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Source: the author, December 2021

## CONCLUSIONS

Based on analysing the application of the Lotus Blossom technique in the field of geography, we found that it can be applied to various topics, both individually and in groups, depending on the teacher of geography's expertise, creativity, skills and employed methodology. During the organised activities, Lotus Blossom was used to highlight and develop the most relevant subtopics on a topic, this process being also applied as an activity of introducing and assessing students' knowledge, of extracting, evaluating, selecting, and synthesising information from various sources, while being systematised by visual representation (diagram or table).

During an activity in which students were asked to solve a problem ("Christmas Market"), Lotus Blossom was used head-on to split the problem into "smaller" sub-problems or tasks, to identify or discover them, and to further analyse and share them in order to be able to solve them punctually. In this case, the Lotus Blossom strategy can be compared to the Kaoru Ishikawa diagram also called the cause-effect diagram or the "fish bone" diagram (Dulamă, 2009, p. 361). This is a graphical analysis tool that facilitates the understanding of complex problems and structurally illustrates: the main and secondary causes of a problem; the cause-effect relationships; the relationship between the effects or results and the factors that influence them; ordering and prioritising causes and factors, with the help of a graphic (visual) representation.

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