

LEARNING GEOGRAPHY IN THE CLASSROOM OR TO DISTASTANCE?

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Abstract: This article present the results from classroom learning and distance learning between the Romanian students , UBB Cluj and the students of Serbia, University of Novi-Sad. Teaching and learning strategies are central components in teaching technology. The design and organisation of the lesson is done according to the strategic of the teacher. Consequently, this approach will follow a predetermined plan and puts the student in learning in the most favourable situation in a context of application, conditions and resources enabling skills foreshadowed by objectives. We will define distance education and we will illustrate the stages of that form of organization.

Introduction

As E. Planchard shows, the principle of instruction through action asserted in the practice of modern didactics because 'to know means to do and not to recite'. Student's personality is built through action, cooperation, confrontation and communication. The student must become an active constructor of his intellectual structures.

One of the main requirements of modern education is a self-study training to students, which highlight the ability to think, to be creative, to operate freely. Without underestimate the value of teacher involvement, its stimulatory interventions, school performance depends directly on the participation of students both to the absorption and the transmission of knowledge and skills training.

Material and method

The traditional school meant mainly explanatory teaching, reproductive or responsive genre. Traditional school was and is present both in the teaching system

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in Romania and Serbia as well. The main activity was the lesson type, department-desk, based upon the idea that science is a final result, an amount of knowledge developed, that education must submit as it builds. Training is limited to the transmission of ready-made knowledge, exposure of ready-made conclusions. Learning students to think and act freely was not a concern to the foreground. Expository forms were predominant and students were thinking exactly like the teacher. They also weren't encouraged to undertake their own investigations. Teacher transmits knowledge as an absolute authority and the student receives and assimilates regardless of creativity and cooperation.

Concluding that inducing students to learn by heart was easier than driving them to a range of judgment. The teacher has the dominant role and the student has the role of a spectator and of a reproductive listener. Binomial type education teacher-student dialogue is done very rarely. Criticism and personal searches are almost nonexistent, they finally bring tiredness and they have a low formative efficiency.

According to Piaget, thinking appears as a game not a simple operation and assimilation of images and concepts. Teaching and learning are based on training students on independent actions, on their assertion as the subjects of education that cease to be only receivers of knowledge.

In modern school, the quality of teaching is given by the ability to avoid those situations learning and memory exercises type. The teacher should not "tame" the student after his own willing but to determine him to be a part of his own training.

As Berger says (1973, p 32) "the best disciples of a teacher is not the one who repeats the lessons after him, but those whom he awakened their enthusiasm, whom he cultivated their lack of quietness, whom he developed their forces to go alone on their way."

As a matter of education, the student develops actions by personal activity, which means familiarizing students with the logic of scientific investigation, development of cognitive strategies without removing the correct course of scientific knowledge acquisition. So to take part in a good geography lesson, but not only, means to cause to be active. The teacher should ask and make the best, to combine the knowledge, the action and the senses of students.

Teaching is a didactic approach for the establishment and education of students.

It is not about a simple data mediation it but must be driven to discovery, demonstration, application, simultaneously with the formation of skills and abilities, and attitudes.

Through direct teaching a teacher tries to form students a behavior such as preparing for learning. Teaching involves direct interaction so organized and

regulated that objectives are achieved, there is a cooperation and control of student efforts.

Teaching and learning. These two components are related to the educational process. Teaching is defined as the teacher' behavior during the lessons and learning within the desired response: acquisition, knowledge, skills, abilities, attitudes and skills.

The professor causes a change in the students behavior.

For the common approach of the teacher and students to be successful it is necessary to finding a strategy for action. Thus each teacher should put their questions: How have they worked for the student to learn better? What methods are the most appropriate?

Due to the new objectives of education is necessary to reconsider teaching methodology with clear guidance for active-participative strategies.

Acquiring knowledge is better accomplished by personal action directed by the teacher than by repetition of simple procedures which were received and heard.

Thus we can say that the lesson is the place where you can exploit one or more teaching strategies, depending on its objectives. The teacher should always be prepared to be faced with more choices of action, having to choose as: objectives, content, resources available, etc.. most favorable.

Practice shows, both in Romania and Serbia as well, that a large number of students on courses such as Day-attend courses less, for various reasons (work, not motivated, they have the course support etc. ..).

Especially for teaching geography students must possess psychological, pedagogical, logical and geography skills, if they partially lack them, they manifest difficulties in learning geography as well as in learning and teaching geography in practice later.

So I conducted an experiment through which we want to check if the form of day students, through self-study and face to face meetings with the teacher has better results than those who have ongoing support and attend less courses. Thus support for distance education course should be noted that it is organized on several units.

The main elements are: title, content unit, unit objectives, content, test statements, work verification, synthesis, bibliography.

After Petrescu Jordan, the support for distance education course is divided into several units. Each learning unit has the following features:

- integrates some specific components,
- the formation of a specific behavior at students
- includes objectives specifying expected learning outcomes,
- In terms of a theme it is unified,
- Is carried out systematically

- Ends with the assessment (Petrescu, Jordan, 2011).

Content is the most important for the process of learning . Content recommended part for reading and part for memorizing has different texts (ex. informative, narrative, explanatory, descriptive, which must be written in an accessible language and structured in small paragraphs.

To facilitate understanding of learning in the text it is recommended to be included the so-called "learning tasks" related to learning skills of the unit.

Such tasks must be structured as: logical content, the progression from simple -complex word , teaching methods and used means.

An example is: self- assessment tests.

Quite different is the case of exercises or solving problems. In this case the student is asked to perform a task more complex than for the tests. This is where paragraphs with personal views, develop a chart, watching a video, etc. Web search.

Self-assessment tests and their introduction in the distance course is important because it helps the student to memorize, while solving exercises is designed to develop practical skills by application of knowledge covered by the unit.

Check paper found at the end evaluate the level of the skills training the unit is concerned by.

Finally we find the summary or synthesis of ideas presented in the unit and bibliography which contains a minimal list that the student should explore in studying the unit.

For example: Self-assessment Test

Answer the following questions:

1.What is to analyze a map?

2.What is to interpret a map?

3.Specify the differences between the analysis and interpreting a map?

Self-assessment quiz

1.To analyze a map is to study it item by item. Map analysis means to notice its visible elements on the map and their visible features.

2.To interpret a map means deciphering, understanding and explaining the reality of a territory or a process with the help of graphics used on the map. Interpretation of the map is a mental process which is usually visible after analysis of elements and their identification on the map. It often involves making judgments based on prior knowledge from various sources (textbook, teacher, colleagues ... etc) and information extracted from the map.

3.The differences between analysis of the map and interpreting one are:

-to properly interpret a map we need other knowledge obtained and extracted outside the map.

- map analysis can be achieved without interpretation, but interpretation of the papers cannot be achieved without an analysis.

Conclusions

In both countries, Romania and Serbia, the research results are almost identical. Distance education includes all forms of education: both teacher and students as well are situated at a distance, between teacher and student there is a bidirectional system of communication. Communication can be done either by telephone, electronic platform, postal mail or through face to face meetings.

In both countries it is noticed that better results are obtained from those students who attend classes and adopt a modern teaching strategy that allows the student to develop himself and get involved in the study and does not focus only on memorizing.

By analyzing the students support material, argued through a small example, our research confirms.

Students from the day- courses through self-study and regular face to face meetings, through a course of Teaching Geography (and others) designed according to the requirements of distance education will get very good or good results compared to studying a regular university course.

If the support course is being organized from the powers envisaged to be formed, they can achieve skills at a medium level.

However, it is recommended restructuring of all education courses for students from the day- courses in the specific format of distance education.

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