

REVIEW OF INTERNATIONAL GEOGRAPHICAL EDUCATION ONLINE

Review of International Geographical Education Online | RIGEO | 2017

RIGEO



ISSN: 2146 - 0353

Review of International GEOGRAPHICAL EDUCATION ONLINE Volume 7, Number 3, Winter 2017

Articles

How do the German and Dutch Curriculum Contexts influence (the Use of) Geography Textbooks?

Uwe KRAUSE, Tine BENEKER, Jan VAN TARTWIJK, Anke UHLENWINKEL, Sanneke BOLHUIS/Research Article..... 235-263

The Views of Preservice Teachers for Problem Based Learning Model Supported by Geocaching in Environmental Education

Rukiye ADANALI, Mete ALIM/Research Article 264-292

Digital Literacy Integration in Educational Practice: Creating a Learning Community, Through a Geographic Project in Mytilene Senior High School, Greece

Evi EXARCHOU, Aikaterini KLONARI, Nikos LAMBRINOS, Michalis VAITIS/Research Article..... 293-314

What is Secondary School Students' Awareness on Disasters? A Case Study

Adnan PINAR/Research Article..... 315-331

Geography Teachers' Views on Effective Geography Teaching

Ali Osman KOCALAR, Hilmi DEMIRKAYA/Research Article..... 332-346

Book Review

Name of the Book: Interpreting Our World-
100 Discoveries That Revolutionized Geography

Author: Joseph KERSKI, Reviewer: Inga GRYL..... 347-353

www.rigeo.org

RIGEO

Volume 7, Number 3, Winter 2017

Contents	227
Editorial Team	228
Indexed	230
Reviewer list of Volume 7 (2017)	231
From the Editors/Eyüp ARTVINLİ & Stefanie ZECHA	232

Articles

-
- 7.3.1. How do the German and Dutch Curriculum Contexts influence (the Use of) Geography Textbooks?**
 Uwe KRAUSE, Tine BÉNEKER, Jan VAN TARTWIJK,
 Anke UHLENWINKEL, Sanneke BOLHUIS/
 Research Article..... 235-263
- 7.3.2. The Views of Preservice Teachers for Problem Based Learning Model Supported by Geocaching in Environmental Education**
 Rukiye ADANALI, Mete ALIM/Research Article..... 264-292
- 7.3.3. Digital Literacy Integration in Educational Practice: Creating a Learning Community, Through a Geographic Project in Mytilene Senior High School, Greece**
 Evi EXARCHOU, Aikaterini KLONARI, Nikos LAMBRINOS, Michalis VAITIS/Research Article..... 293-314
- 7.3.4. What is Secondary School Students' Awareness on Disasters? A Case Study**
 Adnan PINAR/Research Article..... 315-331
- 7.3.5. Geography Teachers' Views on Effective Geography Teaching**
 Ali Osman KOCALAR, Hilmi DEMİRKAYA/
 Research Article..... 332-346

Book Review

- Name of the Book: Interpreting Our World–100 Discoveries That Revolutionized Geography
 Author: **Joseph KERSKI**, Reviewer: **Inga GRYL**..... 347-353

Address : Eyüp Artvinli, RIGEO Journal, Eskisehir Osmangazi University, Eğitim Bilimleri Enstitüsü (Yabancı Diller Bölümü,

Kat 1, Meselik Campus, 26480, Eskişehir/TURKEY

E-mail: eartvinli@gmail.com,

T:+902222393750/ext. 6300, F +90 222 239 82 05

Editorial Team

Editor-In-Chief

A/Prof. Eyüp ARTVINLI

Eskişehir Osmangazi University, TURKEY

E-mail: eartvinli [at] gmail.com, Tel: +90 (222)239 37 50-ext. 6300, Fax: +90 (222) 239 82 05

Postal Address: Eskisehir Osmangazi University, Eğitim Bilimleri Enstitüsü (Yabancı Diller Bölümü, Kat 1 Meselik Campus, 26480, Eskisehir, TURKEY

Editors of Europe

Prof. David LAMBERT

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

Email: david.lambert [at] ucl.ac.uk , Tel: +44 (0)20 7911 5414,

Postal Address: Chair of Geography Department, Institute of Education, University of College 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)1865 488370, Fax: +44 (0)1865 488860

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

Editor of North America

A/Prof. Rich SCHULTZ

North Park University, Chicago, USA

E-mail: rbschultz [at] northpark.edu , Tel: 1-773-244-6287 , Postal Address: Associate Dean of Distributed Learning, Office of Distributed Learning, 001 Sohlberg Hall, North Park University, 3225 West Foster Avenue, Chicago, IL, USA

Editor of Asia, Australia, New Zealand and other Far East Countries

A/Prof. Chang Chew HUNG

Nanyang Technological University, SINGAPORE

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

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

Book Review Editor

Prof. Simon CATLING

School of Education, Oxford Brookes University, UK

E-mail: sjcatling [at] brookes.ac.uk , Tel: +44 (0)1865488499,

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

Editorial Board

- Prof. Dr. Sarah W. BEDNARZ / Texas A&M University, USA
Prof. Dr. Richard G. BOEHM / Texas State University, USA
Prof. Dr. İhsan BULUT / Ataturk University, TURKEY
Assoc. Prof. Jennifer CARTER / University of the Sunshine Coast, AUSTRALIA
Prof. Dr. Simon CATLING / Oxford Brookes University, UK
Prof. Dr. Norm CATTO / Memorial University, CANADA
Prof. Dr. Mustafa CIN / Giresun University, TURKEY
Prof. Dr. Gino DE VECCHIS / Sapienza University of Rome, ITALY
Prof. Dr. Hilmi DEMİRKAYA / Akdeniz University, TURKEY
Karl DONERT/ President of EUROGEO, BELGIUM
Prof. Dr. Yushan DUAN / East China Normal University, CHINA
Prof. Dr. Maria Eliza DULAMĂ / Babeş-Bolyai University, ROMANIA
Prof. Dr. Nazlı GÖKÇE / Anadolu University, TURKEY
Prof. Dr. Inga GRYL / University of Duisburg-Essen, GERMANY
Prof. Dr. Iain HAY / Flinders University, AUSTRALIA
Prof. Dr. Yoshiyasu IDA / University of Tsukuba, JAPAN
Assoc. Prof. Oana-Ramona ILOVAN / Babeş-Bolyai University /ROMANIA
Dr. Tino JOHANSSON / University of Helsinki, FINLAND
Dr. Joseph KERSKI / ESRI & University of Denver, USA
Assoc. Prof. Dr. Aikaterini KLONARI / University of the Aegean, GREECE
Assoc. Prof. Petr KNECHT / Masaryk University, CZECH REPUBLIC
Prof. Dr. John LIDSTONE / Queensland University of Technology, AUSTRALIA
Prof. Dr. Christian MATZKA / University of Vienna, AUSTRIA
Dr. Clinton David VAN DER MERWE / University of the Witwatersrand, SOUTH AFRICA
Assoc. Prof. Jerry T. MITCHELL / University of South Carolina, USA
Prof. Dr. Ramazan ÖZEY / Marmara University, TURKEY
Assoc. Prof. Elsa Maria Teixeira PACHECO / University of Porto, PORTUGAL
Assoc. Prof. Cristiano PESARESI / Sapienza University of Rome, ITALY
Prof. Dr. Danuta PIRÓG / Pedagogical University of Kraków, POLAND
Prof. Dr. Tatjana Resnik PLANINC / University of Ljubljana, SLOVENIA
Dr. Jesus Granados SÁNCHEZ / University of Girona, SPAIN
Prof. Dr. Emilia SARNO / ANSAS Molise – University of Molise, ITALY
Prof. Dr. Joop van der SCHEE / Vrije Universiteit Amsterdam, THE NETHERLANDS
Prof. Dr. Saulius STANAITIS / Vilnius Pedagogical University, LITHUANIA
Dr. Michael SOLEM/ Texas State University, USA
Assist. Prof. Mehmet ŞEREMET / Yüzüncü Yıl University, TURKEY
Dr. Liz TAYLOR / University of Cambridge, ENGLAND
Prof. Dr. Anke UHLENWINKEL / Alpen-Adria-Universität, AUSTRIA
Prof. Dr. Ülkü Eser ÜNALDI / Gazi University, TURKEY
Prof. Dr. Witold WILCZYŃSKI / Pedagogical University of Kraków, POLAND
Prof. Dr. Hakkı YAZICI / Afyon Kocatepe University, TURKEY

Proof Reader

Alaric MAUDE / Flinders University, Adelaide, AUSTRALIA

Editorial Assistant

Seda ÖNGER / Anadolu University, TURKEY

RIGEO is Abstracted/Indexed In

ELSEVIER SCOPUS

<https://www.elsevier.com/solutions/scopus>

ERIC - EDUCATION RESOURCES INFORMATION CENTER

https://eric.ed.gov/?journals#jump_r

ULAKBIM TR DIZIN:

<http://cabim.ulakbim.gov.tr/tr-dizin/tr-dizinde-dizinlenen-dergi-listesi>

INDEX COPERNICUS INTERNATIONAL

<http://journals.indexcopernicus.com/passport.php?id=7307>

EBSCO: <http://www.ebscohost.com>

ELECTRONIC JOURNALS LIBRARY IN REGENSBURG (BAVARIA)

http://rzblx1.uni-regensburg.de/ezeit/searchres.phtml?bibid=SBBPK&colors=7&lang=en&jq_type1=KT&jq_term1=RIGEO

GERMAN UNION CATALOGUE OF SERIALS

<http://dispatch.opac.d-nb.de/DB=1.1/LNG=DU/SID=48011120-10/CMD?ACT=SRCHA&IKT=8509&SRT=LST ty&TRM=RIGEO>

ACADEMIC JOURNALS DATABASE

<http://www.journaldatabase.org/journal/issn2146-0353>

INFORMIT INDEXES

<https://search.informit.com.au/browseJournalTitle;res=IELHSS;issn=2146-0353>

Reviewer List for Volume 7

The following names -RIGEO's reviewers for Volume 7 - represent the foundation of the peer-review process. The Review of International Geographical Education Online editorial team thanks to all our reviewers, not just those whose guidance shaped the articles that appears 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 valuable time on behalf of *RIGEO*.

Reviewers of RIGEO for Volume 7 (2017)			
No	Name-Surname	Institute	Country
1	Aikaterini Klonari	University of the Aegean-Mytilene	Greece
2	Ali Al-Ghamdi	King Saud University	Saudi Arabia
3	Ali Meydan	Nevşehir Hacıbekaş University	Turkey
4	Andy Wi	Nanyang Technological University	Singapore
5	Anke Uhlenwinkel	Alpen-Adria-Universität	Austria
6	Cennet Şanlı	Pamukkale University	Turkey
7	Christian Matzka	University of Vienna	Austria
8	Diane Burns	Eastern Illinois University	USA
9	Graham Butt	Oxford Brookes University	England
10	Hakan Koç	Cumhuriyet University	Turkey
11	Hakan Önal	Balıkesir University	Turkey
12	Hilmi Demirkaya	Akdeniz University	Turkey
13	Inga Gryl	University of Duisburg-Essen	Germany
14	Injeong Jo	Texas State University	USA
15	Jennifer Carter	University of the Sunshine Coast	Australia
16	Jerry Mitchell	University of South Carolina	USA
17	Jesus Granados Sánchez	University of Girona	Spain
18	Jongwon Lee	Ewha Womans University	South Korea
19	Jörn Seemann	Ball State University	USA
20	Joseph Kerski	ESRI	USA
21	Jung Eun Hong	University of West Georgia	USA

22	Leyla Dönmez	Celal Bayar University	Turkey
23	Liz Taylor	University of Cambridge	England
24	Maria Helena Esteves	University of Lisbon	Portugal
25	Mary D. Curtis	University of Texas at Arlington	USA
26	Mehmet Şeremet	Van 100. Yıl University	Turkey
27	Mohammad Zohir Ahmad	Universiti Sains Malaysia	Malaysia
28	Mustafa Cin	Giresun University	Turkey
29	Nazlı Gökçe	Anadolu University	Turkey
30	Nicola Walshe	Anglia Ruskin University	England
32	Norm Catto	Memorial University	Canada
31	Péter Bagoly-Simó	Humboldt-Universität zu Berlin	Germany
33	Rebecca B. Theobald	University of Colorado	USA
34	Rich Schultz	North Park University	USA
35	Rukiye Adanalı	Atatürk University	Turkey
36	Sarah W. Bednarz	(retired) Texas A&M University	USA
37	Seda Önger	Anadolu University	Turkey
38	Şevki Babacan	Gaziosmanpaşa University	Turkey
39	Stefanie zecha	Catholic University Eichstätt	Germany
40	Tino Johansson	University of Helsinki	Finland
41	Witold Wilczyński	Pedagogical University of Kraków	Poland
42	Yılmaz Geçit	Recep Tayyip Erdoğan University	Turkey

From the Editors

Dear readers of RIGEO,

Welcome to last issue of Review of International Geographical Education Online-RIGEO for 2017. This is the twentieth issue (Volume 7, Number 3) of the RIGEO since 2011. The year of 2017 was important for RIGEO as it was started to be indexed by ERIC and Scopus.

First paper is entitled “How do the German and Dutch Curriculum Contexts influence (the Use of) Geography Textbooks” written by Krause, U., Béneker, T., van Tartwijk, J., Uhlenwinkel, A. & Bolhuis, S. They describe research on how differences in framing influence the design of geography textbooks and lessons in higher secondary

schools (ages 16-18). In a comparative case study, they analyzed geography textbooks, observed lessons, and interviewed editors and teachers in a country with weak framing (Germany) and a country with strong framing (the Netherlands). The results of study showed that weaker framing goes hand in hand with textbooks focusing on knowledge and offering higher-order tasks. In the country with weaker framing, teachers use more question and answer teaching strategies, students deliver more presentations, and more assignments are used that are aimed at practicing higher-order cognitive skills. Interviews carried out with teachers in both countries underline the fact that stronger framing of the curriculum can cause stress and has a strong impact on the teaching practice. This explains the different teaching patterns in both countries, despite similar teaching orientations.

Second paper of this issue is from Turkey entitled “The Views of Preservice Teachers for Problem-Based Learning Model Supported by Geocaching in Environmental Education” written by Rukiye Adanalı and Mete Alim. In this study, within Educational Geocaching Game (IGG) which is the complementary activity of the problem-based learning (PBL) process, treasure boxes containing various clues and tasks for the students to help them at their PBL research reports, had been prepared and students' opinions regarding the effectiveness of this game was taken. The findings showed that PBL-IGG did not lead to a significant difference regarding the students' problem-solving skills. However, in the light of the interviews, it was revealed that PBL-IGG increased the students' social and cognitive skills and map skills as well; that the students had positive attitudes towards PBL-IGG. They also stated that IGG applications made the lesson more enjoyable, increased awareness and motivation towards the environment. It is expected that the results will be useful to encourage using IGG learning strategy in geography and environmental education and make a contribution to new researches.

Next article is from Greece titled “Digital Literacy Integration in Educational Practice: Creating a Learning Community, Through a Geographic Project in Mytilene Senior High School, Greece” developed by Exarchou, E., Klonari, A., Lambrinos, N., Vaitis, M. This study focused on the analysis of Grade-12 (Senior) students' sociocultural constructivist interactions using Web 2.0 applications during a geographical research process. In the study methodology context, a transdisciplinary case study (TdCS) with ethnographic and research action data was designed, implemented and analyzed in real teaching conditions for this study. The goal of the research process was students to integrate into authentic activities that relate to their experiences and create a learning community, developing cognitive geographic knowledge.

The forth article is from Turkey entitled “What is Secondary School Students' Awareness on Disasters? A Case Study” written by Adnan Pınar. The aim of that study conducted to determine the basic disaster consciousness and awareness level of secondary school students. The study was designed according to case study technique from qualitative research methods. The study group was composed of fifty students

attending the secondary education institutions in Konya. The data obtained through the structured interview technique was evaluated through the descriptive analysis method. Accordingly, it was concluded that secondary students classified the disaster concept as a phenomenon related only to natural factors, failed to identify the human factors causing the disaster, classified the disaster types as natural disasters and failed to classify the dimension of the disasters, lacked sufficient knowledge in disaster preparedness as well as predictions with regards to the disaster types they may face in their regions. In addition, students also considered the level of development of the country as a determining factor in disaster management. In light of these results, education on disasters should start in the family and be developed through local municipalities and non-governmental organizations in order to raise awareness regarding disasters.

The last paper of this issue is about “Geography Teachers’ Views on Effective Geography Teaching” written by Ali Osman Kocalar and Hilmi Demirkaya. A qualitative method has been used in order to examine the teachers’ effectiveness in geography teaching. In three different types of high school, 19 geography teachers were interviewed using a semi-structured interview form prepared by the researchers. During the interview, the researchers asked the teachers some questions about their teaching methods, teaching techniques and materials used, skills provided, classroom management, and developments made through in-service training. The data acquired were evaluated through content analysis and some categories were formed. According to the findings, it is seen that the geography teachers are effective in education and training. According to the results obtained from the research, it is determined that the geography teachers use the materials, methods and techniques in accordance with the curriculum. In addition, it is seen that they participate in the in-service training in order to develop and maintain the effective teaching.

This issue of RIGEO is completed with a book review by Inga Gryl from University of Duisburg-Essen, Germany. The title of the book is “Interpreting Our World–100 Discoveries that Revolutionized Geography” written by Joseph Kerski from ESRI, Denver, USA.

Hope to meet you in next issue.

Prof. Dr. Eyüp Artvinli

Editor-In-Chief
Eskişehir Osmangazi University, Eskişehir, Turkey

&

PD Dr. Stefanie Zecha

Co-Editor
Catholic University Eichstätt-Ingolstadt, Germany