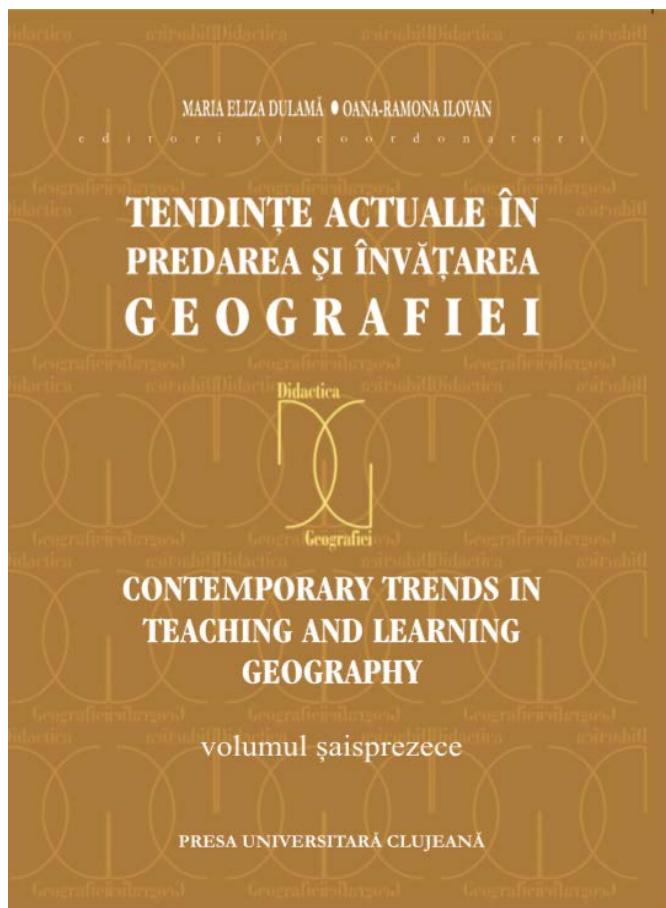


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The present volume covers a part of the Proceedings of the International Conference *Tendințe actuale în predarea și învățarea geografiei* [Contemporary Trends in Teaching and Learning Geography], organized in 5-6 November 2016 by the Faculty of Psychology and Sciences of Education, Babeș-Bolyai University, under the auspices of the Geography Society – Alma Mater Napocensis Branch and EUGEO (European Association of Geographical Societies) in partnership with the Faculty of Geography, Babeș-Bolyai University, Katholische Universität Eichstätt-Ingolstadt, the Faculty of Geography and Mathematics, the Department of Didactics of Geography, the Faculty of Geography in the State of Moldova, the Institute of Education Sciences from Kishinev, Republic of Moldova, the Faculty of Sciences of Education from "Eskisehir Osmangazi" University, in Turkey, and County School Inspectorate Cluj, in Romania.

University of Tiraspol, located in Republic of Moldova, the Institute of Education Sciences from Kishinev, Republic of Moldova, the Faculty of Sciences of Education from "Eskisehir Osmangazi" University, in Turkey, and County School Inspectorate Cluj, in Romania.

The papers presented in the volume were written by Geography teachers from pre-university and professors from university education systems, teachers for primary and pre-primary education, master students from the Master in Curriculum Management at the Faculty of Psychology and Sciences of Education and from other masters of the Faculty of Geography, Babeș-Bolyai University, Romania, students who prepare to become Geography teachers, practitioners and researchers in the field of Educational Sciences. They shared their experiences about pupil- and university student-centred teaching, the learning process and its outcomes because of paradigm changes in Romanian education systems.

The papers were grouped in this volume based on education cycle (Ch. 2. Training the Skills of High School Students in Extracurricular Activities; Ch. 3. Quality Learning Of Geography in Primary Education; Ch. 4. Learning Geography in Pre-School Education; Ch. 6. Quality Learning of Geography in University) and the contribution to research methodology (Ch. 1. Contributions to Research Methodology, Ch. 5. Using GIS and Online Resources in Geographic Research).

Regarding the research methodology, papers about the use of methods for collecting geographic data, making field photographs and documentation for preparing Geography-learning activities were included. As examples for the development of the competences of high school students in extracurricular activities, a study of the geosystems in Crișul Repede Gorge, their state and two studies of students' perceptions about biodiversity and about Cluj-Napoca municipality were presented.

In the primary cycle, we notice the teachers' tendency to organize out-of-school learning activities (Maramureș Romanian Peasant Museum, "Alexandru Borza" Botanical Garden in Cluj-Napoca, deciduous forests, and mountain areas). In these activities, the students had the opportunity to interact directly with the environment, the natural and anthropic components, as well as with their characteristics and they had the chance to understand deeply the value of the built heritage and of the natural and anthropic landscapes from Romania. At pre-school level, we remark the teachers' care to exploit the illustrations in stories for children's identification and analysis of the environment, as well as the use of painting techniques for tree representation. In these contexts, the children perceive environmental components and begin to form representations by comparing the reality with its representations in drawings and paintings.

At the university level, we can distinguish the self-analyses of some projects and Bachelor's thesis by students. In these empirical studies, authors reflected on the geographic researches made in the field, in the library and in the laboratory, the difficulties they encountered and the results obtained and presented in texts and various representations (photographs, charts, and maps). Within this volume, the geographers' interest in the use of GIS and online resources in geographic and educational research is also obvious.

The researches published in this volume represent an example of sharing the didactic and geographic research experience in different educational environments, a good practice model and they are a valuable contribution to the development of the field of the Didactics of Geography in Romania.

*Cosmina-Daniela URSU,
Master of Geomatics, Faculty of Geography, Babeș-Bolyai University, Romania
e-mail: ursucosmina@yahoo.com*