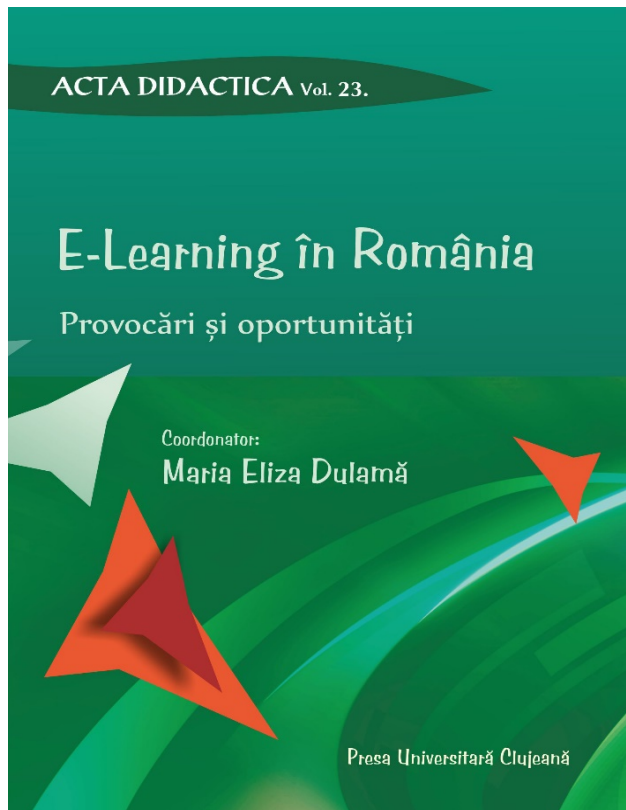


Book Review

"E-learning în România. Provocări și oportunități"

[E-learning in Romania. Challenges and opportunities]

by Maria Eliza Dulamă (coord.)



This collective volume includes ten chapters developed by seven authors as a result of the increased interest in organizing online activities in Romania, in the context of the Covid-19 pandemic. The book, with ISBN 978-606-37-1206-7, contains 201 pages.

In the introduction, a brief analysis of the content of this paper is made, paying attention to the relevant, original aspects and the applicative value of the information and examples provided by the authors.

In the first part of the second chapter, "Teaching activities carried out online. Advantages and disadvantages", the authors, Maria Eliza Dulamă & Daniela Pahome, present the context in which didactic activities were carried out,

predominantly, online and a series of management systems intended for e-learning and the opportunities offered by several systems of video conferences (Google Meet, Zoom). In the second part of this chapter, the author captures and analyzes a series of advantages of the didactic activity carried out through online learning platforms, but also problems and difficulties faced by teachers and students in these contexts regarding technology, online communication line, the teaching and learning process.

In the third chapter, "Preparation of online didactic activities", the author, Maria Eliza Dulamă, summarizes some essential aspects regarding the design of online activities, based on the comparison with face-to-face activities and her own expertise. To ensure a good theoretical and methodological basis for teachers, the author offers a series of information and examples regarding the design of support materials for online activities at university and pre-university level. The second set of information and examples concerns the types of learning activities and training models that can be done online. Based on the literature and her own expertise, the author analyzes several training models that can be applied to training platforms: The illustrative training model; The expository training model; The flipped classroom training model; Interactive training

models (Evocation - Making sense - Reflection"; "I know - I want to know - I learned"; "Prediction-Viewing-Revision"; "Pre-reading-Reading-Post-reading or Re-reading"); Discovery learning models (exploratory and discovery learning model; animation based discovery learning model; 5E model: engagement, exploration, explanation, elaboration, evaluation). The author highlights the essential aspects of these training models and exemplifies them using contents that facilitate understanding and easy transfer in the didactic activity by the teacher.

In the fourth chapter, "Conducting didactic activities carried out online", the author, Maria Eliza Dulamă, details several essential aspects that should be given more attention in online activities, compared to face-to-face ones. The author gives a wide space in this chapter to the stimulation of motivation and concentration of attention in online activities, the forms of organization of online teaching activities, the way of organizing contents and visual materials on the screen, as well as their use in teaching activities by the teachers. The chapter is concluded with a series of recommendations on building dialogue between teachers and pupils or students in online activities and a series of suggestions on providing feedback and feedforward by teachers in these activities.

In the fifth chapter, "Google Meet video conferencing platform" and the sixth, "Zoom video conferencing platform", the author, Ana-Simona Ilie, gives a comprehensive presentation of the two platforms. To facilitate the use of these platforms, the author presents information and screenshots related to: organizing video conferences, connecting participants, facilities offered for teaching-learning-evaluation activities, their advantages and disadvantages. The same authors present in the seventh chapter the Google Classroom platform, which was widely used by teachers in the context of the Covid-19 pandemic. The author explains and presents screenshots to facilitate the creation of classes in Classroom and the institutional account in "G Suite for Education", communication with students, parents or guardians. The author details the functionalities of Google Classroom, how to use several applications (Meet, Jamboard 5, Zoom for G Suite 8, Google Drive, electronic Whiteboard).

Two chapters were dedicated by the primary education teacher, Sanda Vereş, to present the Wand.education Platform and the Edpuzzle Platform. General information is provided about these platforms, their architecture and facilities are described, as well as the benefits of using these platforms in the educational process. The author shares her own experience in using these platforms, thus providing information and screenshots related to: creating an account on the platform, creating a lesson, managing the class of students, especially regarding monitoring student progress.

The tenth chapter was dedicated by the geography teacher Georgian Ungur to the presentation of "Multimedia educational resources for the discipline of Geography". To provide the most valuable support to teachers, the author shows how to design and make educational videos, how to upload and store them on YouTube, and how they can be viewed by teachers and students. Most of this chapter was devoted to the presentation of videos created for the study of geography in geography starting from the 4th grade up to the 8th grade. The author expands the offer of videos on some ecological topics.

Finally, we appreciate that this collective volume is very useful for pre-university and university teachers who want to improve their didactic

performance on instructional and video conferencing platforms and who are concerned with increasing the quality of learning performed by pupils and students.

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PhD student Daniela Pahome
"Babeş-Bolyai University" Cluj-Napoca Faculty Of Psychology And Educational
Sciences
Doctoral School "Didactics. Tradition, Development, Innovation"
Teacher at Secondary School No. 4 in Moreni, Dâmbovița County, Romania
ORCID ID: <https://orcid.org/0009-0008-6770-6864>