

## Comprehension-based training. How we support students to learn effectively (Instruirea bazată pe înțelegere. Cum îi sprijinim pe elevi să învețe eficient)

by Ion ALBULESCU

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Reviewed by Delia Muste <sup>a\*</sup>

<sup>a</sup> Babeș-Bolyai University Cluj-Napoca, Faculty of Psychology and Educational Sciences

\*Corresponding author: [delia.muste@ubbcluj.ro](mailto:delia.muste@ubbcluj.ro)

The book *Comprehension-based training. How we support students to learn effectively (Instruirea bazată pe înțelegere. Cum îi sprijinim pe elevi să învețe eficient)* was published in 2020, at Didactica Publishing House Publishing House, Bucharest, Romania, author, PhD professor Ion ALBULESCU, director of the Department of Educational Sciences, within the Faculty of Psychology and Educational Sciences, of Babeș-Bolyai University Cluj-Napoca. His areas of interest are related to the process of initial teacher training for all levels of schooling, pedagogical doctrines, educational alternatives, communication pedagogy, comparative pedagogy, but the specifics of his publications are given by the extended vision of the educational phenomenon.

The publication is part of the publishing house's Synthesis of pedagogy collection, a collection that analyzes in an extended way fundamental aspects of the field of Education Sciences, through an integrated approach, which includes theoretical foundations and application elements, in a general didactic context.

Appeared in parallel, but not because of changes in teaching in the online environment due to the pandemic context, the paper starts from the idea that the target audience of this book consists of teachers who, in the current school conditions face with many and complex challenges, especially those of overcoming stereotypes and formalism in education. Thus, the volume provides the reader with pedagogical options for optimizing the impact that understanding-based teaching can have on student learning, thus contributing to the modification of the student's intellectual architecture and ensuring a high level of academic performance.

Built on 3 complementary directions for analyzing the educational phenomenon in terms of the

relationship between understanding and effective learning, the paper highlights the fact that the theoretical and practical reconsideration of education implicitly involves redefining the concepts of teaching and learning from the perspective of understanding. In this case, teaching acquires a new meaning, built by relating to what it means to learn as an intentional challenge of change in all those involved.

Chapter I analyzes how teachers can influence students' school performance, analyzing the phenomenon from the perspective of the relationship between teaching quality and level of learning, knowing that students' educational perspectives depend on the quality of teachers' performance, in terms of curriculum design, establishment training strategies, class management or motivating the involvement of students and parents in the educational process.

Emphasizing the idea of teaching, the various perspectives of this action are analyzed: teaching as transmission of information, norms, and action techniques relevant to the student, teaching as the offer of educational experiences that bring the student closer to the truth and capture the essence and human significance. socialization of things and teaching as a form of directing meaningful learning.

The act of teaching is considered by the author a causal variable on which depends largely the state of preparation of students, being dependent on the level of clarity of those transmitted, the proposed objectives, the quality of explanations offered or the explicit concentration of those taught. The level of involvement of the students and the optimal level of their motivation for learning are reached especially when the didactic activity demands their full educational potential, helping them to discover

information, problems, and solutions to these problems and to understand that learning is a process, not a measurable quantitative product.

The involvement of metacognitive awareness in learning is seen as an opportunity to create opportunities to reflect on the knowledge to be mobilized in different contexts, on the progress already made or aimed, but also on obstacles encountered and resources mobilized to overcome them. When a teacher begins his / her lectures, his / her actions change the students' state of knowledge, a change that is never homogeneous in the whole class. Thus, in terms of these changes, heterogeneity increases or decreases, depending on the actions themselves.

Active learning is approached in the paper as a process in which students are directly involved in the process of building an understanding of ideas, facts, events, and things, under the direct monitoring of the activity carried out by the teacher.

The paper also refers to two concepts that are constantly conveyed in learning activities: explanation and understanding. The conceptual clarifications, the dedicated didactic examples and the holistic analysis of the concept help us to better understand which the optimal ways are to use the explanation as a support element of the understanding. The role of the explanation is to remove the mechanical and purely narrative character of learning and to allow students to have control over their own knowledge. There are also presented ways to exemplify the landmarks of the agreement and emphasize the value and role of the questions, analyzed both as a way to capture attention and to make changes to the explanations already given.

These are the major coordinates of the reviewed volume, the stated purpose being to stimulate the availability of teachers to optimize the impact that the teaching can have on students' learning. The author addresses both practitioners and specialists in the sciences of education, offering each one both a tool of analysis and a consistent construct for their own reflection, for the reconsolidation and decantation of information.

The substantiation approach carried out is necessary for the pedagogy to evolve coherently and harmoniously. At the same time, the work is an epistemological challenge, having the great merit of putting together with the scientific rigor and a comprehensive vision on the phenomenon. The author addresses both practitioners and specialists in the sciences of education, offering each a tool of analysis

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Associate Professor Delia MUSTE