

PARASCHIV Viorel (2012). *Mentoratul la Geografie* [Mentoring in Geography]. Iași: Editura Pim, 156 p., ISBN 978-606-13-0732-6.



MENTORATUL ÎN GEOGRAFIE

Viorel Paraschiv

editura pim

“Mentoring in Geography” is a methodology guide, published at PIM print house, Iași, in January 2012, and it addresses students who choose the teaching career within the Bologna first cycle (Bachelor degree). In 156 pages the author gives strong arguments, based on the existent law frame (Law no.1/2011 of National Education), regarding the main elements of the Didactics of Geography. According to OMECT no. 5563/2011, the didactic master degree programme was supposed to be introduced in the academic year 2012-2013, and clear references on this matter are made. The objectives of teaching training of the bachelor students are presented, following the instructions and requirements

of the protocol between “Al. I. Cuza” University in Iași and Iași County Education Inspectorate – as a provider of services through the mentors from the pre-university education system accepted by the Faculty of Geography.

The book “Mentoring in Geography” is meant to be a useful working tool for the trained students during the whole process of training: observation, planning, and teaching. In its six chapters, the methodology guide includes: recommendations for the graduates of the didactic module coming from the Faculty of Geography, in order to optimize their professional activity; elements for the evaluation of teaching training; specific legal elements for the organization of teaching training within academic autonomy. An important chapter is dedicated to competences in Geography, considering different approaches of the geographers all over the country, including author’s personal opinions and interpretations.

Recommending the study of this guide to the trained students at the beginning of teaching is correct, as it helps them get familiar to the didactic language and technology and obtain positive results by using theoretical knowledge, the material and informational base in an optimum way.

The elaborate annexes at the end of the book include: the frame-pattern of the school documents that can be adjusted to different types of observed classes (a class observation guide), to the structures of lesson plans (with adequate competences) according to the actual teaching situations, and to the preferred didactic design. At the same time, these materials include blanks, which can be filled in with the planned activities and with projects for instructive-educative activities. Guidance for elaborating predictive tests (initial evaluation) with the adjacent specifications is offered. One can also find documents needed for tutor/counsellor teachers, such as psycho-pedagogical reports, parent meetings, didactic projects for the "Education Counselling and Orientation" classes, and the portfolio of the Geography teacher and education tutor.

Bibliography includes 50 publications, eight laws and two web titles.

By ensuring the proper environment for the teaching training of our students, we contribute to the fulfilment of the educational desiderata, stating that we aim at reaching "a society of knowledge, in which knowledge represents the main resource, and it is created to be shared and used in order to generate prosperity and wealth to all its members" (National Education Law, No.1/2011).

Daniela LARION

Faculty of Geography and Geology, "Alexandru Ioan Cuza" University, Iași, ROMANIA