

Pedagogia adulților. Definiții, elemente de reflecție și exerciții aplicative

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Reviewed by Claudia Crișan

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Designed as a learning support and instructional resources for education students, particularly, students in the adult education programs, the present paper explores the various issues associated with applied pedagogy and classroom practices. Additionally, the authors propose as well, at the end, a glossary of specialized terms. The manuscript contains three chapters, as follows: Chapter 1. Adult pedagogy - applied pedagogical discipline; Chapter 2. Definitions of terms and phrases circumscribed to adult pedagogy and Chapter 3. Reflective elements and applied exercises.

The concepts and ideas presented help promote adult education as an object of study for the applied pedagogical disciplines, with an epistemological identity defined in the system of Educational Sciences, namely the Pedagogy of adults. The challenges of a knowledge-based society have also made progress in the pedagogy of adults, and they also support specialized terminology clarifications, such as: andragogy, popular education, lifelong learning, illiterate education, unemployed education, recurrent education, iterative education and so on.

Chapter 2 brings together the definition of a large number of pedagogical terms and syntaxes related to adult pedagogy, 129 being quoted from the volumes of the Praxiological Dictionary of Pedagogy (volumes I, II and III, published in 2015, 2016 and 2017) and another 60

new pedagogical terms and syntaxes, which are to be inserted and quoted in the following volumes, on the letters of the same Dictionary.

The text of the current manuscript ends with a set of applications, questions, activities, corresponding to each subtitle, 220 in number, in fact general applications with formative valences, which can be done individually or in groups, at the readers' choice. At this level, there is a great diversity, depending on the content, of the following situations: single answer questions, multiple choice questions, interrogations that call for argumentative answers, essays on various topics, composition comparative analyzes, critical analysis of some Romanian and/ or international literature, conceptual maps to highlight (inter)relations and (inter)determinations between pedagogical terms or syntaxes.

In conclusion, this manuscript aims to support reflexive and actional approaches related to issues from adult pedagogy, and opens new avenues for future research in this field, which are not sufficiently investigated in the Romanian literature.

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