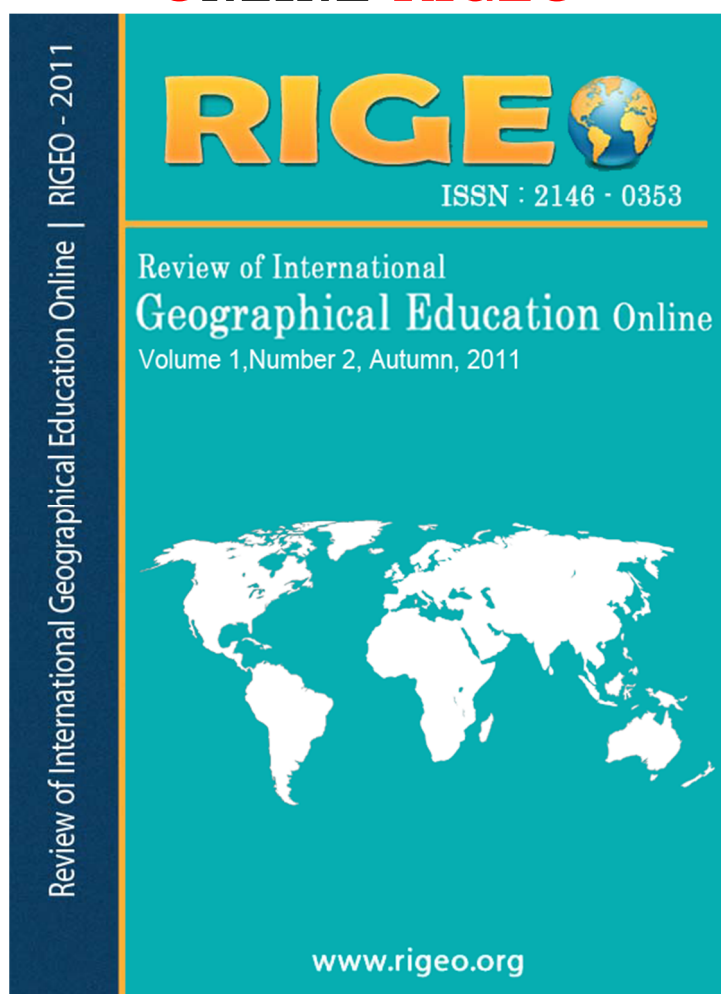


# **REVIEW OF INTERNATIONAL GEOGRAPHICAL EDUCATION ONLINE-RIGEO**



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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 second issue of the *Review of International Geographical Education Online* -RIGEO, an online publication which is supported by Eskisehir Osmangazi University in Turkey (ESOGÜ), 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 RIGEO will aim to establish 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.

Among the goals of the RIGEO are to share experiences on effective use of geographic education in formal and non-formal education, to provide a communication network among geography education experts in order to able to define new strategies for dealing with the issues of geography education.

In this issue, first article, entitled “Geographic Literacy and Moral Formation among University Students” by *Jonathan Bascom* from *Calvin College, USA* deals with analysis of geographic literacy further by examining the relationship of geographic knowledge with the primary goal of geographic educators—cultivation of cultural understanding and moral sensitivity for global citizenry. This research brings a good reason to remember how geography can effect on people and how much it is important to teach or learn geography in order to develop attitudes, values and skills of students.

The second research article was written by two geography educators from the University of Milano-Bicocca in Italy. Stefano Malatesta and Enrico Squarcina’s article via very interesting title as “Where Does Europe End? The Representation of Europe and Turkey in Italian Primary Textbooks”. They show in their article the power of geography, textbooks and maps in order to present rather than describing the World, but to “build” it. Moreover, they argue that if we reflect on educational dimension of this subject, we can

understand how Geography suggests a body of narratives, biases, spaces and limits that contributes to the construction of children and young students' image of the World or to show them to students different than how they are or how they look like. And it is one of the researches to show the power of geography in the future of generations.

In the third article, Chew-Hung Chang from Singapore presents an evaluation about the situation of geography education by his article entitled "Is Singapore's School Geography Relevant to Our Changing World?" in relation to existing frameworks of conceptualizing school geography, such as the International Charter on Geographical Education. Thus, the article of Chang is a good example to understand the situation of geography education in Singapore.

Jesús Granados Sánchez from UNESCO, United Nations University and Universitat Politècnica de Catalunya in Spain is the author of forth article in this issue. The title of his article is "Teaching Geography for a Sustainable World: A Case Study of a Secondary School in Spain". Granados presents a part of his Ph.D. that investigated how the teaching of geography in secondary education in Catalonia (Spain) contributes to Educational Sustainable Development. He conducted to analyse a case study taking into account the national curriculum, the textbooks and the opinion of teachers for his research and found out that this case study contemplates some aspects of ESD and it neglects some others.

The last article from Italy again, entitled "The Italian Geographers' Document on the University Education of Future Primary School Teachers" was written by two authors, Cristiano Giorda from University of Turin and Maria Teresa Di Palma from University of Bergamo. They describe an important document compiled by a group of Italian geographers who teach in the Teaching Sciences faculty in their article.

In this issue we started to have Book reviews. Prof. Marsha Alibrandi from Fairfield University, USA started to serve as the Book review Editor of RIGEO. In "Book Review" section a new book is reviewed by Alibrandi which titled as "International Perspectives on Teaching and

Learning with GIS in Secondary Schools”, edited by Andrew J. Milson; Ali Demirci and Joseph J. Kerski. The second review is from Claire Whewell, University of Stirling, United Kingdom and its title is “Teaching Secondary Geography as if the Planet Matters” written by Prof. John Morgan in United Kingdom.

To receive further information and to send your recommendations and remarks, or to submit articles for consideration, please contact RIGEO at the below address or e-mail us at:

Assist. Prof. Eyüp Artvinli  
Editor in Chief  
Eskişehir Osmangazi University, Faculty of Education  
Department of Elementary Education 26480-Eskisehir/ TURKEY  
eartvinli[at]gmail.com

#### **Editor’s Note:**

The following names -RIGEO’s reviewers for Volume 1- represent the foundation of the peer-review process. 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 spend your time for RIGEO.

<b>Reviewers between 1 November 2010 to 30 November 2011</b>			
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29	Claire WHEWELL	University of Stirling	UK