

method is the causal one. A great accent is set on land use presentation, forests evolution in different time periods starting with 1989. 17 lake sampling points bring information about organic carbon distribution and humus concentration. Also, the profiles show lake's bed sedimentation evolution in every section and in whole lake. The results are also supported by erosion rate analysis and torrential organisms' role. The authors present also analysis results of alluvial deposits composition using deposits samples illustrated in a cluster graphic.

About climatic conditions, there are references made about the evolution of average and extreme temperatures that represent region's topoclimate. Connect with air temperature evolution, there were made precise determinations of lake water temperature variation, hydrogen ions concentration, dissolved oxygen and conductivity. Numerous diagrams show the evolution of these parameters on a vertical from lake's surface to bottom.

A short chapter presents some relevant examples of specific vegetal and animal associations.

A different chapter refers to wet areas inside The Red Lake. Together with lake's shore area, there were determined other wet areas, according to lake's submersed slope. There are analysed three wetland compact area features: upper part of the two lake arms (Oii, Suhard) and the area where they reach the main lake. The authors emphasize distinctive vegetal associations' description.

The management of lake's water represents the last analysis phase. Touristic activity inside and around lake's area lays its own negative mark on water's quality, but also on the environment. Aquatic environment pollution is represented by qualitative water parameters decrease and by eutrophication process acceleration.

This book written by our colleagues from Iași represents a reference document about the Red Lake features. The results presented in this book are valuable also from ground work point of view, making it the base of this study.

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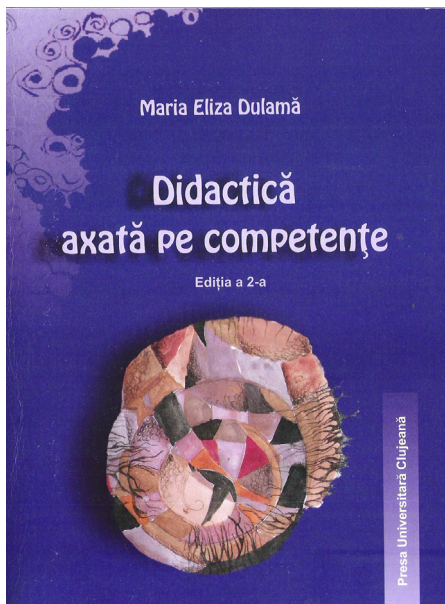
Maria Eliza Dulamă (2011), *Didactică axată pe competențe. Teorie și aplicații. Ediția a 2-a [Competence-Based Didactics. Theory and Practice. Second Edition], Presa Universitară Clujeană, Cluj-Napoca, ISBN 978-973-595-330-0*
(B 5 format, 507 pages, out of which: 500 pages of text, 7 pages of references).

Competence-Based Didactics, at the second edition, answers a present need characteristic of Geography undergraduates and Geography teachers at the beginning of their career: forming the teachers' competences in general and especially of Geography teachers' competences. Maria Eliza Dulamă identifies the competences characteristic of the Didactics of a certain speciality (and those of the Didactics of Geography presented in detail, clearly and with scientific rigour in this book), starting from five categories of general competences:

planning, organising, elaborating educational means, using educational means, and assessment.

Geography undergraduates and teachers at the beginning of their career will undergo a process of forming competences characteristic of the Didactics of Geography while solving the tasks in this book. Although this book has the geographers as its main educational target, one cannot notice that it has enough features that recommend it also to those preparing in the Didactics of other specialties, covering in an exhaustive manner

all that which represents the modern didactics, both from a theoretical and practical point of view: *The teaching-learning-assessment process as a study object of the Didactics of a certain speciality* (pp. 11-28); *Teaching and learning principles of a certain subject matter* (pp. 29-38); *Objectives of the educational process* (pp. 39-93); *School curriculum and contents of the educational process* (pp. 94-123); *Using the didactic methodology during classes* (pp. 124-138); *Using educational means during classes* (pp. 139-248); *Learning situations and integrating situations in order to form competences* (pp. 249-294); *Assessing students' results* (pp. 295-378); *Planning lessons* (pp. 379-478); *Forms of organizing didactic activities* (pp. 479-500).



The ten chapters of this book appear as ten learning units (Maria Eliza Dulamă proved to be both creative and adding practical value to her book) and thus, at the beginning of each chapter/unit, the author mentioned: key concepts, competences, objectives, material and procedural resources, and the list of references.

In unit no. 1, the author presents three fundamental elements for the Didactics of Geography: the concept of didactics, the educational process (defining the concept of process and its components) and the fundamental didactic activities (teaching, learning, and assessment).

In learning unit 2, divided into two sub-chapters, the author presents how to integrate in a lesson *the didactic principles* (observing students' age and individual features; developing students' motivation for learning; of intuition; of learning through action; of integrating theory into practice; of systematic and continuous learning; of solid learning) and *the principles of Geography* (according to the categories of space and time; the principle of cause and effect; the principle of wholeness, etc.).

Learning unit no. 3 starts with a presentation of the relationship between the educational ideal, the purposes of the Romanian educational system and the objectives of a subject matter, but it focuses mainly on the concept of competence (with its features and structure), the general competences that students achieve while studying Geography and the competences characteristic of Geography, other types of competences and the relationship between competences, knowledge and operational objectives.

In learning unit no. 4, which has four sub-chapters (*The concept of curriculum, Curricular typologies, The contents of the education process and Curricular products*), the author presents in detail concepts, typologies, themes, features, criteria, factors, etc., in order to create an image of the whole school curriculum and of the contents of the educational system and process.

In learning unit no. 5, the author discusses the concept of didactic methodology, choosing didactic strategies in teaching and in learning Geography, selecting didactic methods in teaching and in learning Geography, and choosing the didactic procedure and technique in teaching and in learning Geography.

In learning unit no. 6, the author analyses the educational means (concepts, functions, classifying) and gives examples of integrating them into lessons from the perspective of developing a series of competences (to process information from texts; to analyse and interpret photographs; to analyse and interpret maps; to analyse and interpret sketch drawings; to analyse and interpret diagrams; to analyse and interpret films; to use the computer in the didactic activity; to use the blackboard during classes; to use the notebook in order to learn; to use objects in order to learn during classes).

In learning unit no. 7, the author approaches learning units from a classical perspective (structure; features; functions; classifying; planning), and in the second part she underlines the differences between situations for integrating in order to form competences and learning situations.

Introducing the situation for integration is innovative, while the author presents in detail its structure, categories of situations for integration in order to form competences, the paedagogical approach and planning situations for integration in order to form competences.

In learning unit no. 8 (one of the largest in her book), Maria Eliza Dulamă presents the oral assessment methods and techniques from the perspective of forming students' competences (to present data; to describe; to explain; to tell a story; to dialogue), the written assessment methods and techniques (written assessment tools; types of items; elaborating a test), practical skills assessment methods, techniques, and tools, ending with complex assessment methods and techniques (also approached from the perspective of competences: to elaborate a paper; to elaborate a project; to elaborate a portfolio; to elaborate a poster; to realise a reportage; to take an interview; to do an inquiry). In the end of this learning unit, the author introduces two sub-chapters: self-assessment and reciprocal assessment and assessing competences. The latter is a valuable guide for anyone who wants to understand and use correctly the concept of

competence as a result that can and should be assessed. That is why the author clarifies a series of concepts: result, performance, standard and criterion and she also presents assessment tools.

The author dedicates learning unit no. 9 to lessons, as fundamental didactic activities, and she presents: the moments of lessons, types and variants of Geography lessons; the competence to plan lessons; models of structuring lessons; implementing lesson projects and monitoring activities during classes.

In learning unit no. 10, the author elaborates on an exhaustive presentation of the diverse forms of organising the didactic activities: the forms of organising educational activities; learning activities that are not mentioned in the curriculum and that take place in schools; learning activities that are not mentioned in the curriculum and that take place out of schools.

This book unites classical and modern key-concepts related to teaching, learning, and assessment, and the presented methodology facilitates the process of planning the didactic activity so that students achieve competences characteristic of Geography that the author herself rephrased in order to be appropriate for Geography.

The clear and rigorous presentation of theory and practice in the field of *the Didactics of Geography* and the rich and appropriate examples for the approached concepts render **Competence-Based Didactics** as *the book* for forming the Geography teachers' necessary competences: forming competences characteristic of teaching Geography, forming psychological and paedagogical competences, forming competences in the Didactics of Geography and forming transversal competences.

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