

Editorial

Because of the big changes in the society during the last decades, the issue of changing the educational paradigm appeared and the focus shifted from achieving knowledge to achieving competences. Thus, educational policy got a new turn according to the dynamics and profound change in the structure of the society and of the economy influenced by the appearance of information technology and by the changes of the practice in the new economic environment. In the automatic, globalised and very dynamic contemporary economy, employees get involved into new, non-standardised situations, where they have to solve quickly and efficiently complex problems, to communicate in an efficient way, to manage information, and to generate new knowledge. The difficulty of problems we have to cope with is each day higher in our profession, in our personal life, and as members of our community.

In this context, many countries reform their educational systems, first of all taking into account the new economic realities. They focus on forming new competences according to these realities. It is widely believed that education is the one to form the competences necessary to the development of society as a whole and to identify and cultivate students' individual abilities, to maximize each student's potential.

In recent years, the Romanian educational system has been targeting forming students' competences as the main result of their education. That is why we seek that our journal hosts research and good practice examples, from Romania and from around the world, focusing on competences.

Romanian Review of Geographical Education is the journal of the *Department of Exact Sciences* of the Faculty of Psychology and Sciences of Education and of the *Department of Regional Geography and Territorial Planning* of "Babeş-Bolyai" University, Cluj-Napoca, Romania.

Our journal hosts scientific papers with results of original empirical and theoretical research on geographical education as well as book reviews in the field of the Didactics of Geography. It has two issues per year.

The topics of interest are: university education and making university education more efficient; quality teaching of Geography in high schools;

efficient learning methods and techniques of Geography in secondary schools; learning Geography in the primary grades; learning about environment in the kindergarten; using ICT (information and communication technology) for teaching and learning Geography; education through Geography; developing skills through learning Geography; field work and Geography and assessment of the learning process and of its results.

The aim of *Romanian Review of Geographical Education* is to promote best practice in teaching and learning Geography. It offers specialists and practitioners within the educational system the possibility of sharing their best practice experience in teaching. Moreover, it is open to practitioners and researchers from the pre-university and university systems of education, interested in realising quality interactive teaching activities.

We hope that *Romanian Review of Geographical Education* will give support to teachers, to professors, to authors of text books and of curricula.

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