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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 eleventh issue (Volume 4, Number 3) of the Review of International Geographical Education Online-RIGEO.

The title of first article is “Teachers’ Perceptions of Esri Story Maps as Effective Teaching Tools”. It was written by Caitlin STRACHAN and Jerry MITCHELL from University of South Carolina, United States. The article investigates explores teachers’ perceptions of Esri Story Maps as effective teaching tools. Story Maps are a relatively new web application created using Esri’s cloud-based GIS platform, ArcGIS Online. The authors recommend that teacher preparation programs begin using GIS and Story Maps as teaching and learning tools for pre-service teachers and that professional development for in-service teachers focus on the specific pedagogical applications of the educational technology and not just the technical skills required to operate Story Maps.

The next paper's title is "Down to Earth: Contemplative Thinking Exercises for Geography Education" by Cathelijne de BUSSEER from University of Groningen, Groningen, The Netherlands. This paper explores the value of contemplative thinking exercises for geography education, both during geographic field trips and in the classroom. According to author contemplative thinking exercises offer an alternative approach that changes the habitual rational way of studying geographical topics to a state of deeper awareness, concentration and insight. In this way it becomes an important publication to fill out the gap between theory and practice for geography education.

Third article is from England "Pre-Service Primary Teachers' Knowledge and Understanding of Geography and Its Teaching: A Review" that contributes to fill out an important gap in primary geography education, is often missed side of geography by geographers. The author of this article is Simon CATLING from the school of Education, Oxford Brookes University, Oxford, UK. According to this research while there is some information, little is known really about their teaching of geography to younger children. In view of the increased focus globally on geographical knowledge in the school curriculum, this raises serious questions about geography teacher educators' understanding of their trainee primary teachers, in part because tutors seem rarely to undertake such research.

The last article for this issue is from Czech Republic entitled "Cramming Facts and Thinking Concepts: Instance of Preparation of Student Geography Teachers in Liberec" written by Jaroslav VÁVRA from Technical University of Liberec. This study presents interactions into the two strands and it describes theoretical sources that comes from geography, geographical education and cognitive psychology and presents experience of the Liberec students, student geography teachers, and their preparation for their job. Access is laying on key courses, Classroom Management, Czech Geographical Curriculum and Geographical Exercises and Projects. You will also find a book review by Danuta PIRÓG, Faculty of Geography, Pedagogical University in Kraków, POLAND. He reviewed David HICKS's book entitled "Educating for Hope in Troubled Times: Climate Change and the Transition to a Post-Carbon Future". We would like to thank to Danuta PIRÓG for this important review.

On behalf of the RIGEO, I would like to express appreciation to authors and the many reviewers listed below 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,

Editor-In-Chief of RIGEO, Eskisehir Osmangazi University, TURKEY

Reviewer List for Volume 4

The following names -RIGEO's reviewers for Volume 4- 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 valuable time on behalf of RIGEO.

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