

**REVIEW OF INTERNATIONAL  
GEOGRAPHICAL EDUCATION ONLINE  
(RIGEO)**



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(RIGEO)**

**Volume 2, Number 3, Winter 2012**

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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 fifth issue (Volume 2, Number 3) 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).

The first article is from USA. Thomas R. Baker, Joseph J. Kerski, Niem Tu Huynh, Kathrin Viehrig and Sarah W. Bednarz as a group of colleagues from different institutions in USA focus on call for an agenda and center for GIS education research. Their paper provides a rationale and a broad background for a GIS education

research agenda and describes what that agenda should include. This agenda identifies research progress made in: student learning and outcomes, instructor professional development, technical development, to identify where major gaps still exist.

In the second article, an article from Czech Republic about gender and grade level as factors influencing perception of geography. Milan Kubiátko, Katerina Mrazkova and Tomas Janko focus on finding out differences in the four dimensions of geography perception (1. Geography as a school subject; 2. Geography and environment; 3 Importance of geography; 4. Relevance of geography lessons to pupils life) between gender and grade level of lower secondary school pupils.

Third article of RIGEO in this issue deals with use of mobile devices for spatially-cognizant and collaborative fieldwork in geography. Kalyani Chatterjea as the author of this article from the National Institute of Education, Nanyang Technological University in Singapore discusses the salient features of the application, analyses the usage of field researchers, and discusses the viability of the application as a field and post-field support system for field-based learning in Geography. Some observed limitations and future research directions are also discussed.

The article entitled “Place, sustainability and literacy in environmental education: frameworks for teaching and learning” is the first article which is published in RIGEO from Australia written by Dr. Monica Green from the Faculty of Education of Monash University in Australia. Dr. Green’s contribution to the broader discussion of place, geography, sustainability and literacy stems from an interest in how children are brought into contact with sustainability discourses via sensory and embodied learning in local school ground landscapes. In this paper her attempt is identifying the emergent pedagogies and new literacies that inform and shape the implementation of sustainability curriculum. The paper draws on research that uses theories of place inhabitation, relationships to food, place ecologies, and place-based pedagogies to examine the educational value of food gardens and related environmental and health initiatives in primary (elementary) schooling in Australia.

The last paper of this issue was written by David C. Viertel and Diane M. Burns from Eastern Illinois University, Charleston, IL, U.S.A. In the article entitled “integrating opportunities: applied interdisciplinary research in undergraduate geography and geology education” is focused on fundamental opportunity for undergraduate students and faculty alike to combine interdisciplinary methods with applied spatial research. They presented a results of a case study about geography-geology collaboration at a regional comprehensive university and they report some benefits of that combination like a wider context for disciplinary training, improve community engagement, and professional development opportunities.

In this issue we are happy to review a book entitled “Active Learning and Student Engagement: International Perspectives and Practices in Geography in Higher Education” by Routledge. The editors of this collection of articles, previously published in two special issues of the Journal of Geography in Higher Education, address and meet a goal of making Geographic higher education both applicable and relevant for

21st century educators and students. Speaking largely to their geography higher education colleagues, the collection presents a focused direction for pedagogical methodologies and practices that incorporate reflection on learning, intentional design of active, experiential student engagement, new and diverse ‘spaces’ of learning, and by expanding learning beyond the classroom through opportunities for community service, collaboration, the workplace, and distance education models.

I believe and hope 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: Reviewers for Volume 2**

The following names -RIGEO’s reviewers for Volume 2- 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.

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