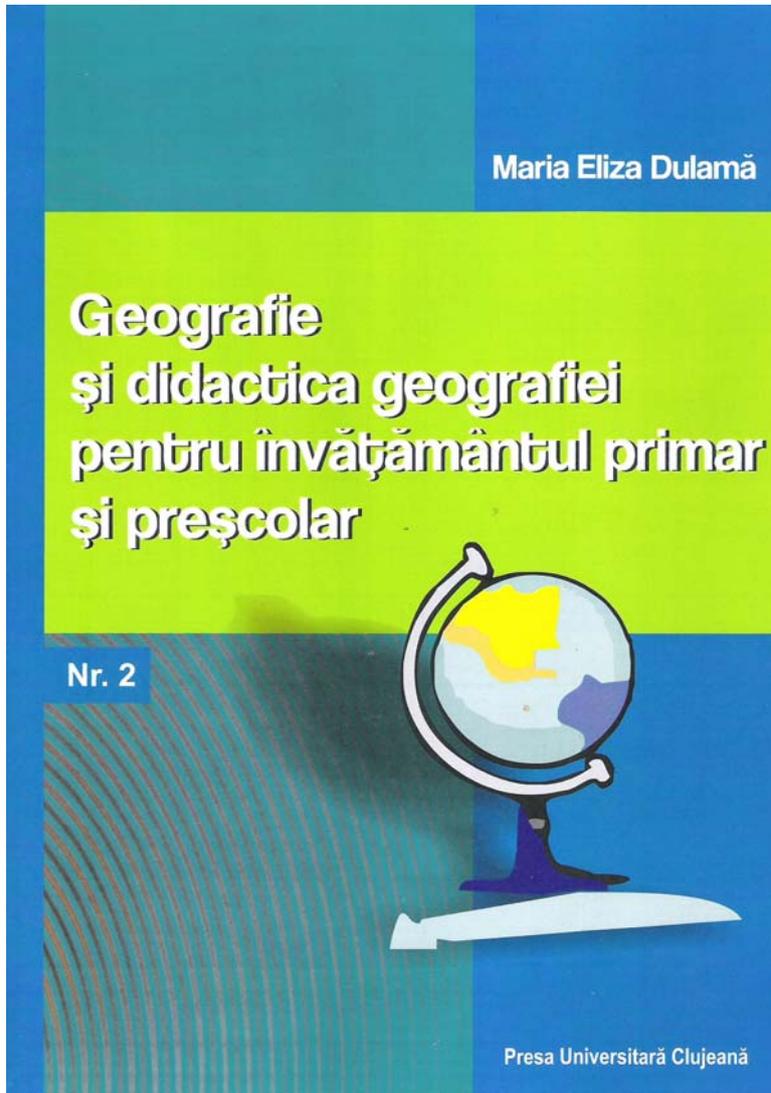


DULAMĂ Maria Eliza (2011). *Geografia și didactica geografiei pentru învățământul primar și preșcolar* [Geography and the Didactics of Geography for the Primary Grades and for the Kindergarten]. Cluj-Napoca: Presa Universitară Clujeană, 172 p., ISBN 978-973-595-312-6.



This book has 14 modules meant to offer theoretical and methodological information to students that want to become teachers and to early career teachers too. The author proposes exercises through which they learn to select information from a text, to process and synthesise information in diverse schemes as structure and form, to analyse and integrate maps, diagrams, photos, tables with numbers, to elaborate tests, to plan learning situations, lessons and learning units.

First of all, the author clarified essential notions in Geography, that enable pupils in the primary grades and children in the kindergarten achieve

basic notions in the field. Secondly, the author introduced themes from the Geography of Romania that students approached in the 4th grade and proposed diverse tasks. Solving those tasks, university students and early career teachers would learn how to support pupils in the 4th grade to learn Geography, resulting in best practice examples with pupils.

In the first four modules, the author presented the concepts, typologies, the models, and methodologies which were in the focus of the Didactics of Geography. In the first module, *Geography and the Didactics of Geography*, the author defined Geography as a science through presenting its concepts, its object of study, the conclusions on the object of study of Geography and the system of Geographical Sciences. In addition, a second

subchapter presented the notions of the Methodology of Teaching Geography and of the Didactics of Geography.

In the second module, the author gave arguments for the importance of planning the didactic activity for a whole school year, for planning learning units, Geography lessons and learning situations, discussing the role of the school curriculum in this context.

In the third module, the author gave examples of four models for structuring lessons, making easier understanding advantages offered by each of them and which of them are appropriate for Geography themes. These models were the traditional model, the model of achieving knowledge during lessons in different sequences, the Evocation – Realising the meaning – Reflection model and I know – I want to know – I have learnt model.

The author makes accessible *Assessing pupils' results*, the subject of the fourth module, through presenting certain fundamental concepts, then the functions of assessment, types of assessment, oral assessment methods and techniques (oral presentation of knowledge, oral description, oral explanation, oral individual questioning and oral group questioning); written assessment methods and techniques, types of items, methods, practical assessment techniques and tools and complex assessment methods and tools (e.g. projects, portfolios, and posters) .

In modules 5 to 14, Eliza Dulamă presented geographical notions, realising an introduction in the study of Geography, approaching the following themes: *Using representations of the geographical cover* (the geographical globe, the classical map as well as mental or psychological maps, the mute map, the atlas. The author presents in detail the competences and the associated didactic methods); *Studying the local horizon* (the immediate and the close horizon, while giving details on the concept of horizon and on the competences of orientation and analysis associated to the horizon); *Studying landforms* (this is a module that the author wrote in two parts: the first part included a theoretical approach of the concept and of the main directions in studying landforms and the second part included examples for studying the landforms of Romania – morphographic and morphometric features, the landforms and their geological composition, and main landforms); *Studying weather and climate* (studying weather with pupils; forming the concept of climate and the climate of Romania and studying it with pupils); *Studying water bodies*; *Studying the flora and fauna of Romania*; *Studying the population of Romania*; *Studying the settlements of Romania*; *Studying the economy* and *Studying Romania – member of the European Union* (what is the European Union?; member states and accession conditions; European Union's institutions; European Union's objectives; European model of development and Romania's accession to the European Union).

Eliza Maria Dulamă's book is *the book* for those starting to work with Geography subjects as teachers for primary grades pupils and kindergarten children. It is a book necessary to those who want to realise, in a simple and pleasant way, teaching-learning-assessment activities with children in the two above mentioned education cycles.

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