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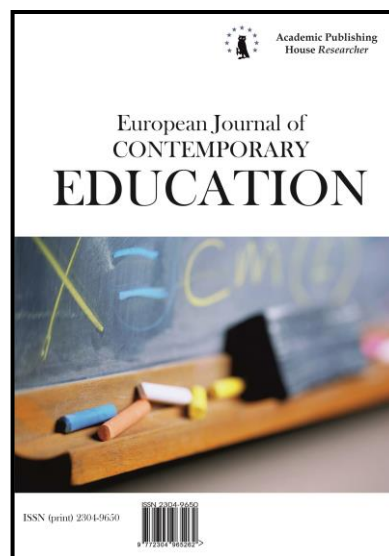
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Geography Education Research in Serbia: a Teacher's Perspective

Goran Rajović ^{a,*}, Jelisavka Bulatović ^b

^a International Network Center for Fundamental and Applied Research, Russian Federation

^b College of Textile Design, Technology and Management, Serbia

Abstract

In all European Union countries have harmonized attitudes on the need and improving the quality geographic of education and his innovating. Modernization of geographic education is unthinkable without quality professional and personal development of teacher's geography. Renewal, modernization and supplement professional knowledge and skills acquired in framework of the initial of geographic education it is considered imperative of contemporary education. This paper analyzes the geographical education research on the example of Serbia, from the perspective of geography teachers, and makes an attempt to determine the extent to which teacher's geography use geography education research in their courses and which possible barriers prevent them use the results of geography education research in Serbian classroom environment. The results showed that 26 % of teachers reported that they subscribe to academic journals about geography education research, while 62.4 % of them said that they just follow the publications geography education research. More than 87.6 % of respondents believe that the use of geography education research improves learning, students' motivation and quality of courses, and almost half of the respondents does not think that it is time and excessive class sizes, a reason not to use geography education research in their courses. Geographic education research is a multidimensional concept and cannot be easily estimate only on the basis one study, and solutions should be sought in advocating for one multimodal approach, in which the quality of geographic education research defined through larger number of different, relevant determinants.

Keywords: Geography education research, Serbia, geography teachers, research.

1. Introduction considerations

During the development of human society an important place in the value system always belonged successful individuals, organizations, institutions or society in general. The success of

* Corresponding author

E-mail addresses: dkgoran.rajovic@gmail.com (G. Rajović), jelisavka.bulatovic@gmail.com (J. Bulatović)

individuals in the study or work in all advanced societies highly is valued, respected and represents of socially desirable category (see Butt, 2010; Bernadz et al., 2013). Modern society as a whole, as well as in its sub – systems, is oriented toward achieving success, because successful society is successful individuals. Many authors among which we highlight on this occasion Stoddart (1981), Keltie (1985), Papadimitriou & Kidman (2012) under valuation and evaluation in teaching geography include an organized process that consists of testing of the present and previous situation with specified plan and the final result and point out the ways of development of geographic processes in order to more secure achieving desired effects. According to Hill (1992), Murphy (2007), Solem, Cheung & Schlemper (2008) changes which are present in geographical education research have a unique purpose that nurture and develop the a successful geographical value.

In the last decade of the last century we have noted and the beginning of intensified interest among scientists in the field of geographic "research quality geographic education" and "the quality of education and educational systems" (Cheng 1997; Hanushek, 2005). In other words, "geographical research education is a multidimensional concept and cannot be easily assessing only on the basis one indicator" (Sheppard, 2001; Sarno, 2011), and solutions should be sought in advocating one multimodal approach, where the quality geographical education research defined through larger number of different, adequate determinants (Hanushek, 2005, Papadimitriou & Kidman, 2012). Williams (2003), Kagoda (2009), Butt (2003), suggests that choice of methods is used in geography education research has a direct impact on the quality of research and research findings. Firth & Morgan (2010) stress the need to consider the way the quality of educational research in relation to the capacity to engage theory. Slater (2003), Lidstone & Williams (2006), Genevois & Jouneau-Sion (2008) are citation that there is insufficient reference to geography education research in the development of educational policy in laws of many countries. Roberts (2000), Naish (2002), Slater (2003), Johnston & Williams (2003) emphasize that geography education research insufficiently uses in geography courses, primarily because of the negative perception of teachers. Hargreaves (1998), Roberts (2000) and Butt (2003) suggest that supposed to establish a connection between geography education research and teaching. According to Roberts (2010) teachers have little opportunity or time to read most of the research published in scientific journals or books. Hollowell et al (1998) and Slater (2003) point out that teachers do not use enough geography education research. Naish (2002) and Brkić – Vejmelka (2000) says that the teachers have a healthy skepticism towards geography education research.

However, according to Reinfried & Hertig (2011) citing on research Bronckart (1989), Reinfried, (2007), Butt et al (2006) and Geography Education Standards Project (1994) indicate that the teaching geography is not a question of copying or simplifying the contents of the academic discipline for its use in schools. It concerns more the identification of the academic knowledge that is relevant and necessary to comprehend the geographical concept in question and its structuring according to approaches referred to as upward didactic transposition or the model of educational reconstruction. Due to educational reforms in the last 25 years, associated with rapidly changing curricula, geography is facing stiff competition from other subjects. Reinfried & Hertig (2011) further point out that "this occurs whether geography is taught as a single, discrete subject oars a subject integrated in interdisciplinary subject areas or some other forms of "geographical studies" (rather than geography) in the curriculum. In many countries geography is seen as a vehicle for developing education about sustainable development, environmental concerns, citizenship and even political literacy rather than as a valuable subject in its own right. The goal of geographical education is to supply society with people, who are geographically literate. Geographic literacy is about understanding how human and physical systems are interconnected and how people and places interact. To achieve these goals geographical education asks the following questions: What should be taught to whom? Why should it be taught? When should it be taught? How should it be taught? How can we measure teaching success?"

Gecit (2010) citing on research Karakuyu (2008), Ünlü & Alkış (2006), Demirkaya (2008) and Öztürk (2005) indicate that geography teachers often execute an important function with regards perceiving the location where children live, and the global world. The issue of how to raise persons (teachers) to teach geographical knowledge and competence and which competences they should have, are very important. One of the most noticeable studies related with this field is the study with the subject of perception of global heating concept by candidates of teacher and their learning styles. Another study which could be considered important is the study in which education

of teacher is inspected in a process location becomes globalised on one hand, and becomes subject to localization on the other. Relying on study Incekara (2013) the aim of this research is to determine the position and influence of geography education research exploring the following areas: teacher attitudes of geography according to geography education research; factors which prevent teachers of geography to use geography education research in their works and possibly statistical differences between the independent and dependent variables in relation to demographic characteristics and attitude geography teachers according to geography education research.

2. Research Methodology

As a field of research according Bauer (2010), geographies of education have generally gained rather marginal attention in the discipline so far. Although this has changed to a certain extent more recently, there is still a pressing need to ground geographies of education conceptually or theoretically. We suggest, that it may be fruitful to discuss variegated geographies of educational experience in relation to the following research fields offering further connections to e.g. young people`s geographies, education and social studies.

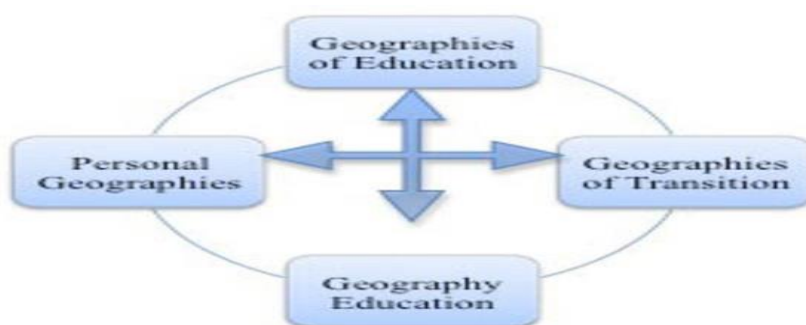


Fig. 1. What is "geographies of education" about? (Bauer, 2010).

Transitions within stratified school systems are important rites of passage revealing interesting data that needs to be critically interpreted and set into wider social and political context. Indeed, transitions are crucial events affecting the students' identity and personal geographies telling stories about multiple inclusions/exclusions with respect to class, gender, intellectual and "peer" performance (see Bauer, 2010).

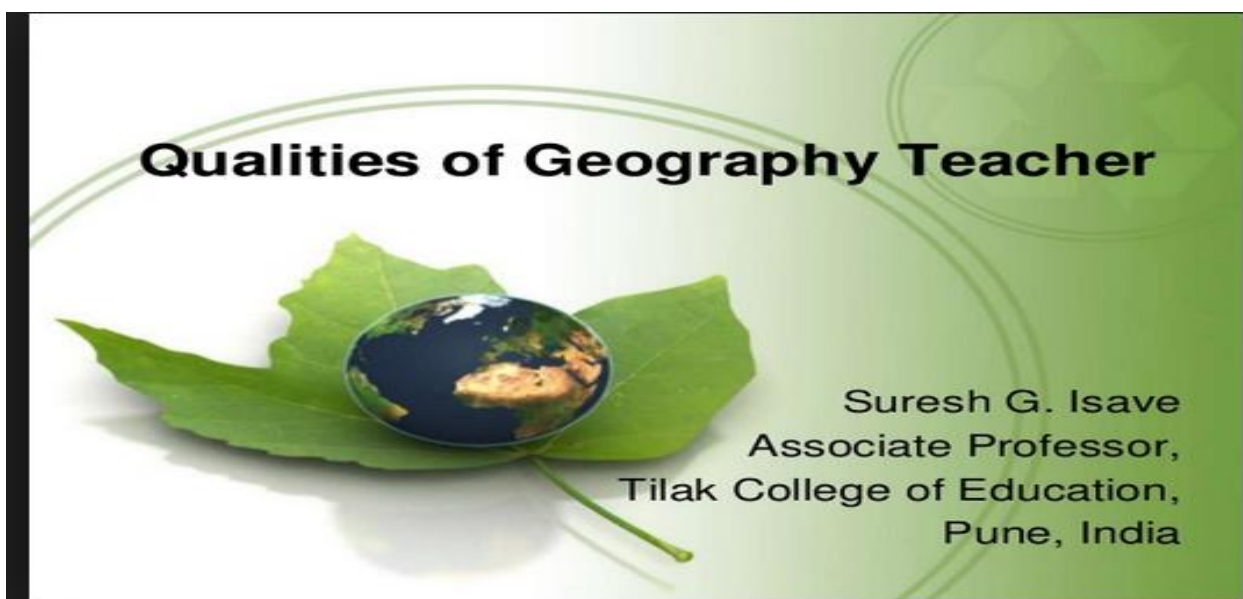


Fig. 2. Qualities of Geography Teacher (Isave, 2015).

Web – based questionnaires and email surveys can provide according to Madge & O'connor (2004), fast and cheap alternatives to postal, face – to – face and telephone surveys. Web-based questionnaires are designed as web pages and located on a researcher. Electronic surveys involve questions being sent as part of the email itself. The type of data yielded is quantitative and with a web-based questionnaire data can be loaded automatically into a spreadsheet or database increasing the speed and accuracy of data collection. Numerous examples of web-based questionnaires and electronic surveys according to Madge & O'connor (2004) exist in the literature (Coomber, 1997; Schaefer, Dillman, 1998; Hampton, Wellman, 1999; Litvin & Kar, 2001; Madge, O'Connor, 2002). More recent references compare online and onsite surveys (McDonald, Adam, 2003; Riva, Teruzzi, Anolli, 2003). Methodological procedure in article of the survey is based on research Incekara (2013), adapted for the purposes of this study, bearing in mind the research experience of the author of this article on similar research (see Rajović, Bulatović, 2008; Rajović, 2009; Bulatović, Rajović, 2011; Bulatović, Rajović, 2013; Rajović, Bulatović, 2015; Bulatović, Rajović, 2015a; Bulatović, Rajović, 2015d; Rajović, Bulatović, 2016; Rajović, Bulatović, 2016a). The survey covered 250 geography teachers. The questions referred to the demographic characteristics of the target group (including questions regarding the gender and age of the respondents), questions that asked teachers about their professional experience and teaching conditions; a statement section, which was developed to determine the attitudes of geography teachers towards geography education research. The survey was conducted in 2006 and 2012 & 2016. “In this section, three yes-no questions, one frequency question and ten statements on a five-point Likert scale were used (1 = “Strongly disagree,” 2 = “Disagree,” 3 = “Neutral,” 4 = “Agree,” 5 = “Strongly agree”). In the analysis, the Likert scale was inverted for the statements with negative meaning. The statements section was designed to investigate whether teachers read and subscribe to academic journals about geography education research, whether they use them in their courses, their perceived benefit to the courses, and the factors preventing them from using geography education research in their courses. In this study, descriptive statistics were used to calculate frequencies and percentages. However, non-parametric tests were used, including the Mann – Whitney U test, to analyze the inferential statistics. This test was used because, according to a one-sample Kolmogorov-Smirnov test, the data did not have a normally distributed interval variable ($p < 0.05$). The reliability coefficient was 77.6 %, based on a factor reliability analysis of the dependent variables (Cronbach’s alpha coefficient: 0.776)” (Incekara, 2013). Therefore, the whole information volume in this article was obtained through specific methods for the selective research, respecting all its stages from the methodological point of view: identification of the researched issue, research framework delimitation, information collection, data processing, analysis and interpretation drawing up the conclusions. Research also played an important role in the article, which consisted, on one hand, in the identification of other studies and articles on the same subject, and in the processing of survey, on the other hand. Hence, the information sources used can be classified into national publications (research institutes, university...) (see Komlenović, 2004; Rajović, 1997; Rajović, 2001; Rajović & Bulatović, 2002; Rajović & Bulatović, 2002; Rajović, 2003; Rajović, 2003; Rajović, 2007; Rajović, 2007; Komlenović, 2007; Komlenović, 2008; Radović, 2011; Teodorović, 2012; Radović, 2013; Simić, 2015; Teodorović, Milin, & Vujačić (2016); Baucal & Pavlović – Babić, 2016) and into non – governmental sources (independent publications) (see Inclusive Education – Road Development, 2008; Publications – Center for Education Policy, 2015; Educational Forum – Long – Term Development of Modern Education in Serbia, 2015). A special place in the study takes text from the international literature (see Downs, 1994; Lai, 1999; Corney, 2000; Sutton & Wheatley, 2003; Trigwell, 2006; Lambert, 2010; Butt, 2011; Guoa, 2014; Krechetnikov, Pestereva, Rajović, 2016; Romanova, Maznichenko, Neskromnyh, 2016) based on similar studies. As the data on “Geography Education Research in Serbia: a Teacher’s Perspective” very few, the research results are based on a series of mainly qualitative analyses, on the one hand, and on a series of logical rationales, on the other hand.

3. Analysis of results

Gbadamosi (2013) states that the research sets to investigate the following objectives: to determine the conventional sources of demographic information use in geography education policy making; to examine the uses of conventional sources of demographic in geography education policy

making process; to find out the demographic information (characteristics) utilized in geography education policy making process; and to find out the sources of information mostly utilized in geography education policy making. The study tests one hypothesis to examine relationship between demographic information utilization.

Demographic features. Our research records based on similar research Incekara (2013) indicates that demographic data indicates that of 250 respondents, the majority of geography teachers were male (69.6 %, n=174) and 30.4 % of them (n = 76) were female, while 45.6 % are between 33 and 40 years of age (30.4 %: 26–32, 21.8 %: 41+). More than half of the geography teachers (56.4 %) are employed in public schools, 30 % work in private schools, and the remaining 13.6 % are employed for private courses (educational institutions preparing students for different exams, including university and high school entrance exams). About 35.2 % of the respondents have more than 15 years of professional experience, followed by those with 10–14 years of experience (31.6 %) those with 5–9 years of experience (27.2 %), and those with 1–4 years of experience (6 %). The majority of the teachers (68 %) reported that they teach 21–30 hours of geography courses a week, and 76.8 % stated that they taught classes of 16–30 students while 17.2 % had class sizes exceeding 30 students. A large majority of the geography teachers (74 %) have an undergraduate degree while the rest (26 %) have graduate degrees (Fig. 3) (see Incekara, 2013).

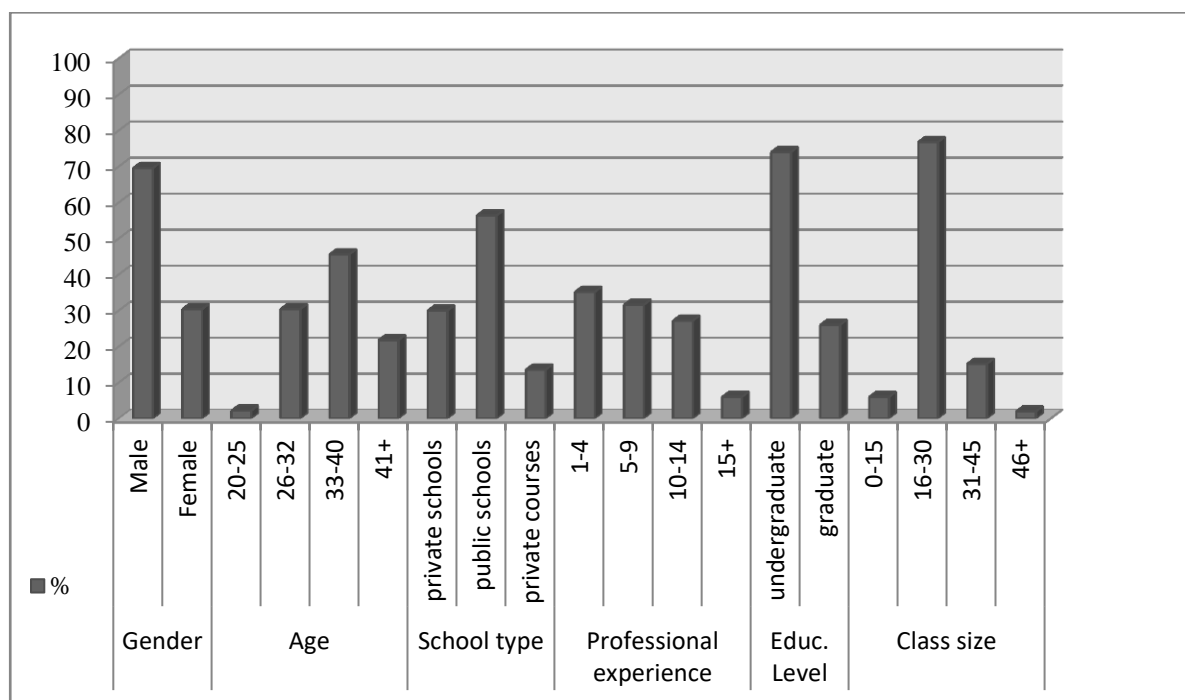


Fig. 3. Distribution of respondents by gender, age, school type, professional experience, class size and educational level (Calculation of data by the authors, according to Incekara, 2013).

Statement. Ensuring the quality of geography education is, consequently, of great significance to policy makers and education leaders internationally. It follows that those who teach geography in primary and secondary schools and in further and higher education need to be supported by research intelligence in at least five priority areas, in order to: clarify the purposes and goals of geography education, no matter how the geography curriculum is expressed locally; refine curriculum, pedagogic and assessment practices used in the teaching and learning of geography; deepen collective understanding of learning progressions in geography; improve ways in which high quality materials and resources for geography teaching and learning can be developed and provided; develop understanding of learners' geographical knowledge and experience, including their misperceptions, to enhance geography's teaching and learning (Catling, 2014). The outcomes of research in and relevant to geography education are to: provide and distribute evidence and/or conceptually robust arguments and practices that will improve the quality of geography education in national settings and internationally; encourage a 'research

orientation' among geography teachers and educators that enables reflective and critical engagement with habitual practices and a professional habit of mind that demands improvement in the quality of geography education (Catling, 2014). The International Geographical Union Commission on Geographical Education supports and promotes research in geography education in all nations and cross-nationally. It aspires to developing an international culture of research in geography education to enable the development of policy and practices that enhance the quality of geography teaching and learning for all in formal and informal education. It encourages policy makers and geography educators to build capacity in research and its application to the classroom and wider learning contexts through understanding the current state of research and by elucidating current knowledge, needs and trends in order to identify future research intentions, priorities and practices and the means to bring these to fruition (Catling, 2014).

Categories	Practices
Posing geographic questions	a. Identify problems or questions that can be addressed using geographic principles, models, and data; express problems and questions in geographic terms.
Acquiring geographic information	a. Identify geographic data that can help to answer a question or solve a problem.
Organizing geographic information	b. Collect data (including observations and measurements) about geographic phenomena, and/or gather existing data to help answer a question or solve a problem.
Analyzing geographic information	a. Organize data and create representations of data to help solve a problem or answer a question.
Answering questions and designing solutions	a. Identify data analysis strategies that can be used to help solve a problem or answer a question.
	b. Find and describe spatial and temporal patterns in data, or find data that matches a pattern, to help solve a problem or answer a question.
	c. Construct an explanation or prediction for phenomena by comparing data to a model or theory.
Communicating geographic information	a. Construct an answer to a question or a solution to a problem using geographic principles, models, and data.
	b. Evaluate one or more answers to a question or solutions to a problem using geographic principles, models, and data.

Fig. 4. Geographic Practices* (Bednarz et al., 2013).

Working from the skills described in Geography for Life, we identified six categories of geographic practice. Each of these categories represents an aspect of geographic inquiry or problem - solving, and encompasses specific practices that, either independently or in combination, can achieve a reasoning goal (Fig. 4). More detailed descriptions of the practices, along with examples representing how they are used by practicing geographers, ordinary people, and classroom instructors, can be found throughout the three Road Map Project committee reports (see Bednarz et al., 2013). Because it suited their goals better, the Geography Education Research Committee condensed these six categories into a smaller set. The Committee combined acquiring, organizing, and analyzing geographic information into a single category, and also combined answering questions and designing solutions with communicating geographic information. Thus, the Committee's three categories are: formulate geographic questions; acquiring, organizing, and analyzing geographic information and explaining and communicating geographic patterns and processes (Bednarz et al., 2013).

Ilić (2014) citing on research Airasian & Galikson (1997) and Schon (1983) highlights that many terms have been used synonymously with self – evaluation, including reflection, self – assessment, self – appraisal, self – monitoring, self – rating. Self – evaluation refers to that process by which “a person can make judgments about the adequacy and effectiveness of performance for the purpose of self – Improvement”. Close analysis of teacher practices and the literature on self-evaluation reveals that the primary focus of teacher self – evaluation learning (and learning for professional development) is reflection and the term “teacher self – evaluation” has been almost synonymous to ‘teacher reflection’ or “reflective practitioner”, term which was coined by Schön (1987). By Ilić (2014) citing on research Schön (1983) and Bolton (2010) reflection is the mental process involves intuitive thinking: we exhibit it by the competent behavior we carry out, but we are unable to describe what it is that we do. It involves paying critical attention to the practical values and theories which inform everyday actions, by examining learning practice reflectively and

* While the categories and practices are listed sequentially in the table following a widely used model of inquiry and problem-solving, we make no assumption that they will or should be conducted in that order in practice.

reflexively. “An important aspect relating to systematic reflection concerns the moment of reflection. Schön (1983) and Schön (1987) makes a distinction between three types: (a) reflection – in – action, in which the learner reflects on an action past and engages in retrospective sense making; (b) reflection - in - action in which reflection occurs as an attempt to “stop and think” in the midst of action, a time during which action can be modified; and (c) knowing – in – action, the most tacit of reflective processes in which knowledge is embedded in the action itself, rarely considered at a conscious level. According to Korthagen & Vasalos (2005) onion model”, there are six different levels on which reflection can take place: mission, identity, beliefs, competencies, behavior and environment. Brookfield (1995) suggests that we employ four “critical lenses” through which to view and reflect upon our practice. These are: (1) our own view; (2) that of our students; (3) that of our fellow professionals; (4) and the various theoretical perspectives propounded in educational literature. Examining our own experiences as learners as well as teachers helps us “to uncover our most deeply embedded allegiances and motivations as teachers” (Ilić, 2014).

In the first part of the statement section as well as Incekara (2013), respondents were given three yes-no questions concerning their attitudes to geography education research, whether they are subscribed to any academic geography education research journals, whether they follow geography education research (papers or books), whether they use geography education research in their courses, and the frequency of geography education research use in their courses (Table 1).

Table 1. The Responses of Geography Teachers to Yes – No Questions

Questions		Answers			
		Yes		No	
1	Are you subscribed to any academic journals about geography education research?	26% (n=65)		74% (n=185)	
2	Do you follow Geography education research, including papers and books?	62.4% (n=156)		37.6% (n=94)	
3	Do you use geography education research in your courses?	58.8%(n=147)		41.2% (n=103)	
4	If yes, how often do you use geography education research in your courses?	Always	Often	Sometimes	Rarely
		6.7%	24.6%	37.3%	31.3%

Source: Calculation of data by the authors.

According to the descriptive analysis of yes – no questions, although the majority of the respondents (74 %, n = 185) stated that they do not subscribe to any academic journals on geography education research, 62.4 % of the teachers indicated that they follow geography education research. However, it is highly disappointing that just 58.8 % (n = 147) of geography teachers stated that they use geography education research in their courses. It is even more disappointing that just 24.6 % of the respondents stated that they always or often use geography education research in their courses, while 31.3 % stated that they rarely use geography education research in their geography courses. The remaining 37.3 % responded that they sometimes use geography education research in their courses (see Incekara, 2013).

In the second part of the questionnaire, respondents were given 10 statements regarding the benefits of geography education research and the factors affecting the use of geography education research in their courses (Table 2).

Table 2. Opinions of geography teachers about the use of geography education research in the courses

Statements		Level of agreement				Total
			Strongly disagree/Disagree	Neutral	Agree/Strongly agree	
			1/2*	3*	4/5*	
1	Using geography education research in courses improves the quality of the courses and learning	n	15	12	223	250
		%	6	4.8	89.2	100
2	Using geography education research in courses improves student motivation	n	14	17	219	250
		%	5.6	6.8	87.6	100
3	Because geography education research is theoretical, it is not related to the classroom environment	n	85	63	102	250
		%	34	25.2	40.8	100
4	I do not have enough time to find and use geography education research in my courses	n	120	58	72	250
		%	48	23.2	28.8	100
5	Excessive class sizes do not allow me to use geography education research in my courses	n	125	48	77	250
		%	50	19.2	30.8	100
6	Geography education research goes on elsewhere, outside and beyond school, and does not interest my class	n	113	61	76	250
		%	45.2	24.4	30.4	100
7	Because geography education research is intended to improve the CV of the researcher, it is useless	n	121	74	55	250
		%	48.4	29.6	22	100
8	Geography education research does not meet the needs of classroom teaching	n	95	82	73	250
		%	38	32.8	29.2	100
9	Because Geography education research is published in inaccessible journals and books, it is difficult to follow	n	106	65	79	250
		%	42.4	26	31.6	100
10	Geography education research is not the everyday reading matter of teachers	n	108	69	73	250
		%	43.2	27.6	29.2	100

*1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree

Source: Calculation of data by the authors.

According to the descriptive analysis of the statements as well as Incekara (2013), a large majority of the respondents agreed or strongly agreed that using geography education research in courses improves the quality of courses and learning (89.2 %) and improves student motivation (87.6 %), but 40.8 % of geography teachers said that they agreed or strongly agreed that geography education research is theoretical and not related to the classroom environment. However, 34 % of them strongly disagreed or disagreed with this statement, while 25.2 % remained neutral. In the next two statements, geography teachers were asked whether time and class sizes posed a problem for them in using geography education research. For both statements, almost half of the respondents strongly disagreed or disagreed that time and class sizes prevent them from using geography education research in their courses. For these statements, 28.8 % of the respondents agreed or strongly agreed that time

are a problem for them in using geography education research, while 23.2 % of the respondents were neutral. 30.8 % of the respondents also agreed or strongly agreed that large class-sizes prevent them from using geography education research in their courses, while 19.2 % were neutral. Forty-five percent of the respondents did not believe that because geography education research goes on elsewhere, outside and beyond school, it does not relate to classroom teaching, while another 30.4 % agreed or strongly agreed with this statement and the remaining 24.4 % remained neutral. Just 22 % of the geography teachers agreed or strongly agreed that geography education research is useless because it is done primarily to improve the CVs of the researchers. However, almost half of the respondents (48.4 %) disagreed or strongly disagreed that geography education research is done just to improve CV of researchers, while 29.6 % of the geography teachers stayed neutral.

According to Catling (2014) indicates that there are considerable variations in the provision in primary initial teacher education courses around the world. Time for geography in such programs is limited, where it exists, and geography almost always appears in the context of social studies or humanities units or modules, such as in the USA and England, though it may be linked with aspects of science, as in Finland and Greece. Catling (2014) according to Gersmehl (2014) noted that in the USA as few as one in eight teachers’ training courses required a geography component for graduation. For very many non-specialist primary trainees this is likely to be no more than a few taught sessions amounting to just a few hours of lecture and/or workshop time. In those countries where there is no geography in the primary school curriculum, geography does not appear in primary initial teacher education courses. “Where opportunities exist for primary geography specialists, in comparatively few nations, there may be a small cohort taking a subject specialism component in their primary teaching course (alongside trainees who are taking other subject specialism’s). In England, for instance, such specialisms have reduced heavily since the 1990s, which has meant a major decrease of knowledgeable geographers going into primary teaching. This is a situation into which there has been little research, in part because the strong emphasis in primary teaching programs across the globe lies in training the technology” (Catling, 2014).

The 29.2 % of the respondents agreed or strongly agreed that geography education research does not meet the needs of classroom teaching, but 38 % strongly disagreed or disagreed with this statement, and another 32.8 % remained neutral. Again, around 30 % of the geography teachers polled did not feel that geography education research is published in inaccessible journals and books and that geography education research is not relevant for geography teachers who are already hard-pressed. However, 42.4–43.2 % strongly disagreed or disagreed with these statements, while 26–27.6 % was neutral. For the analysis of whether the gender of the respondents significantly affects the geography teachers’ responses to the yes-no questions and their agreement level with the statements; a Mann-Whitney U test was performed. P values indicated that there was a statistical difference as well as Incekara (2013) in the mean ranks of males and females on both the seventh statement (geography education research is directed improving the CV of the researcher, so it is useless) and the eighth statement (geography education research does not meet the needs of classroom teaching) ($p < 0.05$). The 76 female geography teachers had significantly higher mean ranks (143.35) than the 174 male geography teachers (117.70) did on the seventh statement (Table 3). The 76 female geography teachers also had significantly higher mean ranks (143.53) than the 174 male geography teachers did (117.63) on the eighth statement. Moreover, according to Incekara (2013), the r ($r = z/\sqrt{n}$) values indicated that the effect size was small.

Table 3. Mann – Whitney U test results for male and female geography teachers’ views on statement 7

Statement*	Gender	N	Mean Rank	Sum of Ranks	U	z	p	r
Statement 7	Male	174	117.70	20480.50	5256.50	-2.657	0.008	-.168
	Female	76	143.35	10894.50				
Statement 8	Male	174	117.63	20467.00	5242.50	-2.753	0.006	-.174
	Female	76	143.53	10908.00				

Source: Calculation of data by the authors.

A Kruskal – Wallis analysis of variance as well as Incekara (2013) indicated that there was a statistically significant difference among the three age groups of respondents on the ninth statement (because Geography education research is published in inaccessible journals and books, it is difficult to follow) and the tenth statement (these journals are not the everyday reading matter of hard-pressed teachers) (Table 4). According to Catling (2014) it seems that globally we know and understand much less than we need to in order to provide effective and good teacher education in geography for pre – service primary teachers. We have a number of emerging concerns which must be noted. First, little really is known about future primary teachers’ knowledge in and understanding of the range of topics within geography as a discipline and school subject. Second, a better appreciation of their attitudes to geography is needed, including about their prior experience of the subject in school and of their informal and daily experiences of geography, to understand to what extent their attitudes can be built on and/or need to be challenged, as well as used to engage them in the subject and motivate their valuing and teaching of it. Third, within geography a significant area is environmental values. This is linked with global learning and sustainability education.

Table 4. Kruskal – Wallis Test Results for Level of Agreement on Statements 9 and 10 Based on Age Groups

Statement	Age Groups	N	Mean Rank	df	X ²	p
Statement 9	20-25	5	52.00	3	9.348	0.025
	26-32	76	128.02			
	33-40	114	119.60			
	41+	55	140.94			
Statement 10	20-25	5	182.40	3	9.391	0.025
	26-32	76	112.38			
	33-40	114	123.89			
	41+	55	141.80			

Source: Calculation of data by the authors.

To determine which of the age groups have different means for the ninth statement as well as Incekara (2013) six post hoc Mann – Whitney tests compared two pairs of age groups on Statement 9 to indicate statistical significance? There was a significant difference on Statement 9 between the 26–32 and 41+ age groups and between the 33–40 and 41 + age groups. According to the analyses, the mean rank of geography teachers who are 41 years of age and older (74.55, n = 55) was significantly higher for Statement 9 than that of teachers who are between 26–32 years of age (59.81, n = 76), $z = - 2.467$, $p = 0.014$, $r = - 0.215$, a small – to – medium effect, according to Incekara (2013). The mean rank of respondents who are 41 + years old (93.35, n = 55) was also significantly higher in Statement 9 than that of teachers who are between 33-40 years of age (80.97, n = 114), $z = -2.691$, $p = 0.007$, $r = - 0.215$, a small – to – medium effect (Table 5).

Table 5. Post Hoc Mann – Whitney U Test Comparing the Age Groups on Statements 9 and 10

Statement	Age groups	N	Mean ranks	Sum of ranks	U	z	p
Statement 9	26-32	76	59.81	4545.50	1620.50	-2.467	0.014
	41+	55	74.55	4100.50			
	33-40	114	80.97	9231.00	2676.50	-2.691	0.007
	41+	55	93.35	5134.00			
Statement 10	20-25	5	60.80	304.00	91.0	-2.017	0.044
	26-32	76	39.70	3017.00			
	26-32	76	59.41	4515.50	1590.5	-2.540	0.011
	41+	55	75.10	4130.50			

Source: Calculation of data by the authors.

Another six post hoc Mann – Whitney tests were used to compare which of the paired age groups had different means on the tenth statement. Results suggested that the mean rank of the 20–25 age group of teachers (60.80, $n = 5$) was significantly higher than that for teachers aged between 26 and 32 (39.70, $n = 76$) on the Statement 10, $z = - 2.017$, $p = 0.044$, $r = - 0.224$, a small - to - medium effect. Geography teachers who are 41 + years of age had also significantly higher mean rank (75.10, $n = 55$) than those between 26–32 years of age (59.41, $n = 76$) on the same statement, $z = - 2.540$, $p = 0.011$, $r = - 0.222$, a small – to – medium effect size (Table 5). Other Kruskal-Wallis tests as well as Incekara (2013) were performed to indicate whether there were differences in teachers’ responses to the yes-no questions and statements depending on the type of school in which the geography teachers are employed. The results suggest that there are significant differences among the three school types on the third, fourth, and fifth statements (Statement 3: because geography education research is theoretical, it is not related to the classroom environment; Statement 4: I do not have enough time to find and use geography education research in Serbia in my courses; and Statement 5: excessive class sizes do not allow me to use in my courses) (Table 6). How beautifully emphasizes Catling (2014) we ought to recognize what we do and, while not be satisfied with it, realize that research is of value and help, even where it presents us with international inconsistencies and though it may be limited. So, perhaps, our response should be ‘just getting on with it’ and that we should value and make use of what we have learnt and continue to learn.

Table 6. Kruskal – Wallis Test Results for Level of Agreement on Statements 3, 4, and 5 Based on School Type

Statement	School type	N	Mean ranks	df	X ²	p
Statement 3	Private schools	75	131.42	2	9.476	0.009
	Public schools	141	129.57			
	Private courses	34	95.57			
Statement 4	Private schools	75	130.29	2	12.992	0.002
	Public schools	141	131.65			
	Private courses	34	89.44			
Statement 5	Private schools	75	136.23	2	6.575	0.037
	Public schools	141	124.61			
	Private courses	34	105.50			

Source: Calculation of data by the authors.

To determine which of the school type means are different for the third, fourth, and fifth statements, three post hoc Mann-Whitney tests for each statement compared the school types on Statement 3, 4, and 5 to find the statistical significance (Table 7) (see Incekara, 2013). The results indicated a significant difference between the mean rank of geography teachers working in private schools (59.85, $n = 75$) and the mean rank of those employed in private courses (44.29, $n = 34$) on the third statement, in favour of the former group, $z = - 2.852$, $p = 0.004$, $r = - 0.273$, a small – to – medium effect. In addition, the mean rank of respondents employed in public schools (92.21, $n=141$) was significantly higher than the mean rank of those working in private courses (70.53, $n=34$) for the same statement, $z = - 2.943$, $p = 0.003$, $r = - 0.222$, a small - to - medium effect size (Table 7).

Regarding Statement 4 as well as Incekara (2013) the results showed that the mean rank of public school teachers (60.27, $n = 75$) was statistically higher than that of private course teachers (43.37, $n = 34$), $z = - 3.052$, $p = 0.002$, $r = - 0.292$, a small – to – medium effect size, while public school teachers had a significantly higher mean rank (93.65, $n = 141$) than that of private course teachers (64.65, $n = 34$) on the same statement, $z = - 3.652$, $p = 0.000$, $r = - 0.276$, a small – to – medium effect size. As for Statement 5, private school teachers also had a significantly higher mean

rank (59.64, n = 75) than private course teachers had (44.76, n = 34), $z = -2.647$, $p = 0.008$, $r = -0.253$, a small – to – medium effect. The mean rank of public school teachers (91.65, n= 141) was significantly higher than for public course teachers (72.88, n = 34) on the same statements, $z = -2.460$, $p = 0.014$, $r = -0.185$, indicating a small – to – medium effect (Table 7).

Table 7. Post Hoc Mann – Whitney U Test Comparing Groups Organized by School Type for Statements 3, 4, and 5

Statement	School type	N	Mean ranks	Sum of ranks	U	z	p
Statement 3	Private schools	75	59.85	4489.00	911.000	-2.952	0.004
	Private courses	34	44.29	1506.00			
	Public schools	141	92.21	13002.0	1803.500	-2.943	0.003
	Private courses	34	70.53	2398.00			
Statement 4	Private schools	75	60.27	4520.50	879.500	-3.052	0.002
	Private courses	34	43.37	1474.50			
	Public schools	141	93.65	13204.00	1601.500	-3.652	0.000
	Private courses	34	64.65	2196.00			
Statement 5	Private schools	75	59.64	4473.00	927.000	-2.647	0.008
	Private courses	34	44.76	1522.00			
	Public schools	141	91.65	12922.50	1883.500	-2.460	0.014
	Private courses	34	72.88	2478.50			

Source: Calculation of data by the authors.

To analyze whether the professional experience of respondents has a significant effect on geography teachers’ agreement with the statements, a Kruskal – Wallis analysis test (see Incekara, 2013) was performed. P values indicated statistical differences in the mean ranks of four professional experience groups for Statements 3, 4, 9, and 10 (Table 8). Apart from more general skills, according to Clausen (2016) e.g. citing research Jensen & Schnack (1997), Breiting et al (1999), Gustafsson (2007), Paulsen (2012), Sjøberg (2005) such as cooperation and reading, the development of action competence also requires knowledge/insight, commitment, vision and action experiences (Jensen and Schnack, 1997). In the Nordic countries, the importance of connecting scientific knowledge with aspects of democracy is also emphasized by several authors. In the Danish Education Act emphasis is actually placed on the development of students’ action competence: “The school must prepare students for participation, joint responsibility, rights and duties in a society based on freedom and democracy”. Each subject in Danish schools, including geography, must comply with this requirement.

Table 8. Kruskal – Wallis Test Results for Statements 3, 4, 9, and 10 for Professional Experience of Teachers

Statement*	Professional experience (years)	N	Mean ranks	df	X ²	p
Statement 3	1-4	88	141.10	3	9.843	0.020
	5-9	79	115.39			
	10-14	68	116.22			
	15+	15	129.30			

Statement 4	1-4	88	132.48	3	12.964	0.005
	5-9	79	118.18			
	10-14	68	115.96			
	15+	15	166.40			
Statement 9	1-4	88	112.72	3	12.817	0.005
	5-9	79	141.45			
	10-14	68	117.74			
	15+	15	151.67			
Statement 10	1-4	88	136.14	3	7.902	0.048
	5-9	79	116.00			
	10-14	68	119.67			
	15+	15	139.53			
*See Table 2 for statements						

Source: Calculation of data by the authors.

To determine which professional experience group differed for Statements 3, 4, 9, and 10, six post hoc Mann-Whitney tests (see Incekara, 2013) for each statement compared these dependent variables to indicate significant variables (Table 9).

Table 9. Post Hoc Mann – Whitney U Test Comparing Groups Organized by Duration of Professional Experience on Statements 3, 4, 9, and 10

Statements	Professional experience (year)	N	Mean ranks	Sum of ranks	U	z	p
Statements 3	1-4	88	84.84	7465.50	2434.00	-	0.039
	10-14	68	70.30	4780.50		2.063	
	5-9	79	45.08	3561.00	401.00	-	0.037
	15+	15	60.27	904.00		2.083	
Statements 4	10-14	68	39.21	2666.00	320.00	-2.391	0.017
	15+	15	54.67	820.00			
	5-9	79	44.33	3502.00	342.00	-2.728	0.006
	15+	15	64.20	963.00			
Statements 9	10-14	68	38.29	2604.00	258.00	-3.207	0.001
	15+	15	58.80	882.00			
	5-9	79	44.62	3525.00	365.00	-2.479	0.013
	15+	15	62.67	940.00			
Statements 10	10-14	68	38.51	2619.00	273.00	-3.025	0.002
	15+	15	57.80	867.00			
	5-9	79	44.40	3507.50	347.50	-2.705	0.007
	15+	15	63.83	957.50			
	10-14	68	39.51	2687.00	341.00	-2.150	0.032
	15+	15	53.27	799.00			

Source: Calculation of data by the authors.

The results suggest that the mean rank of respondents with 1–4 years of professional experience was significantly higher (84.84, n = 88) than the mean rank of respondents with 10–14 years of professional experience (70.30, n = 68) on Statement 3, z = - 2.063, p = 0.039, r = - 0.16, a medium – to – large effect, while there was a statistically significant difference between the mean ranks of geography teachers with 15+ years of professional experience (60.27, n=15) and those with 5-9 years of professional experience (45.08, n = 79) on Statement 3 in favour of the former group, z = - 2.083, p = 0.035, r = - 0.21, a small – to – medium effect. However, another statistical difference was investigated between the mean ranks of respondents with 15 + years of professional experience (68.42, n = 65) and the mean ranks of those with 10-14 years of professional experience (39.21, n = 68) on the same statement, in favour of the former group, z = - 2.391, p =

0.017, $r = -0.26$, a small – to – medium effect (Table 9). According to the analyses comparing the four professional experience groups on the fourth statement, there was a significant difference between the teachers with professional experience of 15 + years (64.20, $n = 15$) and those with 5–9 years of professional experience (44.33, $n = 79$), in favour of the former group, $z = -2.728$, $p = 0.006$, $r = -0.28$, indicating a small-to-medium effect size. The mean rank of the respondents with 15 + years of experience (58.80, $n = 15$) was significantly higher for Statement 4 for those with 10–14 years of experience (38.29, $n = 68$), $z = -3.207$, $p = 0.001$, $r = -0.35$, showing a small – to – medium effect (Table 9) (see Incekara, 2013). To spell out the basic characteristics of teaching as a professional practice, According to Chang (2002) citing research Squires (1999) adopted a multiple - paradigm view of looking into teaching, in which the term paradigm is used not only for describing "the way something is conceptualized or viewed, but also the whole package of beliefs, values, attitudes and practices that goes along with the view". He stressed that paradigms of teaching shouldn't be viewed as one displaces another. Instead, a number of conflicting or competing paradigms somehow coexist. With substantial literatures attached, he explored seven paradigms of teaching: teaching as a common – sense activity, teaching as an art, teaching as a craft, teaching as an applied science, teaching as a system, teaching as reflective practice and, teaching as competence. Chang (2002) citing research Squires (1999) a "common – sense" view on teaching rests on two different kinds of argument: teachers teach by making use of their own experiences of schooling; and teaching is no different from what we do in everyday life. Same as the view of "teaching as an art", both paradigms are rather subjective and arbitrary in the sense and are lacking of concrete ideas and theories to support. While for views of teaching as "a craft", "an applied science", 'reflective practice' and 'competence', their value lies in illuminating 'the concrete aspects' of teaching as professional work and that teachers are conscious about their own practices. Squires (1999) by Chang (2002) indeed, among the seven paradigms, "system thinking" (teaching as a system) is seen to be the most rational or rationalistic paradigm as it helps people to think about "teaching as a complex whole" and it highlights the extent to which the "various components of the system impact upon or interact with one another". However, its process nature does not help the understanding of content in any particular teaching system, which to a certain extent becomes unable to tell about the uniqueness of the teaching practices.

The results also suggest that the respondents with 15 + years of professional experience had a statistically higher mean (62.67, $n = 15$) than those with 5–9 years of experience (44.62, $n = 79$) on Statement 9, $z = -2.479$, $p = 0.013$, $r = -0.25$, a small – to – medium effect size. Moreover, there was a significant difference between the mean rank of geography teachers with 15 + years of professional experience (57.80, $n = 15$) and the mean rank of those with 10–14 years of experience (38.51, $n = 68$) on the same statement, $z = -3.025$, $p = 0.002$, $r = -0.33$, a small – to - medium effect size (Table 9). Finally, there was a statistically significant difference between the mean ranks of geography teachers with 15 + years of professional experience (63.83, $n = 15$) and those with 5–9 years of professional experience (44.40, $n = 79$) on Statement 10, in favour of the former group, $z = -2.705$, $p = 0.007$, $r = -0.28$, a small - to - medium effect size. However, another statistical difference was investigated between the mean ranks of respondents with 15 + years of professional experience (53.27, $n = 15$) and the mean ranks of those with 10–14 years professional experience (39.51, $n = 68$) on the same statement, in favour of former group, $z = -2.150$, $p = 0.032$, $r = -0.24$, a small - to - medium effect (Table 9) (see Incekara, 2013). Chang (2002) citing research Kember (1997) and Munay & Macdonald (1997) highlights that clearly, these research findings are far from mature and there is probably a need to debate more extensively the methodologies used, such as the methods of interpretation and categorization of the data obtained by semi-structured interviews. As so far there still remains an issue of the high degree of subjectivity in interpreting the interview data, though Ho, Watkins, & Kelly (2001) argued that these conceptions of teaching were very similar; one could not deny that there still lacked of a general agreement about what the conceptions of teaching might be.

The results suggest that the 62 geography teachers who have graduate degrees had significantly higher mean ranks (137.92) than the 183 geography teachers who have undergraduate degrees (121.40) on the fourth yes – no question. The 65 respondents with graduate degrees had also significantly higher mean ranks (139.48) than the 185 respondents with undergraduate degrees (120.59) on the tenth statement (Table 10).

Table 10. Mann – Whitney U Test Results for Education Level of Geography Teachers on Responses to Yes-No Question 4 and Statement 10

Statement*	Education level	N	Mean Rank	Sum of Ranks	U	z	p	r
Frequency question	Undergraduate	183	121.40	22824.00	5058.00	-2.015	0.044	-0.13
	Graduate	62	137.92	8551.00				
Statement 10	Undergraduate	185	120.59	22309.00	5104.00	-1.994	0.046	-0.13
	Graduate	65	139.48	9066.00				

*See Table 1 and 2 for the yes-no questions and statements

Source: Calculation of data by the authors.

Morgan (2012) is a timely reminder that at the heart of geography lay the concepts of interdependence, interactions and relationships that require a critical geographical eye. The geographer that asks critical and important questions about the interactions between is landscapes and societies. In reading the book Morgan (2012) we are encouraged to consider the implications of adopting broad thematic approaches in schools such as “global citizenship”. Morgan makes a genuine link between theory, policy and practice in this book with a focus on interactions and interdependence of ideas. It considers how these might impact upon the way in which we teach geography through thematic approaches.

Core geographic ideas, practices, knowledge, and skills that are key to geography are central. The themes relevant to both geography and other disciplines are highlighted to make potential connections between geographic practices and education research in other fields. Such “crosscutting” themes include space, systems, scale, and change (Fig. 5) (see (Bednarz, Heffron, Huynh, 2013). Ozturk (2012) highlights study Wood (1987) which emphasizes that: The life history.... is particularly well suited to the appraisal of practice and career, especially at times of crisis or change. At such moments, it provides both a window on the world and deep insights into the self. It puts the present, crises or not, into perspective and in context, thereby increasing understanding and perhaps one’s powers of copying.... the life history offers opportunities for reappraisal, suggesting perhaps new permutations and combinations of events and trends or reawakening old interests and desires temporarily submerged in answer to the experiences of those times.

Cross cutting Themes: (Derived from the Essential Elements)	Core Ideas: (Derived from the 18 Standards)
Space Scale The World in Spatial Terms	1. Maps and other geographic representations communicate geographic information in a spatial context. 2. Mental maps organize information about people, places, and environments in a spatial context. 3. People, places, and environments are arranged in patterns on Earth’s surface.
Places Places and Regions	4. Places have physical and human characteristics. 5. People create regions to interpret Earth’s complexity. 6. Culture and experience influence people’s perceptions of places and regions. 7. Physical processes shape the patterns of Earth’s surface.
Systems Physical Systems and Human Systems	8. Ecosystems and biomes have varied characteristics and distributions on Earth’s surface. 9. Human populations have varied characteristic distributions, and migration patterns on Earth’s surface.
Human-Environment Interaction Environment and Society	10. Earth’s cultures have a complex variety of characteristics and distributions. 11. Economic activities produce varied patterns and networks of interdependence on Earth’s surface. 12. Human settlement varies by process, pattern, and function. 13. The forces of cooperation and conflict among people influence the division and control of Earth’s surface.
Change The Uses of Geography	14. Human actions modify the physical environment. 15. Physical systems affect human systems. 16. The meaning, use, distribution, and importance of resources change over time. 17. Geography provides insights and clues for interpreting the past. 18. Geography can help to interpret the present and plan for the future.

Fig. 5. Crosscutting Themes and Core Ideas in Geography for Life (Bednarz, Heffron, & Huynh, 2013), according to (Heffron & Downs, 2012).

4. Discussion and Concluding Remarks

Our research records indicate the following:

1. Given the growth and impact of the Internet in recent years Madge & O’connor (2004) the ability to utilise online research methods is both timely and of utmost significance to geographers

in higher education. Their use, however, must be carefully considered. So Madge & O'Connor (2004) cites Denscombe (2003) "A decision on whether it is appropriate to use "e-research" should be based on an...evaluation of the respective advantages and disadvantages in relation to the specific topic that is to be investigated", Smith (1997) "The new technology offers a spate of problems layered over the old", Imken (1999) "Caution should be stressed in an attempt to avoid the "cyberbole" and overdrawn opposition between "real" and virtual techniques" and Illingworth (2001) "we should avoid the use of the Internet as an "easy option" and "...encourage a more developed focus on the justification, applicability and benefits of Internet research to a particular project. What has become apparent is that the effectiveness of CMC (computer mediated communication) is much dependent on who is being researched, what is being researched and why",

2. Similar research Alexandre & Ferreira (2015) considering all the educational reforms that shaped the curricular and conceptual content of geographical education since the after World War II, it seems surprising that successive generations of Serbian geography teachers finish up describing the subject matter to which they were exposed as students in a qualitatively similar manner. They often portray geography as encyclopaedic, whose purpose was to provide lists of places, to present facts and statistical data, to portray the character of regions and continents, whose teaching methods were focused on learning by heart, centred on the use of textbooks and without any recognizable problem-solving approach. Indeed, a discipline whose contents recall the sort of school geography delivered in Serbian schools until the last quarter of the 20th century. The process of mass schooling gradually implied a more comprehensive perception of the teaching profession, whose profile was stretched with new teachers' roles regarding the students, regarding the curriculum, regarding participation in school and community life, and regarding in-service training. In fact, after World War II the set up of a massive in-service teacher education programmed was the answer given by the State to this problem, so that in-service attendance became an inherent part of being a teacher. In-service professional teacher certification thus developed into the easier way of access to the teaching profession for those non-certified graduates working in comprehensive schools all around the country. Like and Alexandre & Ferreira (2015) and also point out that in line with the in-service solution, the new Universities in the former Yugoslavia also began to formulate new models of initial teacher education in Serbia, thus bringing about a so called "integrated approach", during which teachers were trained and certified all along the same process. This entailed a structural change in teacher education, through which teacher education institutions tried to adapt to the new demands of mass schooling. Consequently, the new teacher education curricula began to include a significant number of new issues and topics from the emerging educational sciences (e.g. curriculum development, educational technology, sociology of education, psychology of education, didactics, school administration and management),

3. These research aims at knowing how geography teachers are involved in geography education research in Serbia. Being a school subject related to Social and Environmental issues, Serbian school geography presents itself as a subject particularly important in developing a world consciousness about many problems that concern societies worldwide. Its importance in the formation of young in terms of understanding the world around them has been proved by research in different countries. Thus according to Esteves (2013) it was important to understand what geography teachers believe they are doing when they state their importance and contribution to geography Education. It was also important to know how they do it. What kind of geographical subjects are prone to giving an important contribution to educating future citizens, as this is a transversal skill in Serbian educational curriculum. The research involved about 120 teachers and the data were collected through an open questionnaire. Using content analysis methods it was possible to understand teachers' views on the subject of "Geography Education Research in Serbia: a Teacher's Perspective" and how they position geography curriculum in order to develop practices contributing to geography education. How indicates and Incekara (2013) in similar research in Turkey and here results indicate that although geography teachers believe that geography education research in Serbia is quite beneficial in terms of enhancing course quality and student motivation, a lot needs to be done to make geography education research a common teaching method in geography courses. Some future steps towards this goal include devoting more time in teacher education to the incorporation of geography education research in Serbia into geography courses, organizing in-service training for geography teachers on the use and benefits of geography education research in their courses, improving the working conditions of geography teachers, and

informing geography teachers of the existing geography education research bibliography. These are among the most viable ways to make geography education research in Serbia a common tool and method in geography education,

4. Using research Ilić & Romelić (2013) we emphasize accredited programs for geography teachers with professional facilities are located in areas of natural sciences which account for approximately 10 % of the total number of programs in the catalogue (Fig. 6). “In addition to geography, in the natural sciences, there are also biology and ecology, chemistry, physics and natural science subfield, which lead us to conclude on the possible percentages of geographical seminars around 2 % of the total. However, the sub – group analysis program geography shows that they are represented with approximately 1 % of the total, which is less than the possible number. Similarly, 20 % of the possible representation in areas of natural science, geography programs has an average share of 12 %” (Ilić & Romelić, 2013).

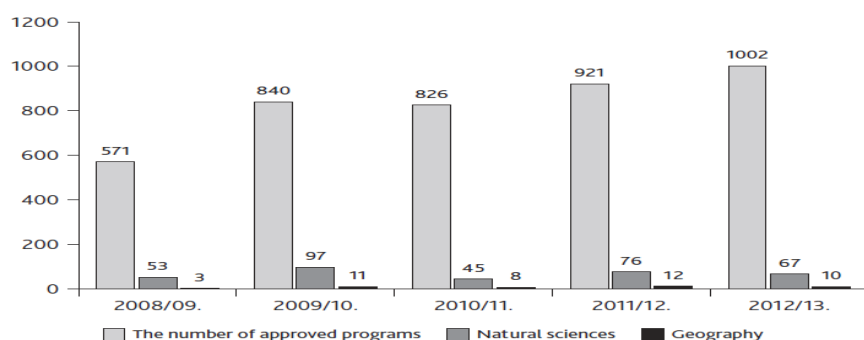


Fig. 6. Viewing share of geographical programs, the catalogue period 2008–2013 (Ilić & Romelić, 2013).

According to Ilić & Romelić (2013) Period of training 21st analyzed program ranges from one day to three-day seminars, and lasts from eight to more than 24 hours (Fig. 7).

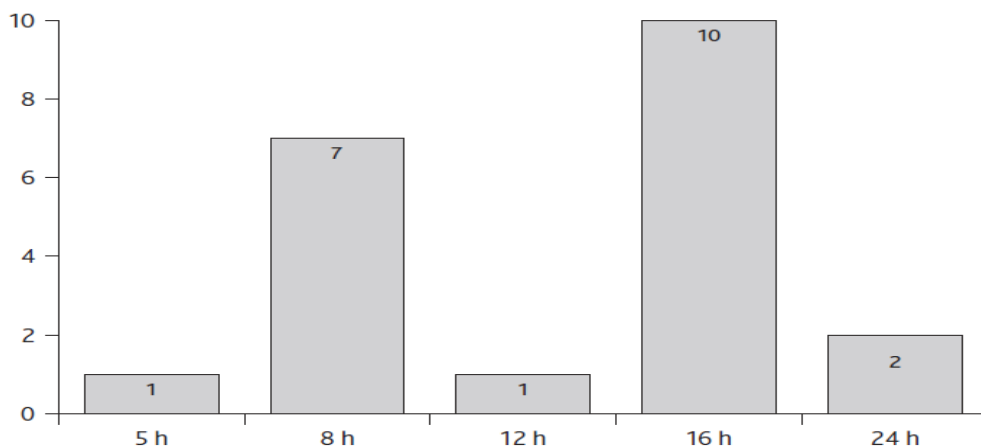


Fig. 7. Geographic seminars by duration (Ilić, Romelić, 2013).

“In the analysis program identified the following problems: too long or general topic name (for example, get to know the geography), or topics that intertwine the two areas (for example, natural-geographic and vegetation characteristics and eco-tourism...) or the program name formulate such objectives (egg more efficient use...); it is not a certain area of priority in all programs, although it is mandatory that the program successfully passed the accreditation process; uncertainty of which group they belong to the program, which is mandatory or optional. Data appear only for 2012/13 year, and some programs have crossed from election to the compulsory one year to the next; information on the program-makers have no affiliation; by the program are not always experts on the topic; It is unclear how the seminars are accredited with fewer hours than the anticipated norms (so there seminary day for five hours, two days of 12 hours and three days of 20 hours); there are different methods of evaluation program to determine its

quality” (Ilić, Romelić, 2013),

5. Teaching geography is one of the oldest of the academic disciplines to be included in a liberal or general education. It was perhaps due to the close proximity of geography and essential life skills that brought geography to the forefront of practical intellectual information and skills. In early times the common person needed to be knowledgeable regarding the seasons of the year, the response of vegetation and other biota to temperature regimes, and the general tempo of life. Many of the applied aspects of survival were closely associated with environmental conditions by virtue of the interaction between people and the environment (Schmeinck & Lidstone, 2014). Survival was dependent upon knowing place based geography, that rich knowledge of the locale, its water, soil, resources, and opportunities as well as being curious as well as cautious about the groups of people that occupied adjacent territories. With time the place based nature of geographic knowledge expanded to include more distant places. The nature of geography as a discipline and its structure became much more inclusive of people and the global environment. Among those changes was the increased accommodation that the discipline had for using crosscutting information from other subjects in the humanities, social, and physical sciences. From the earliest times, geography has been viewed as essential knowledge for the general citizenry as well as for the members of academy (Schmeinck & Lidstone, 2014),

6. Van der Schee (2014) cites studies Haubrich (1992) and Van der Schee (2012) writes that firstly, geography is concerned with human-environment interactions in the context of specific places and locations and with issues that have a strong geographical dimension like natural hazards, climate change, energy supplies, land use, migration, urbanization, poverty and identity. Geography is a set of fascinating stories of people that live on planet earth at different spots in different ways in conditions that change continuously. Secondly, geography is very practical and useful in everyday life. Geography helps us to get an overview of locations and regions. Location is a key factor in life, especially in an era of globalization and internet. Geography is the discipline where location has its base. Geographical knowledge and more recently also geospatial technologies offer unique opportunities to show policy makers that without geography we cannot make sense of the modern world nor make plans for its future. Thirdly, geography is a way of thinking and looking at the world around us. “The idea that geography education is a lesson in how to think geographically is clearly described in the manifesto “a different view” by David Lambert and his colleagues (Geographical Association, 2009). Connected with this way of thinking geography education has its core concepts. According to Taylor (2008) diversity, interaction, change, and perspective are key concepts. These concepts are what historians call “second order concepts” (Taylor, 2013) but not all of them are distinctly geographical” (Van der Schee, 2014),

7. The role of geography teachers in promoting geography in schools seems far more important than any other subject on account of two facts. First, geography is an inclusive subject. It draws heavily from sister subjects of natural sciences (e.g. geology, botany...) and social sciences (history, sociology, economics, political science...). Therefore, to be a good geography teacher, it is prerequisite for one to possess not only a reasonable knowledge of fundamental facts and concepts of sister subject but also the ability to connect these facts and concepts with the discipline of geography. Second, being an integrating subject, a good teacher of geography must cross boundaries of sister disciplines to indicate the interrelationship between the human and the physical to develop a holistic understanding of the earth. These skills are not at all easy to acquire (Alam, 2015),

8. Finding out what geography teachers think is really important according to for the work we carry out because according to Ozturk (2012) using on research Butt et al (1992) emphasizes that “the interpretation of teachers’ autobiographies identifies the nature, sources and manner of evolution of the special kind of thinking, action and knowledge that pertains to their teaching”. Likewise, Ozturk (2012) with reference to (Wood, 1993) emphasizes that ...the present has a living connection with the past. Current meanings and interpretations are shown to have grown and developed over time. In tracing teachers’ own histories, we acquire a fuller, deeper and richer understanding of them. Examining the interrelationships of incident, thought, people and place that underpin the current person provides a context that is just as relevant as, if not more than, the prevailing social, institutional and situational,

9. Nice concludes Van der Schee (2012) the position of geography in education is under pressure. In many countries the number of geography hours in schools is less than it used to be.

The question is how do we develop a new geography in education that will be seen as necessary for today and tomorrow? How do we get rid of the limited and sticky image of geography as the subject where you just learn about countries and capitals, an image that is reinforced by TV quizzes? How do we show the world that geography is future oriented and indispensable for tomorrow's world? To keep up with the changes in our digital global village geographical knowledge and skills should be flexible, analytical and collaborative. The task of geography to explore the world and to study the relation between man and nature is still there but in a different way. Modern technology helps us to learn more effectively and efficiently. Geography teaching can help to prepare youngsters for the world of today and tomorrow. Using modern technology and communication teachers and students all over the world can help each other to develop a different view and doing so to create new geography teaching.

10. Akelaitis & Malinauskas (2016) citing research (Zins et al., 2004; Payton et al., 2008; Weare & Nind, 2011; Durlak et al., 2011; Slee et al., 2012; Sklad et al., 2012) indicate that various reviews of studies have found consistent evidence on the positive impact of school – based social emotional education programmes on students of diverse backgrounds and cultures from preschool to secondary school in social and emotional health. Further, according to Akelaitis and Malinauskas (2016) based on research (Payton et al., 2008; Weare & Nind, 2011; Durlak et al., 2011; Slee et al., 2012; Sklad et al., 2012) the largest average effect sizes appear to be in social and emotional skills education, but the programs also enhanced academic achievement and reduced internalized and externalized conditions, such as anxiety, depression, substance use and aggressive and antisocial behaviour. Weare & Gray (2003) by Akelaitis & Malinauskas (2016) reported a wide range of academic, social and emotional benefits, such as improved positive behaviour, better learning and academic progress, improved social cohesion and inclusion and better mental health. How extraordinary concludes Greenberg et al (2003) which are related to “*additional key research questions that will inform efforts to disseminate effective school - based prevention programs also must be answered. For instance, what research - based variables are most important to assure the successful replication of effective school - based interventions? Success requires clear fidelity in implementing core program features but may also include “positive” adaptations to local conditions. A related issue involves the development of research -based strategies that educators can use to coordinate the introduction of a new prevention program with those already in place. These questions about replication, program coordination, professional development, and sustainability are currently under researched. Yet in the long run, they will be most informative as schools nationwide implement coordinated prevention programs to improve the social, emotional, physical, and intellectual development of all children*”.

Finally, we conclude like and Ilić (2014) "concerning the findings of the present study, following recommendation can be offered for further study: (1) a similar study may be conducted on the geography teachers in other countries; (2) a similar study can be conducted on primary and secondary school geography teachers separately; (3) the study can be conducted on junior and senior geography teachers separately; (4) the present study can be replaced with different gathering instruments".

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