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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 twelfth issue (Volume 5, Number 1) of the Review of International Geographical Education Online-RIGEO.

The title of first article is “Global Education or How to most effectively implement Cross-Disciplinary Themes in the Curriculum of Primary School–Czechia’s Example”. It was written by Petra KARVÁNKOVÁ, Dagmar POPJAKOVÁ and Vlasta KOVAŘÍKOVÁ from Czech Republic. The article gives an overview of the educational concept of global education at elementary schools in the Czech Republic. It analyses the theoretical basis and methodology of this concept. The article presents the main principles and topics of global education. The authors of the article point out the conjunction of the topics of global education to the cross-disciplinary topics of the Czech educational programme for elementary schools. At the same time, they analyze the possibilities that the school subject geography offers for the application of global education topics. The objective of the article is to find an answer to the question of why teaching pupils at elementary schools to think in a global context is important and what contributes to it.

The second article’s title is “The Initial Training of Geography Teachers at the University of Porto: Model and Training, Practices and Representations” by Felisbela MARTINS from University of Porto, Portugal. This paper intends to explore the thoughts and actions of the student teachers at the Faculty of Arts and Humanities, University of Porto about initial teacher education in geography from 2008 to 2013. The author found that students are concerned with their image as teachers, and are far from thinking they are educators with the ability to adopt an investigative attitude to their mode of teaching, as they are still centered on themselves.

Third article is from Greece entitled “Using a Social Web 2.0 Tool in Geography and Environmental Research Project: A Content Analysis of Greek High School Students” written by Evi EXARCHOU, Aikaterini KLONARI and Nikos LAMBRINOS from Greece. The first part of this paper refers to the contribution of geographic education in the development of knowledge, attitudes and skills for environmental protection in the context of sustainable development of the world's societies. Thus, specific concerns identified regarding the young people participation in research and collaborative actions using Web 2.0 applications, in the context of geography and environmental education, through sociocultural constructive view of learning. In particular, the concerns relating to the way of the young people interaction using an educational online environment and how it can help to improve their learning process. Then the authors applied a project by using web 2.0. tool to analyze high school students. The results indicated that the quality of their interaction was at a satisfactory level with most complete learning exchanges, progressively developing essential skills for an organized and integrated geography and environmental approach, throughout the project.

The forth article for this issue is from Germany entitled “Implementing Geographical Key Concepts: Design of a Symbiotic Teacher Training Course Based on Empirical and Theoretical Evidence” written by Janis FÖGELE and Rainer MEHREN from Justus-

Liebig-University Giessen, Germany. This paper is also related to teacher education in Geography and it constitutes a course of in-service training, which is built upon both a review of empirical findings concerning the efficacy of in-service training courses for teachers and theoretical assumptions about the professional competences of teachers, conducted in two Federal States of Germany from October 2014 to October 2015.

The last article of this issue is from Malaysia: Transforming Sustainability Development Education in Malaysian Schools through Greening Activities written by Mahat HANIFAH and et al. Their aim is to evaluate the practice of sustainability among Malaysian Secondary Schools involved in the Sustainable Schools Program Environmental Award (SLAAS). The research attempts to identify the SLAAS effects on teachers' and students' behaviors after direct involvement with the activities of the program. The cluster sampling technique was used in selecting the school samples and the respondents were then also selected through simple random sampling among upper secondary pupils. A questionnaire survey was administered for 247 teachers and 447 pupils, to evaluate the after effects of the SLAAS. The results showed that the schools' involvement in SLAAS had some transformative effect on the schools especially on greening activities and also on sustainable behavior within the school compound. Based on the correlation analysis, it showed that there was a significant correlation between the knowledge about SLAAS program and the behavior of the teachers and similarly, it was also found that the significant correlation between the knowledge of the SLAAS and the behavior of the pupils post SLAAS.

This issue of RIGEO has also a Book Review of a book entitled "*Islamophobia in America: The Anatomy of Intolerance*". Scot L. Walker reviewed the book which edited by Carl W. ERNST for the publication. We would like to thank to Scot L. Walker for this important book and its review.

On behalf of the RIGEO, I would like to express appreciation to authors and the many reviewers who conscientiously volunteered their time to provide helpful guidance and suggestions for improving the manuscripts prior to publication. I hope these papers might be useful for readers and especially ideas for future collaboration in geography education community.

Dr. Eyüp Artvinli, Ph.D. in Geography Education,

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