

The e-Learning – Between the Path to Modernity and Emergency Stairs

Levente Dimén

Center for Distance Education
1 Decembrie 1918 University of Alba
Iulia
Alba Iulia, Romania,
ldimen@uab.ro

Borşan Tudor

Dep. of Cadastre and Civil
Engineering
1 Decembrie 1918 University of Alba
Iulia
Alba Iulia, Romania,
tborsan@uab.ro

Abstract - In recent decades, our existence has been marked by amazing developments in science, especially in areas such as economy, technology, information and more. People all over the world are experiencing changes on an accelerated time, entailing radical changes. Thus, inevitably, daily activities must be brought into line with time requirements.

Education is also an area that should be adjusted in order to deal with rapid modernization of the society in which we live. Over time, it was found that the delivery mode and the content of traditional education, too is no longer suitable to meet current requirements. Thus, education providers (staff or institutions) had to switch to new more efficient ways of teaching the courses. In the society we are living, a society of information and knowledge, the courses have become today increasingly digital.

The present crisis that accompanies the COVID-19 pandemic has severely influenced our personal and professional experiences. Educational institutions and their actors have felt the impact of this crisis, through significant disorders at all levels of operation. For university education, the transfer from courses and seminars in the virtual environment proved to be more than a temporary challenge, it deeply affected the efficiency of activities, but this reality did not act as factor which weaken the motivation to preserve the quality of the educational act. Its demanding and unpredictable nature has been and continues to be a good opportunity to test and validate our resilient skills in conjunction with our ability to successfully adapt to new contexts. On the other hand, it is a test through which we can verify the usefulness of teaching experience and expertise.

Keywords—*e-learning, technology based education, instructional paradigm*

I. WHY E-LEARNING ?

Occurred after 1993, an e-Learning system is a type of distance education, a teaching-learning activity organized by an institution that provides materials in a logical order, sequential, to be treated by the receptors.

Nowadays, can be easily observed that the world is moving increasingly toward a paperless world. The society in which we are living is an information society. Thus, any economic, social and policy field is redefined under the impact of information and its technologies.

We see today how humanity is transformed into a computer society; IT and technical progress become the essential elements and without it no field can not arise, can not exist and develop.

Communications networks with high speed and wide area which facilitates links initially impossible to imagine,

causes significant changes in all areas of society; thus, whether is an economic, social, political, cultural or any other aspect, is re-sized by new technology. The best example is the Internet, with the help of it are removed barriers related to geographical distance, culture, mind. Any information from anywhere in the world can be accessed with a simple click.

This dynamic of science, technology and socio-economic development, laid the foundations of modern society, an information society. The changes mentioned influence the education field, too. It is difficult to be constantly ready to respond all the changes that we face it. One solution might be continuous training to acquire new and new knowledge. We already know that those young children who benefit from modern methods of instruction are much more evolved, most profound in what they think and what they do than those educated by traditional methods.

Education is required to prepare a human type, for a modern society, an informatics one. We ask ourselves if this is really possible through traditional means. Opinions are divided; on the one hand it is difficult to use primitive traditional means and methods, while the younger generation is keeping the step with the technology of our times - so the entire education system must be restyle according to specificity of each young people. But still this modern process of society educating has to accomplish the same objectives, which emphasizes the role of education in the life of any individual. Basically, the same traditional goals are now achieved by modern means.

An E-Learning System means all educational situations where are significantly used modern means of information technology. E-Learning System is considered to be a virtual institution. Generally, such an institution is involved in educational activities which promote their products (programs, curricula, courses) through communication technologies. A virtual institution can be found in every field, be it public or private, but at different levels of education: elementary, secondary, university, etc. A virtual institution is designed to facilitate teaching and learning without the direct involvement as a provider of educational programs

II. THE CHARACTERISTICS OF THE E-LEARNING PROCESS

Although internationally, the system develops rapidly, in our country the E-Learning and its development is very uncertain. There are many barriers or obstacles of this phenomenon development in our country; among the most important are:

- reluctance of the teachers for the new system implementation;
- maintaining and using traditional methods of teaching and learning;
- conventional thinking of many users, of this system, which in terms of traditional culture in which they have developed, are reluctant.

In Romania, this new form of education is proposed at the national level than in the higher cycles of faculty and master. No matter how much the prestigious institutions of our country exert to develop at national level the program, launching attractive offers in online education, can not speak about a rising of this segment in education market.

The important aspect of E-Learning system is that in addition to eliminating obstacles of spatial order, provide study opportunities for broad social categories without interrupting their work. This is the main argument for the system is especially viable for higher learning cycles. It is not yet possible to speak of implementing such a system at primary and secondary cycles. This would lead to the decline of the Romanian educational system. Can not be implemented an educational system at primary school because here is established the foundations of education and learning system. At most, can speak of a bimodal system consisting of traditional (classical) and modern methods.

E-Learning system gathers all the other features of traditional education rolled into one concept. This E-Learning System includes everything in one system and traditional teaching: content, planning, specific, methodology, interaction, support and evaluation. Practical, E-Learning system is a new way of looking at learning process, a way in which the basic elements remain the same, the traditional ones, but it change the means of acquiring knowledge.

The main feature of e-Learning system is interactivity, an important feature of modern online programs offered by the increasing importance of student involvement. With the evolution of these online systems, many individuals have appeared who claim that the lack of interaction leads to lower their effectiveness. However, online programs, especially those relating to on-line masters, gain more and more ground due to the benefits provided to their students, in the context of modern society, a society where everything is computerized.

In the concept of some authors, an E-learning process represent, providing education, training or education by electronic means. E-learning system is simply a new clothing of education process. Practical, the elements, the objectives remain the same but the means of acquiring knowledge changes. The Internet is the launch pad for E-learning. Lifelong learning acquires new dimensions, achievable with E-learning software platform. Analyzing even the term "E-Learning" we highlight four key features present in the prefix of "exploration, experience, commitment, ease of use.

E-learning means:

- learning through the Internet;
- learn quickly at low cost;;
- free access to education for all participants;

- use information technology to form and manage learning

Through E-Learning, each student is able to form the learning mode in its own style. Thus, it can store the materials, courses hearing being able to be performed continuously or gradually, depending on the time available, the student having total control over its information.

The E-Learning system gathers all the other features of traditional education rolled into one concept. Thus the E-Learning system gathers all that a traditional teaching system contains: content, planning, specific, methodology, interaction, support and evaluation.

Practical, the E-Learning system is a new way of looking at the learning process, a way in which the basic elements remains the same, the traditional ones, but the means of acquiring knowledge is changing.

III. ADVANTAGES AND LIMITATIONS OF E-LEARNING.

With reference to the traditional model we can highlight some major advantages of online education. First using the Internet all resources can be accessed as quickly as possible, anywhere.

With E-Learning systems audience is increased and students who are not present in the mainstream may also participate at the course. Although distances between educational institutions and users of these E-learning systems are high, with modern technologies such courses are interactive, a real-time student can intervene can support formative and objective assessments.

Through e-learning each student can improve his learning a style in his own way. Thus the student can store materials, examination courses and could be taken continuously or gradually student having its control over his information

Through E-Learning system it is allocated a much lower time to follow their studies, thus, providing students the opportunity to continue their activities, so they offer greater flexibility, flexibility that is not offered by mainstream where the presence is necessary at well defined moments in time during the conduct of business.

The cost of an online system is another advantage. Although it is not much different than a traditional system, an online system is more beneficial for the client, for racing, because while endorsing knowledge he is able to continue working and he is not obliged to give up some financial services. At the same time less and indirect costs incurred by the presence in the university campus are decreasing. For the concept of cost to be indeed a benefit of these systems requires that when determining the price of such a system to take into account the price of the substitute products, more exactly the price of traditional education services

E-Learning System is now becoming more than a new type of education, it is a business solution, a successful option for institutions offering such courses. In this context it becomes more important the operation to establish the price of services offered by this system. Thus it should be well thought-out the strategy to be adopted to attract students.

Being new product the educational institutions may adopt "high price strategy". This strategy is used when launching a new product on the market. But given the fact that a new product is associated mostly with a degree of consumer confidence, as the market develops such a strategy fails if it doesn't have a reasonable quality- price rapport.

Another pricing strategy that can be adopted in these systems is the "price down strategy" which consists in setting low prices in order to gain a dominant market position. For E-Learning such a price strategy will be successful in a market, taking into account only the purchasing power of potential consumers. In a market such product has a high complexity and its quality is difficult to assess objectively.

In E-Learning, the price of such a system is not designed expressly for the company's immediate financial resources, but it is an instrument on which and the other its own market is based. Thus the product complexity and the high level of commitment that it requires from the consumer require to be given more attention to price for establishing strategies for the institutions that use these systems.

Regarding the evaluation system, E-Learning presents and on this issues a number of advantages. Thus the owner of the course is much advantaged in terms of assessment, he does not have to prepare materials for the large number of students, such holder being prepared to support anyone who can access anytime. Like any new product on the market, E-Learning has some limits

First biggest difficulty relates to the high costs of developing the system. Everyone knows how hard it is to support such a large computer system, they include all technology expenses, charges for transmission network information, maintenance of equipment, materials and production expenses needed to develop the network

Another disadvantage would be the difficulty of implementing this system; increased efforts are required of students, teachers but also brokers, those who provide technical support and the administrative staff. In addition to these continued efforts of staff directly involved in implementing this system, it also contains those related to community belief of that system efficiency. This will not be easy because it's hard to fight against traditional mentality.

Early school drop-out includes him among the limits of e-Learning. Although not present in the same proportion as in traditional education, school drop-out phenomenon exists also for distance education, so students must be highly motivated to participate in this form of education.

Another disadvantage of this system would be that all these focuses on the system and not on the student, so every student should know the field of computers.

For all these limits to be exceeded, we need a clear strategy devised to overcome these things.

These strategies should take into account the overall needs assessment of hardware, software required to implement this system, visits to institutions using such systems must be enhanced - so said to be an assessment of national infrastructure. This is the main reason why online programs are distributed only to paid places.

The most important element to transform the limits of E-learning into objectives should be consulting experienced instructors who work with such online education systems, especially related to consulting learners and

employers views in order to co-opt a graduate course on-line. In Romania these concepts still exist. For now it is quite difficult for an employer to accept a graduate of the education system without any bias.

In case of e-learning system, there is no question about its survival but rather its long-term development of the business. Being a new market product, this must answer at logical objectives like high market share, consumer inveiglement of competitive products and other objectives like these.

IV. ONLINE EDUCATION - A RECONCEPTUALIZATION OF TEACHING STRATEGY

Prolongation of the COVID-19 crisis forces us to reconsider how we approach the teaching and the assessment of students. In order not to compromise the quality of the educational act, in this period, we need an a reconceptualization of the teaching-learning-evaluation activities. In this new context is expected the development and implementation of new teaching strategy. It will capitalize the strengths and good practices extracted from classical teaching, which will be adapted to the constraints of online education.

The increasing use of information technology forces us to specify the effective delivery of teaching sequences, which can be synchronous and asynchronous, respectively, so that online education is based on instructional plans that encompass four key components and require a well-established order of stages of elaboration. Here are the ones:

Identifying objectives;
Construction of evaluation tasks;
Planning learning tasks and staging contents;
Determining the delivery method: synchronous / asynchronous.

Asynchronous teaching activities - are teaching activities that support and strengthen the main advantage of online education, namely its flexible nature. The activities do not take place in real time, and the students do not access the transmitted / posted materials at the same time. Instead, they can browse the contents and solve work tasks in a truly flexible way, when their own schedule allows. More and more importantly, the asynchronous activities allow students to go through the content of the course at their own pace, while benefiting from an authentic guidance and feedback provided by the teacher.

Teaching activities carried out synchronously - are teaching sequences in which the interaction with and between students occurs in real time. It is one of the most common options when a teacher decides to make the transition to online courses. The teacher and students interact in real time, the teacher can send messages both verbally and nonverbally, can receive (at least in part) the nonverbal feedback of students and can adapt their teaching according to it, do it is possible to create a real learning community faster.

Interactivity is the key concept that defines the social-constructivist paradigm in education and, implicitly, it represents the guarantee of the correct implementation of a student-centered teaching-learning process. Active learning

theories emphasize the role that interaction with content and social interactions play in the construction of knowledge. Below we formulate some recommendations regarding the favoring of the two types of interactions.

In technology-mediated teaching, the teacher can use a series of strategies to organize the contents so as to facilitate the priority allocation by students of their cognitive resources in the direction of content processing and employment.

Recommendations for enhancing content interactions

In technology-mediated teaching, the teacher can use a series of interactive strategies to (re) organize the contents. The objective of this approach is to increase the clarity and intuitive nature of the supporting materials so that the resulting new organization facilitates in-depth learning, but also easy transfer to professional skills. The organization of the content is much easier if we organize in advance the workspace that the platform offers us.

Is important to organize the content into logical units or modules that have a certain degree of autonomy. Each module should be structured around a major theme that contains the relevant instructional objectives you are targeting, as well as the learning materials and activities associated with this content. The modules can be sorted chronologically or by content.

It is recommended that each module include:

- Module identification information: module number / week to be completed / start-end date / topic name.
- Module presentation: brief presentation of the module content and its connection with the other modules / presentation of the module objectives.
- Learning and assessment activities: work tasks assigned to students including their deadlines.
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V. CONCLUSIONS

Online education involves a deliberate effort on the part of the teacher to stimulate three types of interactions. They take the form of the students' interaction with the support materials, the interaction you have with the students, respectively the interactions between the students. Their share during the delivery of disciplinary content is variable. In the context of classical teaching, face to face, these

interactions often occur spontaneously, instead, for online teaching, they require intentionality and planning. Interaction with others is a key component of the human being's ability to learn new things. Therefore, building communities and supporting collaboration are essential for promoting learning.

The efficiency of the online educational is primarily determined by the quality of the instructional paradigm used in the educational process. Regardless of the way in which we decide to deliver the informational contents, if we want an efficient technology based learning we will have to assume, first of all, a certain psycho-pedagogical conceptualization of the teaching-learning process. According to the latest reviews on the literature, the teaching-learning process (regardless of the means / method of implementation) is best based on the social-constructivist paradigm. According to her, the student is the one who, assisted correctly and constantly by the teacher, builds his own baggage of knowledge and skills.

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