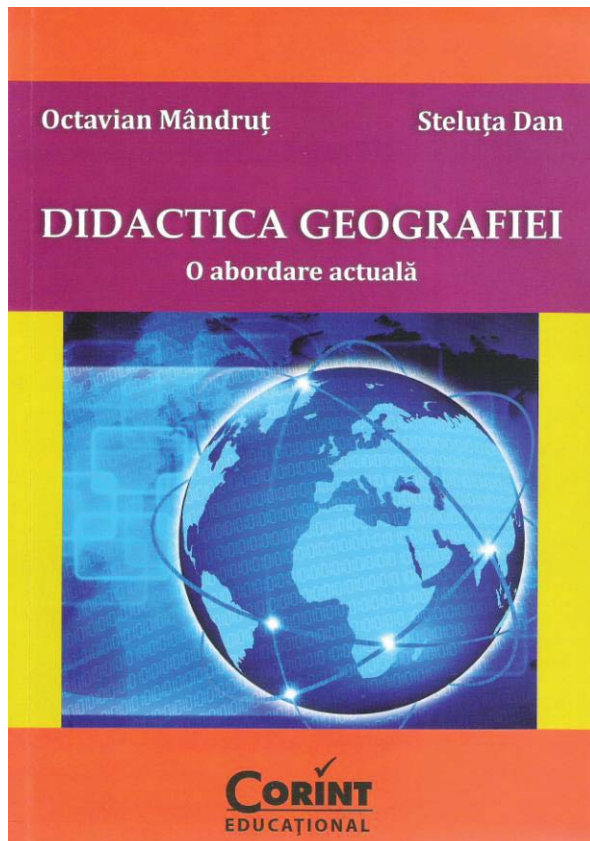


MÂNDRUȚ Octavian, DAN Steluța (2014). *Didactica geografiei. O abordare actuală* [Didactics of Geography. A Current Approach]. Bucharest: Corint Publishing House, 366 p., ISBN 978-606-8609-82-9.



This book is useful for geography teachers involved in undergraduate education and for students focused on performances in their future teaching career. It is structured in 17 chapters: Geography as a science and as a school subject; Official base of training organization: the school curriculum; Teaching geography between general and alternative didactics; Didactics of geography – from objectives to competences and attitudes; Geographical terminology and teaching; Current school geography and didactic principles; Teaching-learning methods (methodological resources); Resources of teaching (means of training); Teaching strategies in organizing training through geography; Planning and implementation of training; Assessment results of training

and educational progress; Teaching design and organization for secondary schools (the 5<sup>th</sup>-8<sup>th</sup> grades); Teaching design and organization for lower high schools (the 9<sup>th</sup>-10<sup>th</sup> grades); Teaching design and organization for upper high schools (the 11<sup>th</sup>-12<sup>th</sup> grades); Cross-disciplinary dimension of teaching and school geography; A new model of teaching projects in the context of instruction through competences; Didactics of geography – an inside view.

This book is rooted in the dynamics of science and of the teaching of geography in secondary and high schools, focusing from the first chapter on its role in the scientific, social, educational, and informational fields. As, the new approach of teaching geography has changed in the last decades, the authors made a useful explanation of curriculum and a its diachronic presentation in the context of Romania, continuing with the structure of competences, taking into account their attitudinal values.

The basic presentation of geographical terminology, followed by all educational levels, is a novelty of the book and clarifies a number of issues which needed that teachers of geography paid attention to.

The authors also refer briefly, but clearly, to the didactics principles, strategies, methods and logistics used in teaching geography, interposing a series of case studies. The chapter dedicated to the teachers' planning process comprises the main lines needed in their work, having more an applicative character than a theoretical one. Concerning evaluation, they paid attention to geography items, which remain the most transparent instruments of rating children's performances.

A large debate and presentation is dedicated to the planning process of teaching geography, chapter which may help practitioners to build their classes on different themes and subjects. Due to the authors' experience and gains in didactics, the book presents in the end, several models of planning teaching geography according to learning units at the global, multiannual, and annual levels.

To sum up, this book is welcome as there is a need to move teaching geography from mainly spreading information to gaining competences and skills for students.

*Elena MATEI*

Faculty of Geography, Bucharest University, Romania