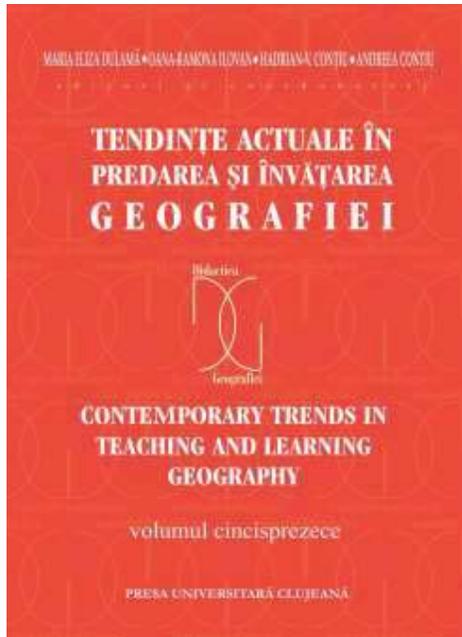


DULAMĂ Maria Eliza, ILOVAN Oana-Ramona, CONȚIU Hadrian-V., CONȚIU Andreea (2016). *Tendințe actuale în predarea și învățarea geografiei* [Contemporary Trends in Teaching and Learning Geography]. Vol. 15. Cluj-Napoca: Cluj University Press, 219 p., ISSN 2537-298X, ISSN-L 2247-7500



The present volume covers the Proceedings of the International Conference *Tendințe actuale în predarea și învățarea Geografiei / Contemporary Trends in Teaching and Learning Geography*, 11<sup>th</sup> edition, held in Cluj-Napoca, Romania, at the Faculty of Psychology and Educational Sciences, Babeș-Bolyai University, under the auspices of both The Geography Society – Alma Mater Napocensis Branch and EUGEO (European Association of Geographical Societies) in partnership with the Faculty of Geography from the same university, as well as with other educational institutions from Romania and abroad (October 24-25<sup>th</sup>, 2015).

Its interdisciplinary as well as trans-disciplinary approaches reveal how effective teaching and learning Geography requirements arise from the need of assuming the personal, community, social and institutional values, beyond any relativism or absolutism. These are realised by focusing on the interfaces between Geography and Physics or literature as complementary ways of knowing the world and by providing relevant answers to the question of how to use geographic information in literature, while involving students/pupils in self-discovery or project based learning proficiency. In *innovative* teaching, students are engaged in a wide variety of *innovative* learning strategies by stimulating or enhancing their essential and *creative* thinking power.

Seen as a great opportunity for guided reflection, the two sections of this volume aim at empowering university and pre-university education. Firstly, the efficiency of university education is focused on the development of students' professional skills in various contexts (e.g. by doing research on the scientific and cultural potential use of certain areas during field trips or to prepare the Bachelor's thesis). Secondly, the proficient learning of Geography in pre-university education advances mixed conditions: students' conceptual urban representation, the study of touristic facilities, the investigation of rural and urban identity, the exploitation of the local

potential of museums in learning Geography, the use of web/digital resources, the management of public awareness for *environmental protection*, etc.

This conference proceedings volume points out the contemporary concerns in the field of the Didactics of Geography both in the Romanian and European teaching environment, with a distinct priority given to manifold developmental skills specific to Geography. Therefore, the readers of this volume will find a wide range of examples of good practice in teaching and learning Geography.

Making geography *learners'* life easy by orienting subjects with practical *examples* and applications should be particular to each professional educator. Consequently, more and more teachers and professors tend to apply a *creative* shift from traditional to modern teaching strategies (by using e-books), thus providing an environment (a collaborative working space) where students are more likely to challenge Geography problems with innovative solutions and most importantly to enhance their learning flexibility.

Nowadays, achieving creativity and innovation in education still remains a sensitive subject for many of us. Either people do not know these tips or do not understand the point or see everything as a delicate matter (if we talk about the fact that the challenge of *learning* is getting even harder for the next generations) or they do not know about the existence of successful *examples* of how adopting *innovation* in teaching and learning Geography can help.

This volume consists of several research papers, scientific outcomes, reports and case studies that should be read by all people working in the field of Geography. Lots of interesting information is offered, grouped in two well-structured chapters. However, it should strive more in the next editions to provide a clarification on using design thinking to foster students' *creative learning* to extend their *learning* opportunities up to social responsibility, although it also contains references to the outstanding works in the field.

*Cristina-Georgiana VOICU, Ph.D.*

*"Titu Maiorescu" Secondary School, Iași, ROMANIA*