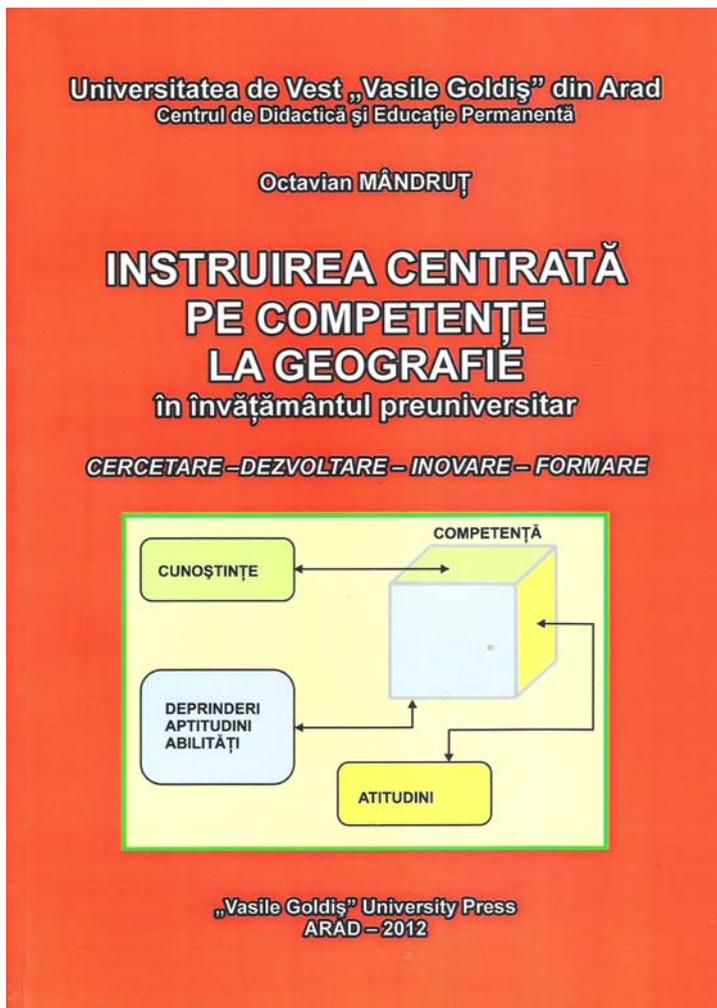


MÂNDRUȚ Octavian (2012). *Instruirea centrată pe competențe la geografie în învățământul preuniversitar* [Competence-Based Training at Geography in the Pre-university Educational System]. Arad: "Vasile Goldiș" University Press, 118 p., ISBN 978-973-664-546-4.



This book represents the result of the theoretical and field research, which has been achieved in the innovative domain of school, that of Geography education: competence based teaching.

The methodology, which stands for the basics of this book, is made up of theoretical research elements and pilot experimenting based on direct approach training activities and training developed activities, held at a national level and which involved more than 100 teachers of Geography. The result of both these activities was a huge number of opinions, ideas, suggestions and improved proposals, all being identified on polls and tasks developed all along these activities.

In conclusion, an improved structure was developed (being based on important contributions made by some teachers) and thus an important number of opinions were registered (about 800 pages of opinions).

The process that stands at the basics of this book follows certain steps: from the European key competences (mentioned in every version of the educational laws, including the current ones) to the competences of the Geography curriculum which was specified in a satisfying form in the national curriculum, to designing learning activities, which should help students achieve those competences.

An important issue of this process is the possibility of building these competences along the years by following a generative logic, which observes several steps and stages of their formation.

The author started writing this book (and the associated steps of ongoing training) at the Institutul de Științe ale Educației (Institute for Educational Sciences), Bucharest, and continued at Centrul de Didactică și Educație Permanentă (Centre for Didactics and Long Life Learning), "Vasile Goldiș" Western University, Arad, where it was published.

"Competence based training" has been built up as a continuous training support for teachers of Geography, being aimed to contribute to the transposition of European key-competences and school curriculum competences into learning activities. That is the reason why the inner structure of its chapters has multiple components such as: the presentation of the issue associated with particular key competences considered as a reference, the description and the analysis of the interior components, the transfer of the general elements into the inner core of Geography and, last but not least, the construction of some suggestions about the individual development of a certain theme. What is worth mentioning is the fact that each part is made up of questions, themes, reflective problems and component elements of a transversal portfolio.

The main fields (without having the issue presented in the title of this book exhausted) which could be identified under the shape of individualized chapters, are the following:

- the relationship between key-competences and educational Geography (with a comprehensive description of the way each key-competence is reflected in the general competences of Geography);
- the emphasis revealed through Geography and the special significance of some of the other competences such as cultural competences, Maths and Science competences, terminological competences, the technology of the informational society (through GIS), as well as, social, civic, and entrepreneurial competences;
- the significant role of the "cartographic" competence as a specific dimension of general skills gathered with the help of Geography as a scientific subject;
- the implementation of instruction planning within the frame of the present normative referential;
- the didactic transposition modalities of some competence areas;
- the function of the terminological competence for learning Geography (a competence identified by the teachers that took part in this project of research-development as being a basic skill for Geography);
- the use of the current teaching books as resources for competence training;
- the interdisciplinary and cross-disciplinary dimensions of Geography, as sources for cross skills training;
- the description of a new model of curricular projection in the context of education based on competences;
- the creation of planned framework for a renewed Geography curriculum;

What the project also includes is the description of the European Commission recommended key-competences, the social and the educational context along which the developed renewed school-related geography

subject is going to develop, as well as the complementary elements (including a very complex and extended bibliography).

As mentioned by the authors of the foreword and by reviewers, this book represents a constructive approach towards the manner in which the transition from the key-competences referential to the assumed disciplinary competences would be achieved and from now on, towards specific competences (partially mentioned in the building of certain learning situations). This book represents the support for teacher training activities (in ten counties) and of some ongoing activities that are currently being carried out.

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