominent in three situations: location identification, data capture, and monitoring. The functionalities of mobile technology that students used during the field inquiry would reflect not only the characteristics of the task, but also the types of mobile technology involved in the project.

Second paper of this issue is from Turkey entitled “Assessment for Awareness and Perception of the Cultural Heritage of Geography Students” written by Cemile Bahtiyar Karadeniz. In this study, it is aimed to determine the perception and awareness of the students taking geography undergraduate education towards the universal cultural heritage values and assets of Turkey. For this reason, case studies have been conducted. The study, a quantitative researches, was fictionalized in a survey design and conducted with 204 students. The data were collected using a form of 35 open-and closed-ended questions developed by the researcher that determine the awareness of Turkey's cultural assets and values. In general, the perception and awareness of our cultural heritage values and assets, which are tangible and non-tangible, were found to be moderate. In line with the findings, it is proposed to plan detailed studies on raising the cultural heritage

awareness levels of the students, to place more emphasis on the subject in the courses, and to organize curriculum programs for this area.

Next article is entitled “A Critical Approach to Geography Curriculum in Terms of Global Awareness Attainments” written by Hakan Türk and Emin Atasoy from Turkey. In this study, a document review was conducted, one of the qualitative research designed. The obtained results were analyzed using descriptive analysis and content analysis. Within the scope of the study, overarching themes frequently highlighted and highlighted by researchers were identified from the topics derived from global awareness field literature. Geography course curriculum is evaluated within the scope of these themes. In general, it is seen that the issues related to global awareness are significantly involved in all aspects of the program, including its basic philosophy, general goals and achievements. When we look at the size of the attainments that are the application area of the program in detail, it is seen that there is no balanced distribution between the global themes highlighted in the attainments and that these are not designed to give individuals full global awareness. Therefore, it is necessary to develop a systematic global awareness learning area by using the relevant field writing while designing the geography course curriculum program. In addition, in order for students to understand the world from a holistic perspective, the program should include more themes for developing a global perspective.

The fourth paper of this issue is about “Investigation of Geography and Social Sciences Curriculum in Terms of Map Skills” written by Şenol Mail Pala and Adem Başbüyük from Turkey. This research aimed at a comparative examination of the mapping skills included in the SSC and GC, which were updated in 2018. In the research, qualitative research model and document review method were preferred. The data source of the study was designated as 2018 SSC and GC. The analysis of the data was done with descriptive analysis technique. As a result of the research, it was observed that the map skills included in 2018 SSC continued in 2018 GC. However, different mapping skills were also included in the 2018 GC. In 2018 SSC ‘people, places and environments’ (PPE) learning area attainments in grades 4, 5 and 6 are observed to include map skills. However, other areas of learning of these grades and 7. It was determined that none of the attainments in classroom learning areas included map skills. In the 2018 GC, mapping skills were included in the attainment of almost all grades and units. In the 2018 GC, it was reached that the numbers of attainments involving mapping skill are similar in their distribution to grades, while there are differences in their distribution to units. However, the 2018 GC has been observed to include more extensive mapping skills than the 2018 SSC.

The fifth paper of this issue is about “Awareness of Hydrography Courses Students on Protection of Freshwater Resources” written by Öznur Yazıcı from Turkey. The aim of this study is to demonstrate the awareness of the students taking Hydrography courses on the conservation of freshwater resources. To this end, it is designed with the method of qualitative research and as descriptive work. The working group consists of 40 students

who take Hydrography courses at Karabük University Faculty of Letters Department of Geography. The participants were selected from Geography Department students whose knowledge of Hydrography course was fresh. The data was collected through an open-ended questionnaire and the findings were analyzed descriptively. According to the findings of the study, the students stated that the distribution of freshwater on the Earth is not stable and adequate, the species in the water is damaged, future investments in water should be planned in advance, and waste should be returned to the economy by recycling instead of pouring into streams and lakes. As a result of the study, it was found that students were aware of problems with freshwater, but believed that their ability to do so individually was limited, and generally expected the solution from the state. According to these results, it may be suggested that it would be beneficial for students to be encouraged to participate in social work practices, Non-Governmental Organizations and projects in which they can take an active role.

The sixth paper of this issue is about “Metaphoric Perceptions of Primary School Teacher Candidates on the Concept of Social Science and Its Teaching” written by Çiğdem Kozaner Yenigül from Turkey. The aim of this study is to determine the perceptions of classroom teacher candidates towards the concept and teaching of social sciences through metaphors. In the 2018-2019 academic year, the Department of primary education of the Turkish Republic of Northern Cyprus, Lefke European University, Faculty of Education 1., 2., 3. and 4. there are 119 candidates of teachers who study in the classroom. Phenomenology design, one of the qualitative research methods, was used in the study. The data of the study was obtained through a semi-structured interview form. Content analysis technique was used in the analysis of the data. In this context, he produced 61 metaphors aimed at the concept of social sciences by participants. The metaphors produced were collected under 4 different conceptual categories. The metaphors produced by the class teacher candidates for the concept of social sciences were collected in 4 categories, “social –vital, interdisciplinary, cultural resource and primary education” respectively. The number of metaphors ($f=27$) in the “social-vital” category is greater when the metaphors developed by the teacher candidates according to the categories created for the concept of social sciences are taken into account. The most repeated in this category has been the metaphor of life ($f=20$). The classroom teacher candidates produced 69 metaphors for teaching social sciences. The metaphors developed for the teaching of social sciences in line with the explanations made by the participants were grouped into 4 categories: “meeting social needs, interdisciplinary, knowledge transfer, cultural transfer,” “When the metaphors developed by the teacher candidates according to the categories are taken into consideration, it is observed that the number of metaphors ($f=31$) in the “meeting the social needs” category for social sciences teaching is higher. The most repeated teaching of values in this category has been the metaphor ($f=8$).

The seventh paper of this issue is about “Preservice Teachers' Metaphors about the Concept of Space Perception” written by Mehmet Kuzey from Turkey. The aim of this study is to reveal the metaphors produced by the students of the Faculty of education

regarding the concept of space perception. In accordance with this aim, the phenomenon design from qualitative research designs was used. The working group consists of 261 teachers who study in the Departments of Bayburt University Faculty of Education, Turkish, Social Sciences and primary education in the 2018-2019 academic year. "Perception of spatial" in order to determine the metaphors produced by the teacher candidates for the concept of "perception of spatial"... like/is similar to because... "the semi-structured form containing the statement was distributed and they were asked to convey their thoughts. The data obtained at the end of the study were analyzed in accordance with the content analysis. Participants produced a total of 109 valid metaphors for the concept of space perception, and these metaphors were grouped under 10 different categories. As a result of the study, it was determined that half of the teachers associated the concept of space perception directly with the words that contain the meaning of the concept of space.

The eighth paper of this issue is about "Opinions of Geography Teacher Candidates about Energy Resources: A Critical Phenomenological Approach" written by Ali Osman Kocalar and Münür Bilgili from Turkey. This study is a case study of qualitative research methods. Qualitative research is the method by which data is produced without statistical operations or any other numerical means in any way. In addition, the qualitative research method is focused on one main case and based on the opinions of the participants. It is important to have flexibility in the research designed and to have an inductive analysis, qualitative research techniques. The case study is an in-depth description and examination of a limited system. In this study, in-depth and detailed views of the Energy Resources course were taken from the geography teacher candidates during the undergraduate period. Phenomenology design, one of the qualitative research methods, was used in the study. The desire to convey the candidates' views more clearly and clearly is the reason why we use this design. Critical approach has also been used in the interpretation of phenomenological design.

The ninth paper of this issue is about "The Effect of Outdoor Education on the Achievement and Recall Levels of Primary School Students in Social Studies Course" written by Görkem Avcı and Nevzat Gümüş from Turkey. The aim of this study is to determine the effects of the implementation of activities based on outdoor education in social studies teaching on students' academic achievement and their level of knowledge recall. In the study, semi-experimental design with pretest-posttest control group was used. The study was conducted with the study group determined by selecting the appropriate sample. The study group for the 2018-2019 academic year was composed of two primary school fourth grade students, one from a public school (n=33) and one from a control group (n=31) in Buca district of İzmir province. During the application process, fourth grade social studies lesson "People, Places and Environments" learning area subjects were covered for 6 weeks with outdoor education activities and outdoor teaching method, social studies lesson curriculum content and activities in control group. As a data collection tool, the "Academic Achievement Test" created by the researcher within the scope of the primary school fourth grade "People, Places and circles" learning area

attainments was used as pre-implementation and post-implementation. In addition, the Academic Achievement Test was used as a persistence test to measure students' level of recall of their knowledge 4 weeks after applications were finished. Statistical solutions of the data were made with descriptive statistics, t-test for independent samples, and two-factor ANOVA for mixed measurements. According to the findings, academic success and retention levels of the experiment group students who took outdoor education activities and outdoor education social studies courses were significantly higher than those of the control group students who performed courses according to the curriculum and activities of social studies courses in the classroom environment. As a result, it was determined that the implementation of outdoor educational activities in the teaching of social studies courses increased the success levels of the students and positively affected their level of recall their knowledge.

The tenth paper of this issue is about “Examination of the Metaphors of Classroom and Social Sciences Teacher Candidates Related to the Concept of Direction” written by Mehmet Kuzey and Yavuz Değirmenci from Turkey. The aim of this research is to demonstrate the perception of the direction concept of the prospective teachers in the departments of classroom education and social sciences education through metaphors. For this purpose, the research was conducted in 2018-2019 academic year with a total of 174 teacher candidates studying in social sciences teaching and elementary education departments of the faculty of education of a state university in Turkey. One of the approaches to qualitative research, the phenomenology (phenomenology) design, was used in the study. The views and thoughts of the working group on the concept examined “the concept of direction... like/is similar to because ...” collected by interview form consisting of his statement. Content analysis technique was used in the analysis of data. According to the findings of the study, participants developed a total of 81 valid metaphors for the concept of direction. These metaphors have been collected under 11 different categories. As a result of the study, the most preferred metaphors for the direction concept of the participants were the words Sun, Pole Star, Road, Compass, book and clock.

The last paper of this issue is about “A Case Study on the Urban Perception of Disabled Students in Samsun (Turkey)” written by Seyfullah Gül from Turkey. The research aims to determine the impacts of time and experience on the recognition of the historical, cultural, and natural heritage properties of Samsun by the disabled students, on the analysis-based acquisition process of this information, and on the development and alteration of the disabled students' knowledge and perceptions regarding these properties. Within the scope of this purpose, the study has been carried out with a one-group pretest-posttest design recognized as the weak experimental design in the category of the experimental method. The mind mapping technique has been used as the data collection tool of the study. In the research, it has been observed that the theme contents of the posttest mind maps of the disabled students regarding the values symbolizing Samsun city are richer than the theme contents of their pretest mind maps. In other words, it has been detected that time and experience create a positive effect on the knowledge and

perception of the disabled students regarding Samsun. It is thought that projects for people with disabilities, sightseeing and observation activities or increasing the means to enable them to reach natural, historical and cultural values will positively contribute to the knowledge and perceptions of disabled people about the values of the cities they live in.

Hope to meet you in next issue of 2020.

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