

E-LEARNING OR CLASSIC EDUCATION?

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Abstract

The digital environment extends obvious the sphere, being used to provide information and to express ideas in different manners: verbal, visual, auditory or a mix by all these. As result, for educators will be more and more difficult to favour the handle of verbal language to detriment of others expression modalities. Internet becomes, in every day, the referee of education and culture access, and the most adequate form from to come in the meet of knowledge needs and continuous formation is E-Learning.

Keywords: educational add value, higher education services, academics sites, e-learning, marketing research, consumer

1. Introduction

The digitals libraries, multimedia and the externals abilities change sensible the perspective towards educational practice. If, the traditional education it is organized by age groups, the online education it is organized by subjects; at same online course, can participate students with different age, prepare, professional experience, deriving from all the glob areas. The Internet introduction is the event which imposes the emergence of a new paradigm in education and former. The convergence, by the background of majors changes in social, of few factors as: the technologic development, the new pedagogic theories and the responsibilities division for education with divers others institutions – lead at the characteristics which give the measure of this paradigm:

- the roles fluidity trough the continuous rock of role educated-educator in the learning group ("symmetric knowledge advancement"- Scardamalia, 1995), trough continuous re-structure of learning teams in function with the interests or on criteria by task efficiency;
- curriculum oriented to the particular necessities of student trough the personalisation of former way – the different composition of educational objects in function with the requests of each recipient–trough the former individualization – the non-linear structure of information, with the possibility of return at more difficult contents about the automate identification of gaps -, autonomy ousting an imposed rhythm, the spatial independence and asynchrony seminars;
- distributed resources trough the utilization/the integration/the access of electronics libraries and multimedia materials, trough the specialists training in students discussions;

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- virtual facilities;
- asynchronous lessons.

The new paradigm is gathered united by the effects of surpass the printing culture, in a society of generalised communication. Internet is, day by day, the referee of education and culture access, and the most adequate manner for to meet the knowledge needs and continuous former is e-learning, because, in the first place, we observe the convert of cultural content by entire world in a digital form, making thus the products available anyone, anywhere and anytime. Second, they are developed multiples modalities to represent information, to simulate interactions, and to express ideas, developing the intelligence acquisitions, decaying thus the civilisation spectrum, modifying the requests at culture participation. The epistemological development has interesting aspects. The ration cooperates with the language, the formal symbolise by math and logic, being seen as an extension of varieties currents linguistics forms. Then, the individuals exteriorise divers currents abilities – to calculate, to write correct, to memory, to visually, to compare, to select – in the digitals instruments with which they work, thus obtaining a true skilfulness as regards these abilities, once education results.

In despite of obstacles in the establish of real advantages, the distance teaching-learning technologies have a big percentage in all world, especially, thanks to teachers, parents and students efforts which consider the access at an open form by distance education as one education right, or as result of good-intentioned efforts of ones governments, which consider the distance education as a key point in the bigger former demand meeting by all life.

Indifferent by organise background in which has place the e-learning, it is an education focused by the person who learn.

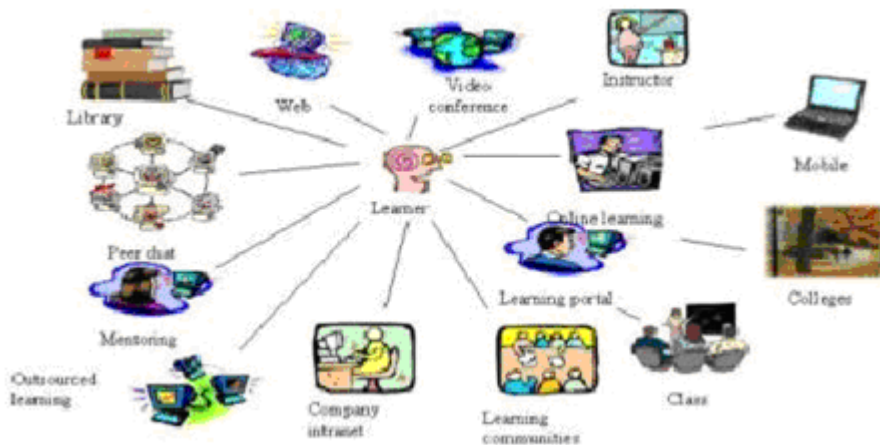


Figure no.1: The e-learning universe focused by the person who learn

Romanian education confronts in this moment with the problem of one fundamental option or he continues to function in inertial manner, following the ways by precedent century, or he orients by those transforms which make him synchrony with the most important currents and futures developments.

The paper is structured thus: an introduction, followed by the presentation of remarkable concepts of domain studied and the research methodology, the presentation of results which are by till moment in e-learning domain and the most important conclusions.

2. Conceptual Delimitations

The purpose of research is to diminish the errors in decisions taking at the management level of one entity and to help with coaching and improvement those marketing decisions. At the base of good decisions it is the information availability and their correct use. Thus, a very important task of management is that to recognize and to diagnose a problem.

The plan of marketing research consist in mention the methods what will be used from collecting and analyzing the necessary dates with purpose to identify and to reaction in face of one problem or opportunity, so that the difference between the cost of obtain a different exacted levels and the expected value of information associated with each exacted level to be maximum. The dates collecting can realize by two sources: secondary (documentary research) or primary (quantitative research or qualitative research by using most often an investigation in the case of quantitative research). I have in view the specificity of domain and I realised a research by secondary sources.

The Educational Software is any software product in any format (exe or not) which can be used by any computer and which represents a subject, a theme, an experiment, a lesson, a course etc, being an alternative or the unique solution in comparison with the traditional methods (blackboard, chalk, etc).

An **e-learning system** (distance former or education) represents a planed experience by teaching-learning, organized by an institution which provides materials assisted in a sequential and logic order for students for they assimilate these in their personal manner. In this kind of activity the agents of activity are not constraint at co presence and synchronicity. The mediation is realised trough different modalities as CD material (eventual trough correspondence), technologies which transmit the contents trough Internet.²

A virtual education institution can be defined by one side as an institution involved in activities by educative type which promote his programme and the lessons of the individuals who are directly interested with the help of informatics and communication technologies, providing too tutorial support or from the other side as an organisation created by partnership for facilitate the teaching and the learning without direct implication as provider of educative programmes.

Corresponding to the classification made by European Corporate e-learning, exists three models general accepted in e-learning world, each having a share approximate equal on this market:

a. **Independent e-learning** represents the model by which the individual user unloads the course material by Internet or he utilises him directly by CD, covering alone. This

² Istrate, Olimpius. *Educația la distanță. Proiectarea materialelor*, Editura Agata, 2000, p. 25

- presents the advantage of one very big quantity of information, which can be accessed in a very short time, but it is very rigid as regards the instructor-pupil communication.
- b. **Asynchronous e-learning** allows only one single user to transmit information all of a sudden. A thus example it is that in which the instructor can provides the information of pupils, but these can not interact while they receive the information. The major advantage in this case it is that the pupil keeps the facility to work about his rhythm and he can obtain answers at requests in an acceptable time period.
 - c. **Synchronic e-learning** allows the information transfer with anyone user in any moment. An example it is that in which the tutor and the pupils transfer information in the course period, usually in real time. This mode it is evident the most perform between all as regards the degree of communication facility, the integrated audio-video facilities creating the concept by “*virtual classes*”.

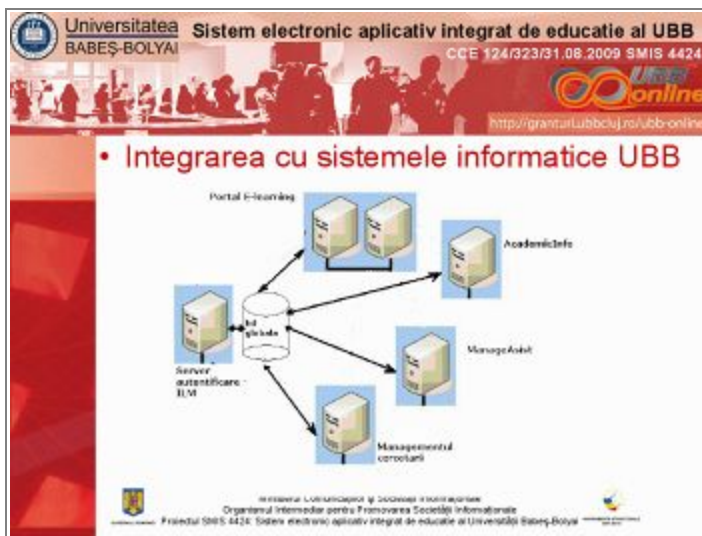
2. Results obtained till this moment

The aim of e-learning systems is to offer an attractive environment for learning (presentation and testing of knowledge), therefore the participants develop their abilities and build active their knowledge. The facility with which a student manages to accumulate knowledge, the prepare level by which he obtains about this process and the time necessary characterises the quality of this system. Over there by the simple representation of knowledge, in e-learning systems, the top research at international level are focused especially by psycho-pedagogic factors. In this context we propose take into account of individual particularities: previous knowledge, learning style, needs and motivation. On the basis of those attributes can develop an adaptive educational content, which starting to users traits, builds a particular learning model, which is efficient and it has at found the motivation.

The elements which must contain a web support page from e-learning are: *information about course and instructor*, which include dates about the themes which will be covered through courses, the physic or virtual meetings syllabus between the participants of course; *elements by internal communication*, which offers access at e-mail, focus groups, formularies by which the students offer biographic dates or about the problems which they meet in the educational process; *information about homework and exams*, which include the online exams distributed for to be completed and taught, problems solutions, examples, etc.; *course materials*, which are online accessible texts or through folders by server; *animations demonstrations*, audio and video elements, which are much more complexes and necessity as all the students to have access at performer computers; *supplementary materials*, in electronic format, which to complete the information offer by the course support: papers, research studies, monographs, scientific reports etc. Additionally, must to exist links with others web locations with information by same domain, others web pages course support existed by Internet, virtual libraries etc. Therefore the educational material is accessible by Internet, by a platform named e-learning. The individual who wish to learn by a thus platform, comes by a specialised site, register him with the personals dates and he becomes user. The ulterior access makes in the basis of a user name and a password.

In 26 February 2010, UBB launched an e-learning platform by 1, 56 millions euros value. The project objective is the development of one e-learning portal which assures a higher degree of educational cooperation, through IT instruments, with the Romanian academics institutions and by all the world and to facilitate the access at information and technologic support by last hour in the view of efficiency of education process of all the UBB students. This project represents a new step in the faculties informing through the creation of one e-learning platform.

The e-learning portal which will be implemented at „Babeş-Bolyai” University for 1, 5 millions euro it will addresses at 40.000 users and it will the biggest by this type in Romania, show the representatives of company which structure him, Net Brinel.



“It is for the first date in a Romanian university when are integrated by Microsoft platform both the educational content – the support for courses – and the services offered by university, as the management and the courses calendar, discussions lists, valuations and option polls, testing instruments, performance reports, integrations of educational functionalities and academic management by informatics systems which are”, said marketing director of Net Brinel.

“The education potential realized with the help of informatics means it is still adequate unexploited in Romania, we hope that this project to represent an example for others similar institutions”, declared in a press release the CEO Brinel, Marcel Borodi. Cumulative, the time for project surpasses 10.000 work hours, said this. The project involves Microsoft solutions – instant messenger, platform solution of portal, the integrated management of identity, backup, HP – servers, rack and storing, and Cisco – solution based by a routers systems and antivirus.

SEArCH Project – E-learning Adapted Systems using conceptual maps by framework of UTCN will be achieved in 36 months (October 2008-August 2011), in five steps. The principal objective of this project is the establishing of one methodology for the

development of adapted content in e-learning system and her valuation in experimental regime.

4. Results existents in present in the specialty literature as regards the faculties/universities sites utilization in the view to create educational add value

4.1. Causes of use faculties / universities sites for obtain the educational add value

The transformations tended to product him in accelerate manner in '90 years in certain world areas, especially in the Asiatic countries by Pacific zone and in North America, and it is possible more slow in Europe. This rhythm it is in change now. For example, in *Bologna Statement*, adopted in 1999 by education ministers of countries members and the countries associated of European Union, it is mentioned the necessity of increasing of European higher education competitively by global plan and the introduction of changes which have a similar effect. It is born the "Bologna Process", which it is a reformer process and pan European process, which must generate just in 2010 "the European Higher Education Space", so an unitary and competitive space by global plan.

Romania promised to takes part at the realisation of all objectives of program as regards The European Higher Education Space and she assumed her the obligation of terms established respect, the delaying of this process can generates by middle and long term distortions impossible to be recuperated

This much more with the contemporary higher education confronts him with transforms without precedent. They are generated by three factors:

- First is represented by **the information and communication technologies**. The annalists consider that those developments emphasise the start in "digital era" and in the information and knowledge affirmation as fundamentals sources of economical-social development. They contribute at globalisation extension. Those technologies effects in academic world are not much more profound. They started to be "virtual universities", which seem have not limits in the social time and space. The trans-frontiers universities, virtual or following the classic model of "academics campuses", multiplies with the apparition with the extension of privates universities for profit or non-profit. The information and communication technologies bring changes to in the classical managerial models of universities (for example, trough the establishing of new administration informatics systems), in the libraries and documentation centres organization, in the studies programs projection and application, in the research organization and use etc.
- Second factor is **the increase of higher education individual demand**. Lot of people, wish to obtain a higher education diploma. This aspect involves important changes in higher education "offer". As result of this pressure and diversification, in the lasts 30 years, in world, the students' numbers grown up with 300%, and the number of universities teachers trebled. Therefore, the higher education becomes the mass higher education, even if at begin he had selective. The education, in general and especially higher education, transformed in a veritable industry, reaching to have a similar visibility with the most powerful and moderns contemporaries industries (for example, the communication industry) and to replace the traditional industries existed in

XIX-XX centuries. It is true, that the educational services are fundamentals for the knowledge society and economy.

- Finally, the third factor gives the form of **higher education market**. The institutional diversification by public-private axe and the growth of individual demand for higher education generated the competition between the universities, and the extent of students' number of fees for educational services leded at the apparition of commerce with thus services. Therefore, The Commerce World Organization adopted, in the last decade of past century, the first international trait by regulation of services commerce (GATS), inclusive with educational services, in conditions by market liberalisation growing up. The universities and their "customers" – the students – operate now, to by the perspective of this trait, in conditions by market at national, regional (continental) and global plan.

4.2. Comparisons with others industries, countries, regions

The online education is in some measure, different by traditional education. About the computer access is solved, the individual who wish to study online must be inured to the Internet search, the e-mail, the attachments sending and receiving, texts processors.

The write is the principal method for communication in the online classes, trough the write will express the thoughts, will share the ideas and will put the questions. Then when the online student has need by help for understand the notions, this can put the questions at virtual colleagues and at tutor. The body language, generated by confusion, satisfaction can not be seen by colleagues or tutor than if it is used a web camera. The same as in the framework of a traditional school, the online student must reserve him an adequate time for study. While the online courses offer maximum flexibility being focused by user, they request auto discipline and good will to independent work.

It is evident that the traditional education do not lose never the prerogative of direct dialog between teacher and students, trough it is realised an optimum background for personality modelling, the pregnant competition sprit, but too the reciprocity of psychological support. The Internet offers new instruction opportunities, of whom it is not obligatory to give exclusivity.

More between the traditional academics institutions they bought or projected them own e-learning system, which is accessible not only of students registered at distance education sections, but too for students which are with frequency. The Internet, becomes more and more pregnant, an auxiliary of educative process by any domain.

The hypermedia technologies use is a pregnant characteristic of all e-learning systems. The intuitive imprint and the attraction add which it is offered of Web sites are not supplanted. In the last time can observes a big accent put by the multimedia open-source technologies selection thanks to very large public whom it is addressed to use the educational materials. The accessibility it is a major request for all which is published by Web and the use of one own technology limits the recipients' number by begin.

The XHTML+TIME and SMIL languages are adopted by much educational sites in the first place by the accessibility reason. XHTML+TIME solicits the popular Internet Explorer navigator, and SMIL – as recommended standard by Web Consortium – it is glad at the attention of lot implementations, which offer frees players, as RealPlayer, GriNS or the new Ambulant Open SMIL Player. The collectives of one research centres as INRIA (France) or CWI (Holland) adopted the SMIL language for realise of research reports under multimedia presentations form available by Web. Trough the facilities offered by two languages for creation of ones attractive materials by the educative domain – and not only – can be remember: the slides-shows realization; the conception of ones courses assisted by computer which incorporates voice, imagines, animation or other multimedia content; the presentation by one electronic commerce Web site, near the products name offered to sale, near the photos or ones videos-clips of those, which to have a dynamic apparition simultaneously with an adequate vocal presentation; the presentations temporizations therefore the slides to be rolled in sequential mode at time intervals established, changing certain proprieties then when they are focused; the control elements provided trough which can be launched or stopped musicals or videos parts; the demand television development (TV on demand) or TV Web; the conceptual art creation or info entertainment.

The members and associated countries of European Union, observing that the European higher education it is very little competitive comparison with the North American education, they are employed in radicals transforms, following the Bologna Statement objectives, adopted in 1999, Romania inclusive. The academic world of United Kingdom in present debates “the white book” of government, proposed in 2003 and named “The future of higher education”, and Austria, Denmark, Holland or Spain adopted in 2001 or 2002 laws which advance important changes in the managerial systems of universities.

The education ministers by European countries, meet at the Berlin Conference by 19 September 2003, reaffirmed the decision of their governments to realise the objectives of *European Higher Education Space* program. This program has the role to contribute at the realisation of principal objective of European Union, that to do by Europe “the most competitive and dynamic economy founded by knowledge by world, which it is capable by a sustainable economic growth, which offers best jobs and a big social cohesion.” .

In Romania they are approximate 20 e-learning platforms. Each e-learning platform has courses, sections and domains offer. In countries as United States of America, Canada, the European Union countries, where the e-learning has already tradition, a student can completes the school educational offer registering at few virtual classes.

About an analyse of distance education in 11 regions (Canada, United States of America, Caraibes, Latin America, Europe, Africa, India, Korea, Australia, New Zeeland and the Pacific Isles), The Department for International Development by London, in 1999, made public, the following generals observations as regards the virtual education and the virtual institutions:

- The „virtual” mark is used in large sense and without discriminated in the entire world, interchanged with others terms as: open and at distance learning, distributed learning, learning in network, Web-based learning and learning trough computer. Much more, same

times the term is used as refer at the systems which combine TV technologies and interactive teleconferences in real time.

- In despite of more and more frequent use of the virtual term, they are very little examples by institutions which use the informatics and communication technologies for cover all the functions included in the virtual education definition. The most commons applications of new technologies are in the administration, prepare and the distribution of support materials and, there where are the possibility tutorial activities, in the form of interaction between student-student and student-teacher.

- Even if there are very little examples by virtual institutions in the real sense, the number of activities by this type, in all types and at all levels of instructive-educative organisations, publics or privates, it is considerable in all the parts of the world. Nobody doubles not that the informatics and communication technologies development will have a profound impact towards the access, the institutional activity and the teaching and learning process. .

- The virtual institutions development is in the experimental phase in the majority of countries, usually it is used the World Wide Web only as publishing environment, without to use the real potential of technologies. That is thanks to the importance absence which is accords of teachers prepare and perfection.

- They are remarkable few examples (Korea) by transforms which can take place then when it is developed a clear vision for a educational system and his implementation is sustained by the decision factors.

- The virtual institutions emergence it is in direct correlation with the development and the access at the informatics and communication technologies infrastructure. The major part of socio-economics and geographic differences result from this access and he constitutes the critic point of distance education because the absence of access disadvantages more and more the aptitudes and knowledge acquisition. In despite of this evident direct correlation, it is observes that the development strategic plans of informatics and communication technologies infrastructure consider not the applicability in education.

- In general, it is consider that we will be the witnesses of development a relative little number by internationals institutions which dominate the educational market trough vast networks by distribution and strategic partnerships. Anyway, at this stage of virtual institutions evolution, this observation is much more rhetoric than real.

- The cost reduction it is frequent cited as objective for the introduction of new informatics technologies in the education and former institutions, but the valid dates in the costs problems are insufficient.

5. Conclusions

In essence, e-learning offers the efficient access at information and most new knowledge, at new and efficient teaching, learning and knowledge valuation methods, instruction and continuous former. In this sense, e-learning it is too an alternative at the permanent education in the today or tomorrow *computers society*.

The specifics particularities of e-learning technologies give new dimensions in education which can be complementary or alternatives face to traditional method of educational

domain. These particularities offer the possibility of organization *online education* by subjects or themes while the traditional education it is organised by groups/ages classes.

The teaching-learning-examination process has new dimensions and characteristics through the e-learning technologies using. The education system by our country it is in directly manner involved in the informational society construction.

The socials and demographics changes guide the education direct to men groups which they are much old. The organisations and training providers must to valuate the target and the procedure manner. The group who registers the biggest growth and who shows the big interest for this type of education it is the students group part-time with the age more 25 years old. This new type of group by “adults’ students” is interesting by information, in principal because they have multiples chances to advance in career. In the same time they can obtain an increasing salary. These represent the ideals candidates for universities or for speciality classes’ providers. The reduction of birth rate and the population aging require an objective valuation of real needs for the men groups training with an advanced age.

The universities, having a formed target are the higher education institutions which can benefit by the advantage of e-learning concept trough:

- Asynchronic learning – permits of students to decide the learning rhythm;
- Learning focused by student - permits of student a big control for learning programme;
- Multimedia integration – putting the technology in the job of new generations;
- Online exams – tests and exams which maximize the learning efficiency and the resources usage;
- Online libraries – concentrate in relevant manner the science in a single place trough links at global resources by Internet.

Completely confidence in a thus innovation will be only the exact establishing of the degree in which the goals are touched and the expectations are justified. In present, the efforts to clarify the e-learning domain in Romania are individuals’ efforts. All references at looked into studies they make at foreign sources. The theoretical base and the legislative sustenance for the Romanian e-learning solutions, go on same sinuous road, prolonged just in the last minute. The instruction for all life, the continuous former need-they are probably realities of certain developed countries and which they have more responsible persons which decided.

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