

Dictionary of Game Pedagogy (Dicționar de pedagogia jocului)

by **Ramona Răduț-Taciu (coordinator),
Mușata-Dacia Bocoș, Cornelia Stan, Lavinia Nitulescu**

Presa Universitară Clujeană, 2021
Cluj-Napoca, România
ISBN 978-606-37-1311-8

Reviewed by Liliana Ciascai^{a*}

^a Faculty of Psychology and Educational Sciences, Babes-Bolyai University Cluj-Napoca, 7 Sindicatelor Street, 400029, Romania

*Corresponding author: liliana.ciascai@ubbcluj.ro

Starting from the premise that the game was, is and will always remain a form of activity that is accessible and attractive at any age - in fact, a fundamental human activity, along with work, learning and creation - a group of authors-researchers bring in front of the reading public, a paper focused on this issue. Apparently, a topic suitable for young people, but, actually, addressable at any age and in different situations, it made the process of systematizing approaches and considerations materialize in the publishing of a specialized dictionary, included in the collection *Paedagogia*, coordinated by Professor Mușata-Dacia Bocoș, PhD, at the Cluj University Press Publishing House.

The Dictionary of Game Pedagogy presents in more than 400 pages the terminology of the curricular and extracurricular play field, in a diversified manner, given both the current Romanian curricular nuances and the need to ensure continuity in the reference ages of those who practice the game.

The spirit in which this work is written is a pragmatic one, the intention of the authors being to support, in explicit ways, the didactic and educational approaches of those who capitalize on the game and playful activities in the most diverse contexts.

We note that the authors were concerned with both pedagogical terms and pedagogical phrases related to the field of game pedagogy, to which they provide operational, descriptive and explanatory clarifications for a number of pedagogical terms and phrases,

highlights of essential and defining elements, with indication of proximate gender and specific difference. The pedagogical definitions are formulated using logical-semantic operations, explanatory and descriptive approaches, unequivocal operational formulations, didactic and methodical illustrations, the systemic interrelation of pedagogical terms and pedagogical phrases. Depending on the defined concept or the defined phrase, the pedagogical, psychological, curricular, didactic, managerial, sociological, philosophical, ergonomic, legislative, informatics, economic, ethical, axiological implications specific to the communication theory were highlighted. The analyses and interpretations offered are topical, with explanatory and illustrative force, with a consistent specialized language, unitary, current, modern, able to offer explanations of educational meanings, made from multiple scientific perspectives, operating in analyses, syntheses, theoretical research -fundamental and practical-applied in the field of game pedagogy, respectively in the theory and practice of the game and the didactic game.

It should be noted that the authors were also concerned with the analysis of terms and pedagogical phrases that refer to periods less addressed in the context of play activities. We are talking about the first year of a newborn baby, on the one hand, and, on the other hand, about the area of adulthood, including the palliative field. The authors do not neglect the fact that the game has existed since the beginning of mankind and that it is practiced by people of all ages, from all

corners of the world, from all cultures, in individual or collective ways, with multiple purposes: socialization, knowledge, awareness, personal development, relaxation, rest, etc.

All these elements mentioned by us are the strengths of the paper and ensure its educational relevance and added value.

The conclusion of the book is the idea that the game is capitalized in didactic and educational contexts, for instructive-educational purposes and in order to shape the personality of learners and support their training as a fundamental form of teaching activity, respectively as a means of education. Thus, it allows the achievement of objectives corresponding to intellectual, moral, aesthetic, physical, technological, health etc. education, in a relaxed, constructive, positive, stimulating, invigorating atmosphere, characterized by good mood and joy. The explanations, examples and illustrations in the text are of real use to educators, teachers, pupils and even to their parents.

The whole process of informing and documenting the reader is facilitated by explanations, considerations, illustrations, references that are made to other pedagogical terms and other phrases, related to the term that is analysed, as well as highlighting its theoretical and practical implications. In this way, the reader develops a reflective, active, critical-constructive and argumentative spirit, being supported in practicing an active, logical and systemic thinking about the educational phenomenon and its current issues and in practicing and developing specialized language.

The utility of the dictionary is completed by the design of a set of 212 general applications with formative and informative values, which can be conducted individually or in groups, for concepts and phrases, at the choice of the readers.

The paper capitalizes on bibliographic sources - treatises, dictionaries, volumes, books, magazines and current and relevant web sources in the field of educational sciences.

Through the density of ideas and the richness of curricular, didactic and methodical considerations and illustrations, the work is a bibliographic resource that

can be successfully used by education practitioners, trainers in activities with adults, students and other categories of people. By providing everyone with a consistent bibliographic support, which should be actively and critically-constructively received by the target audience, the Dictionary of Game Pedagogy validates its scientific consistency and educational relevance, which will ensure it a well-deserved place in the Romanian pedagogical literature.

Reviewed by
Professor Liliana CIASCAI, PhD