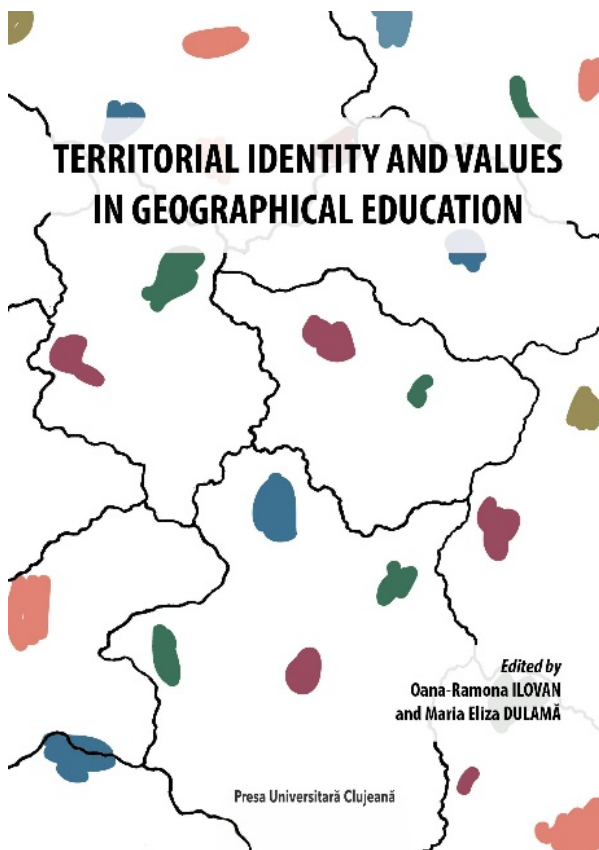


ILOVAN Oana-Ramona, DULAMĂ Maria Eliza (coord.) (2016). *Territorial Identity and Values in Geographical Education*. Cluj-Napoca: Presa Universitară Clujeană, 175 p., ISBN 978-606-37-0031-6



This volume presents the results of basic and applicative scientific study, underlining the role that territorial values and territorial identity have in geographical education. Authors wrote its chapters with dedication. These authors are from Germany, Italy, Romania, and from the Republic of Moldova, being coordinated by Oana-Ramona Ilovan and by Maria Eliza Dulamă.

The volume includes a necessary scientific research, determined by significant changes in geographical education evolution during the recent decades. This approach of geographical education through territorial identity and values is a welcome step in the field of Geography and of territorial management in general. Therefore, the authors' contribution is significant and valuable.

The book included five chapters, observing the form of a classical scientific research. The first chapter explores in a theoretical manner territorial identities, cultural landscapes and values, which are promoted in education. *Oana Ramona Ilovan, Iulia Doroftei, Roxana Maria Buş şi Sorin-Alin Kosinszki*, analyse objectively, the main approaches reflected previous research about territorial management, cultural landscapes, and about the values promoted in education. They presented the evolution of the *landscape* concept and the research in this field, as well as the role of cultural landscapes in the formation of territorial identities. A special emphasis is on territorial values and territorial education, and on the connection between these values.

The second chapter is dedicated to geographical education/territorial education for citizenship. *Andrea Guaran* focuses on the concept of citizenship, its essence and characteristics. Then, the author treats geographical education as territorial education, highlighting the relationship between territorial education and geography and the need to support territorial education for active citizenship.

In the third chapter – Geography university education for the protection and capitalisation of cultural urban landscapes. A case study: The Museum Square, Cluj-Napoca, România – *Maria Eliza Dulamă, Maroşi Zoltan*

and *Oana Ramona Ilovan* show how cultural urban landscapes could be capitalised in the geography university system, using a case study: The Museum Square in Cluj-Napoca. After a theoretical substantiation about urban cultural landscapes, they present Cluj-Napoca urban history through the cultural landscape evolution and the factors, which determined the appearance of different architectural styles, proposing certain educational tools to help university students learn about a particular urban cultural landscape in Cluj-Napoca by means of studying its built heritage.

In chapter IV – Studying Cultural Landscapes in the Republic of Moldova. Field Trips with Geography University Students – *Ion Mironov* and *Nina Volontir* argue for the importance of cultural landscape study in school subjects such as Geography, Biology, History, etc., presenting the research methodology for cultural landscapes during a field trip with Geography university students in the Dniester Plateau.

In chapter V, entitled “Spatial Identity in Geography Education. Sketching a Research Agenda”, *Péter Bagoly-Simó* addresses aspects of researching young people’s spatial identity within school geography in Germany and, in doing so, he chooses several case studies from this country. Results enable the author to sketch a possible research agenda for geography education.

This volume has plenty of illustrative materials such as drawings and photos, which enable the better understanding of working with cultural landscapes and of researching territorial identity.

Taking into account the above analysis, this volume has a big scientific, practical, and didactic importance.

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