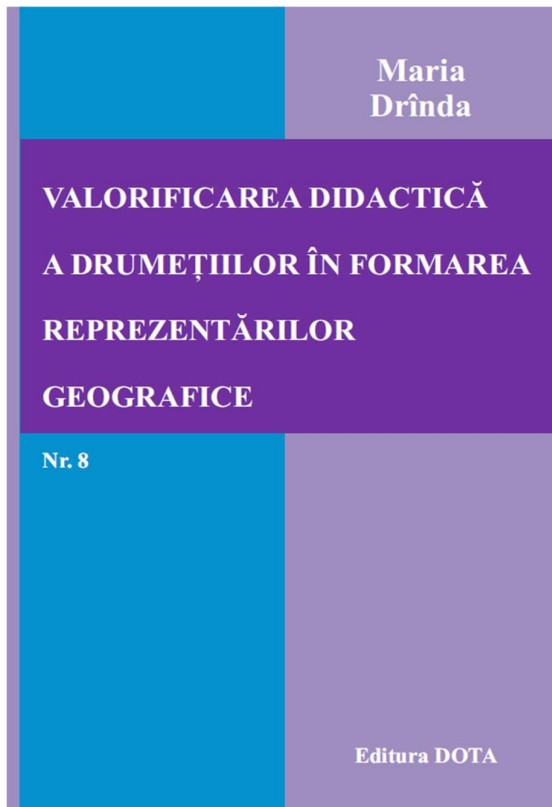


## Book Review

### "Educational Valorization of Hiking in the Development of Geographical Representations" by Maria Drînda



The work "Educational Valorization of Hiking in the Development of Geographical Representations" is part of a methodological and scientific volume created by primary school teacher Maria Drînda, under the guidance of Professor Maria Eliza Dulamă, Ph.D. The book is included in the collection "Didactics and Research in Didactics," published by DOTA Publishing House in Cluj-Napoca and coordinated by Professor Maria Eliza Dulamă, Ph.D. The book's ISBN is 978-606-94934-3-4.

The book comprises three chapters and a bibliography.

In the first chapter, "Hiking – A Means of Organizing the Study of the Mountain Environment", the author presents information about hiking as an optimal method for studying the local mountain environment. After clarifying the concept of hiking and outlining the objectives of this activity, the chapter discusses aspects related to planning and organizing hikes, as well as ways to leverage them for educational purposes. The chapter concludes by emphasizing how hiking can be utilized in the educational process.

The second chapter, "Organizing Activities to Develop Students' Representations Through Hiking", begins by defining the concept of representation. The author then introduces a model for developing representations through exploration and discovery, structured into three stages: exploration, explanation, and extension. This chapter briefly outlines several tools and methods that can be used to form representations of the local mountain environment, as well as methods for organizing systematic observations of the local and nearby mountain environment by students. Toward the end of the chapter, detailed descriptions of several learning activities suitable for observing the local mountain environment during hikes, as well as exploration-based learning activities, are provided.

In the third chapter, "Research Presentation", the author first presents the research motivation and objectives, the hypothesis and research variables, the research location, participants, and methods used. The chapter details the activities organized during the three research stages: pre-experimental, experimental, and post-experimental stages. The learning activities took place in various environments (anthropogenic, coniferous forest, deciduous forest, and grassland), each characterized by specific traits, providing students with a favorable context for developing diverse representations. The author emphasizes that during these real-world, mountain-based learning

activities, she aimed to facilitate the formation and development of specific competencies in third- and fourth-grade students, as outlined in the Natural Sciences Curriculum for these grades.

In studying the environment, students identified and described landforms, vegetation associations, plant and animal species, anthropogenic structures, forms of human use, environmental problems, and proposed measures for environmental protection. During these learning activities, the author frequently employed lectures, observations, and discussions. Through guided questioning, she directed students in studying the environment and ensured that they formed accurate representations of the mountain environment.

The book provides primary school teachers and geography teachers with a range of examples of learning activities that can be organized with students of different ages in other contexts. With its high level of detail, the work facilitates a deep understanding of the cognitive approach that could be implemented with students to conduct high-quality field observations, thereby laying the groundwork for developing accurate representations.

#### **Bibliographic reference of the reviewed book**

Drînda, M. (2020). *Valorificarea didactică a drumețiilor în formarea reprezentărilor geografice* [Educational Valorization of Hiking in the Development of Geographical Representations]. Cluj-Napoca: Dota.

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