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The following names -RIGEO's reviewers for Volume 8 - 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*.

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From the Editor

Dear readers of RIGEO,

Welcome to last issue of Review of International Geographical Education Online-RIGEO for 2018. This is the twenty-third issue (Volume 8, 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 “Understanding and Assessment of Innovation by Geography Teachers in North Rhine-Westphalia: A German Case Study” written by Krohmer, M., Budke, A. The aim of the following study is to determine the understanding of innovation by geography teachers, and specifically to identify understanding and assessment patterns that lead to certain intentions for acting with innovation. First, a theoretical framework is developed in the form of an innovation matrix, which allows innovation to be divided into different classes, levels of impact and with corresponding actors in geography lessons. Subsequently, ten geography teachers were asked in an empirical study in narrative interviews about their understanding and assessment of innovations. The results of this study showed different patterns of understanding and assessment of innovation, perceived innovative methods, media and content in class and obstacles to the implementation of innovation.

Second paper of this issue is from Turkey entitled “The Effect of Using the 4MAT Teaching Method in 6th-Grade Social Studies Education on the Academic Achievement of Students” written by written by Yusuf İnel. The goal of this research is to reveal out the effect of the activities prepared based on the 4MAT teaching method on the academic achievement of the students, with respect to the unit, "The Journey of Democracy", included in social studies curriculum for 6th-graders. In accordance with this goal, the research was conducted using the Solomon four-group experimental model. The study group of the research consisted of 80 sixth graders studying, in the 2017-2018 academic year, at a public secondary school in Merkezefendi district of Denizli province located in the west of Turkey. The research was conducted in a total of four different classes each of which consisted of 20 students. Classes 6/A and 6/C made up the experiment group whereas classes 6/B and 6/D made up the control group. An achievement test developed by the researcher, consisting of 25 questions, with a KR20 value of .80, was used as the mean of data collection. Four options were offered for each question included in the achievement test and the students were asked to mark the option they deemed to be true. In the analysis of the data, frequency, arithmetic mean, percent, standard deviation; and t-test and covariance (ANCOVA) tests among the difference tests, were used. At the end of the research, it was concluded that the 4MAT teaching method was more effective than the existing teaching method in improving the academic achievement of the students with respect to the unit "The Journey of Democracy".

Next article is from Germany titled “Mobile Phones as Gold Deposit–Students Explore Sustainability in a Hands-on Project” developed by Regelous, T., Holzförster,

F., Stich, A. Resources, resource efficiency and sustainability are one of the most important socio-political issues of today. We here present a best practice example for project-based learning aiming to change student's understanding and attitude towards sustainability at school level. In this project forty-two Year 9 students explored by themselves the link between resources, sustainability and the consequences for their own living environment. After an introductory school seminar the students washed gold in a stream using gold washing pans. Afterwards, the students developed a hands-on model how gold deposits form and carried out experiments concerning the physical and chemical properties of gold. At the University the students then analysed the chemical composition of rocks containing gold. The learning outcomes were measured by a self-designed questionnaire. The results of the questionnaire before and after the project show that the students understood that mobile phones are "a valuable gold deposit" and appreciated the value of the precious metal gold as a high-tech raw material. Before the project only 24% of the students thought they had a good or very good understanding of the interrelationship between resources and sustainability, but after the project the percentage has been risen to 96%. In addition, the students realized the value of recycling as an important aspect of sustainability. Only 5% of the students stated that they would recycle their mobile phones before the project, after the project the percentage has increased to 67%. The students took action in their school demonstrating a change in attitudes towards sustainability.

The fourth article is from Turkey entitled "Examining the Anxiety and Attitudes of Secondary School Students towards Geography Lessons in terms of Some Variables" written by Aydın, F., Tülümen, M. The purpose of this study is to reveal the relation between anxiety and attitude scores of the secondary school students. In addition to this, in the present study, the anxiety and attitude scores of the students for Geography lesson were examined in terms of their achievement levels, gender, grade level and school type variables. The relational screening model was used in the present study and total of 2854 students attending to secondary schools in Karabük city center joined the research within the 2016-2017 academic year. In the present study, it was determined that there is a moderate-level, negative and significant relation between the anxiety and attitude scores of the secondary school students. In addition, it was also determined that the anxiety levels of the students about Geography lessons were low; however, their attitude levels were positive. In the present study, a significant difference was detected between the gender, achievement level, class level and type of school and Geography attitude averages of the students. It was also determined in the present study that as the success levels of the students increased, and the geography lesson anxiety scores decreased. In the present study, it was determined that there were no significant differences between the geography lesson anxiety scores and gender and grade levels of the students.

The fifth paper of this issue is about "The Impact of Place Based Education Approach on Student Achievement in Social Studies" written by Akkaya Yılmaz, M., Karakuş, U. The objective of this research is to examine the effectiveness of teaching the 6th grade (12-13 years old) social studies lessons' unit "Our Country's Resources"

by place based teaching method on student achievement. This research was conducted in 2013-2014 academic year for six weeks in a public secondary school in Milas. In this research, an intervention and a control group were used. The intervention group was taught the unit with the place-based teaching method. The control group was taught the unit by their normal classroom instruction. Both the control and the intervention group student achievement was measured with pre- and post-tests, which were developed by the researcher, in order to examine the student achievement between the two groups. Post and pre-test scores was analyzed by using Two-factor ANOVA. According to this analyze findings, the students of the experiment group educated with place based method attained the learning goals significantly higher as compared to the control group students receiving normal classroom instruction. In conclusion it is clear that place based education method more effective for student achievement in social studies education.

The sixth paper of this issue is about “Table, Graphic, and Diagram Interpretation and Preparation Skills: Social Studies and Geography Teachers’ Practice and Beliefs” written by Gürgil, F. This study aims to determine the views of social studies and geography teachers on their table, graphic, diagram interpretation and preparation skill (TGDI-PS). In according with this study, the research was designed in the mixed method, in which both quantitative and qualitative data collection instruments were used together. The research was conducted with the participation of teachers working in Eskişehir, İstanbul and Ankara (in Turkey) during the 2017-2018 Fall Semester. The quantitative side of the research was made with the participation of 207 teachers from the fields of geography and social studies. The qualitative side of the research was made with the participation of 5 geography and 5 social studies teachers. The data were gathered with the questionnaire and interview forms that were prepared by the researcher. As the result of the analysis of the gathered data, although the views of the teachers on their TGDI-PS were found to be positive, it was found that this did not reflect an implementation. It was concluded that the most important reference for the relevant skills is the textbooks. Furthermore, it was found that tables were given the place in the lessons of the teachers the most and it was followed by graphics, whereas diagram visuals were not given any place in their lessons. In the lessons of social studies and geography, it was found that only the level of ‘interpretation/reading’ level of TGDI-PS was performed and problems were experienced at the level of ‘preparation/drawing’. Under the light of the gathered findings, recommendations were made.

The seventh paper of this issue is about “The Metaphorical Perceptions of Teacher Candidates on the Concept of “Web 2.0 Technology” written by Ulu Kalın, Ö., Birişçi, S. This study was conducted for the purpose of finding the mental images (i.e. the metaphors) which Social Studies teacher candidates have on Web 2.0 technology. The study group consisted of 77 social science teacher candidates. The raw data, which were obtained from each of the participants by completing the “Web2.0 technology is like ..., because ...” statement, were analyzed by employing both quantitative and qualitative

data analysis techniques. The participants of the study produced 72 valid metaphors for Web 2.0 Technology. These metaphors were then examined in terms of their common features and were collected under 43 metaphors and 10 conceptual categories. According to the results of the present study, the social science teacher candidates explained Web 2.0 technology as a toolbox that contains everything in it, reflective, has the characteristic of changing, entertaining, octopus, interesting, a robot which can perform every task, canvas and informative. As a result of the present study, the metaphors that were produced by the Social Studies teacher candidates might be used in the process of explaining Web 2.0 concept.

The eighth paper of this issue is about “Decision-Making of Middle School Students during an Earthquake” written by Cin, M., Değirmençay, Ş. A. The aim of this study was to determine decision-making process of students during an earthquake. The research was carried out in Giresun, Turkey. One hundred twenty-two (122) eighth grade students from three middle schools were included the study as a sample base. Three decision trees were developed in order to understand students' decision process (es). Students gave their answers on the three decision trees, whereupon their answers were analyzed using descriptive statistics. The results of the study showed that some students during an earthquake chose secure options, whilst others preferred options that can lead to negative results. Students' desire to escape from their locations during an earthquake was found to be the most common, but also the most unsafe decision. A number of other students, however, had opted to take a dangerous protection position during an earthquake. It was concluded that excessive fear of earthquakes and the negative influence of the media both have an effect on making unsafe decisions. The study suggested that people ought to be assured that there is a low possibility of buildings completely collapsing during an earthquake. It also recommended that people should take non-structural rather than structural risks into consideration during an earthquake, and that they ought to base their make decisions according to these risks.

The ninth paper of this issue is about “Multiculturalism Concept and Its Reflections on Education: The Case of Turkey” written by Köşker, N.; Özgen, N. The current study investigated the multiculturalism attitudes of high school students using the Multiculturalism Attitude Scale. The determination of the dynamics affecting students' multiculturalism attitudes will provide opportunities for reconstructing the educational settings accordingly. The sample of the study was 2237 students from 24 high schools from 14 provincial centers in 7 geographical regions of Turkey. The data analysis was carried out using descriptive and inferential statistics. The analyses examined the relationships between the multiculturalism attitudes of the students and their gender, class level, family income status, education level of the parents, and the geographic region of residence. The findings indicated significant differences between all dimensions of the scale (i.e., anxiety, richness, tolerance, threat, and discrimination) and the variables of the study. The findings indicated that the female students' attitude mean scores were more positive than those of the male students. Students in Central Anatolia, Southeastern Anatolia, and Marmara regions had higher attitude scores than students

from other regions. As students' family income level increases, they regard multiculturalism as a threat (ethnicity-based). Students whose parents have a high level of education regard multiculturalism as a threat (ethnicity-based). In order to minimize these negative attitudes towards multiculturalism in the society, people's awareness of different life practices by various groups within a country or community offers richness that should be recognized. To achieve this, the regulation of educational experiences considering cultural diversity and normalizing transitions, the differences in the educational institutions that serve as foundation in the society-building process are of the utmost importance.

The last paper of this issue is about "Self-Efficacy of the Social Studies Teachers in Using the Interactive Whiteboards" written by Mehmet Tamer Kaya and Hakkı Yazıcı. The aim of this study is to analyze the self-efficacy of the social studies teachers in regard to the use of smart whiteboards. In the study the self-efficacy of the social studies teachers in regard to the use of smart boards was examined based on some variables (i.e., gender, age and receiving training on the use of information technologies). The study was designed according to the survey design and the participants were 101 social studies teachers working at public secondary schools in Afyonkarahisar province of Turkey. The data of the study were collected using the Self-Efficacy Scale in Using the Interactive Blackboard developed by Yalçınkaya and Özkan (2014). The data collected were analyzed with the descriptive statistics, independent group's t Test and one-way analysis of variance. The findings indicate that the self-efficacy of the social studies teachers participated in the study was at the level of "agree" suggesting that they perceived themselves competent in using the interactive blackboard. It was found that their self-efficacy in using the interactive blackboard did not vary based on the variables of gender and age, but prior training on information technologies had positive effects on their self-efficacy in using the interactive blackboard.

This issue is closed with a book review by Niyazi Kaya, entitled "A History of the World in Twelve Maps" written by Jerry Brotton from UK. He examines the stories of these twelve maps as having important roles in the context of regional and global perspectives of past and today's world. His book is an interesting and significant contribution to the interdisciplinary approach between history and geography.

Hope to meet you in next the issues of 2019.

Prof. Dr. Eyüp Artvinli

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