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From the Editor

Dear readers of RIGEO,

Welcome to first issue of Review of International Geographical Education Online-RIGEO for 2018. This is the Volume 8, Number 1 of the RIGEO since 2011. The number of articles increased to eight from five with this issue. We hope you find the studies useful and important for the literature of geographical education.

First paper is entitled “Who is Listening to Us from Geography Education? Is Anyone Out There?” written by Donald Patrick ALBERT and Erin OWENS from USA. This is the last of three studies designed to assess the interchange between the geography education community, the larger geography field, and other disciplines by the authors. They aimed to know “who are we listening to?” The answer is that while geographical education community was listening to itself, our scholars were incorporating knowledge, ideas, and perspectives from the larger geography community and importantly from academicians and professionals trained in pedagogy and education theories. This study asks the question, “who is listening to us?” The results indicate that education scholars are actually reading publications of geographical education. The authors found distinct lines of communication between those from geography education and the disciplines of education that permeate journals, books, conference proceedings, theses and dissertations, and other outlets.

Second paper of this issue is from Turkey entitled “Relationship between Geography-Tourism and Tourism's Effects According to High School Students” by Nusret KOCA and Ramazan YILDIRIM from Turkey. This research was designed in the screening model to determine the opinions of high school students on tourism effects and geography-tourism relations. The data were gathered from 760 students who were educated in high schools in the central district of Kütahya. According to the findings: High school students' opinions on the social and cultural effects of tourism are positive. It was observed that the students do not have a clear view of the environmental effects of tourism, and remain at a level of indecision. The students emphasized the importance of geography in preserving the natural and cultural environment and in tourism education. In this context, they stated that it is necessary to arrange visits to touristic areas in geography lessons. It was also observed that female students have more positive views than male students, that students in 12th grade have more positive views than students in 9th, 10th, and 11th grades, that the students in the academic high schools have more positive views than the students in the skill set related to high schools and in the vocational high schools.

Third article is “Can an Interactive Learning Path on A Tablet PC Counter Misconceptions on the Formation of Clouds and Wind?” and written by An STEEGEN, Femke HASENDONCKX and Mieke DE COCK from Belgium. In this paper, different strategies to tackle misconceptions concerning the formation of clouds and wind were studied by authors. Three different strategies to teach the topic in geography were designed and compared: a traditional, teacher centered lecture, a lecture including an experiment showing the process of cloud and wind formation and a lecture in which the

students worked through the material themselves by means of an interactive learning path on a tablet pc and in which the experiment was included in a movie. In all lectures, explicit reference was made to the underlying physical concepts. In a pretest-posttest quasi-experimental design, the impact of the three formats on the students' conceptual understanding was studied. Results show that the learning outcomes of students in the tablet pc class are not as good as those in the other two conditions. Teaching method, but also learning material and attitude of students, can explain these differences.

The fourth article is from Turkey entitled "Reflections of Environmental Determinism in the Questions Prepared by Geography" written by Hakan ÖNAL. This study investigated whether the environmental determinist approach, which was effective in geographical research especially at the beginning of 20th century and generally believed to be abandoned in the 1920's, still had impact on geography teacher candidates in Turkey. The study utilized document analysis method which is a qualitative research method. As a result, it was determined that 96 of the questions prepared about the theme of rural habitats/settlements in Turkey which was selected by 123 teacher candidates were related to environmental determinist approach. It was found that teacher candidates were directly influenced by the dominant power of nature without taking into consideration the impact of man on environment or the mutual interaction between man and environment. Also, it was observed that teacher candidates did not follow academic level articles or other scientific studies and only used textbooks and they did not have any skills in regards to using documents while they prepared the questions.

The fifth article's title is "Examination of Main Trends in Geography Education Studies in Turkey" and written by Yavuz DEĞİRMENÇİ. The main purpose of the study is to examine the main tendencies of the articles published in the field of geography education between the years of 2008 and 2018 in Turkey. This study examined the subject fields, research methods, data collection tools, data analysis techniques and sampling methods used in the geography education studies in the journals scanned by the SSCI, ESCI and ULAKBİM social sciences databases in Turkey. The study evaluated 224 articles by using the content analysis. According to the findings, in the last ten years in Turkey, the highest number of articles were published in 2010 (n=33) and the lowest number of articles were published in 2017 (n=13). Moreover, the studies were also determined to show more interest in the subject areas of teacher training and learning/teaching; questionnaires and scales were generally used as a data collection tool; the frequency/percentage and content analysis methods were preferred in the analysis of data; quantitative and qualitative methods were generally used in studies on geography education; on the contrary, mixed methods were less frequently used.

Sixth article of this issue entitled "An Investigation into Digital Literacy Views of Social Studies Preservice Teachers in the Context of Authentic Learning" and written by Seda ÖNGER, Turhan ÇETİN from Turkey. This study aims to determine how social studies teacher candidates perceive the concept of "digital literacy." The study was carried out in a university in the Central Anatolia Region of Turkey in the fall term

of the academic year of 2017-2018, with teacher candidates in the programs of social studies teaching. A semi-structured interview form and a metaphor completion task developed by the researchers were used as the data collection tools. Based on expert opinions, the drafts of the semi-structured interview form and the metaphor completion task were revised and finalized. Based on the findings, some suggestions are made.

The title of “An Investigation of Secondary School Students’ Environmental Attitudes and Opinions about Environmental Education (EE)” is the seventh article of RIGEO in this issue and written by Elvan YALÇINKAYA, Oğuz ÇETİN. The purpose of this study is to determine the environmental attitudes of secondary school students and their opinions about environmental education (EE). An attitude scale was developed to determine the students’ attitudes towards the environment. The final attitude scale was administered to 408 secondary school students in the city center of Niğde in the academic year 2016-2017. In addition, a semi-structured interview was conducted with 71 students in order to determine the views of students on EE. Based on the data from the interviews conducted with the students, recommendations were made for schools to organize the activities that will promote environmental awareness and EE.

The last paper of this issue is about ““This question is too personal!” Guided Inquiry as Part of Teaching Human Geographical Research Methods” written by Günther WEISS, Elisabeth GOHRBANDT from Germany. The aim of the study is to facilitate the process of solving problems from the sphere of human geography through the use of guided inquiry in geography lessons. To encourage the learners to recognize the purpose of the rules of research, two distinct teaching concepts were developed and empirically tested: selection decisions and a simulated pre-test. The assessed instruction was prepared and realized in two 5th form classes at a grammar school with 47 learners in total. The evaluation of the lessons was done through a standardized test to determine accrued learning and partly standardized observation of learners’ performance and motivation. The observation confirmed that the learners welcomed the opportunity to conduct research independently and that they engaged enthusiastically. Nevertheless, details of the research design tended to be dealt with intuitively or based on previous knowledge. There is no clear evidence of success of the methods training. The observations allow the conclusion that the simulated pre-test passes by too quickly and harbors too many distractions. Meanwhile, the selection principle with a parallel discussion are more likely to lead to success.

Looking forward to meet you in the next issue of RIGEO in August 2018.

Prof. Dr. Eyüp Artvinli

Editor-In-Chief

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