

THE IMPACT OF DIGITAL ECONOMY IN EDUCATIONAL MANAGEMENT AREA

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Abstract

The Learning Space knowledge management system, offers a wide range of possibilities on how to gather, store, exchange and restructure participants' collective knowledge. The advancement of information and communication technologies, offers the training sector the promise that the latest generation of network applications will induce qualitative changes in education and training. The restructuring of the traditional forms of education reverse the direction of social movements: it is not the student that goes to the school, but rather the school that approaches the student. Within this co-operative learning procedure, all projects and project outcomes can be documented and made publicly accessible, discussions can be summarized, and literature and link lists, as well as collective search, learning and composition process of the background materials become available.

Key words: money, price, strategic objective, system management, demand

INTRODUCTION

The major changes in the last years – the exponential increase of mobile communications and the number of the Internet users, the contribution of TIC sector (technologies of information and communications) at economic increase and at job creation, restructuring of the companies and business in general in order to benefit efficiently from the new technologies, the accelerated development of electronic commerce – support transition from industrial to post – industrial era.

Widely using of informational technologies and communications as well as the progress towards the Informational Society, assures the economic increase in conditions of maximum protection of the environment, accelerating reducing of physical consumption in the favour of information valorizing and knowledge, displacement of the center of weight from investments in fixed means to investments inhuman capital. In this way the Informational Society integrates the **objectives of sustainable development**, based on social justice and equal chances, freedom, cultural diversity and innovative development, ecologic protection, restructuring of industry and business environment.

The new digital technologies make the access, storage and transmission easier and more available. Having the digital information at disposal, this may be transformed in new economic and social values, creating huge opportunities for developing new goods and services. The information becomes the key-source for **digital economy**. This notion refers especially to present transformations of education activities as a result of using the digital technologies, which assures the access, processing and storage of information in an easier and cheaper manner. The new economy is characterized through intensifying of enframing of knowledge within the new goods and services, increasing the importance of learning and innovation of globalization and sustainable development. The huge bulk of information changes the operational way of markets, making the restructuring of markets and the advent of new opportunities possible through the creation of value through exploiting the available information [1].

Building the new pattern of society raises major social and political problems – both at national scale and international – of attenuation of **digital divide** phenomenon

(removing from benefits the new technologies of some social categories and of some regions/ geographical areas) and of social cohesion, of preservation and promotion of culture specific to each nations and local community, of protection towards the citizen and consumer. Settlement of these issues can be done only through a wide dialogue among the governmental authorities, the representatives of the business environment, of academic environment and the civil society.

The government and its institutions have the role to stimulate, lead and control this transition process towards the Informational Society through concrete programs and through initiating a new background of specific regulations. In this aim, both the national priorities of development on medium and long term and the adhesion objectives at Euro Atlantic structures have to be taken into consideration. The action program of European Union **eEurope – An Informational Society for Everybody** constitutes an important background of orientation [4].

The strategy of formation and reformation of human resources constitutes the departure of economic and social modernizing policies of Romania. The educational policies promoted by Romanian Government have as a main objective the education itself, with the implication of the principal actors of academic process.

Investment in education and people training is the most profitable for a society's developing on long term. That is why the institutions of education and learning, as well as those of scientific research are regarded as strategic institutions for the national destiny.

The governing program starts from the idea that our performances will be determined first by the competence and people's training, by their manner of working, by the capability of institutional structures of valorizing efficiently this potential [2].

The education is the strategic factor of perspective development and it concerns the multidimensional and anticipative shaping of the human factor.

The changes in the educational system will have effects in all the components of

society, being the deciding key factor for passing to a new kind of society.

Designing their future with clearness and audacity call people to study permanently to study to improve their living condition.

In order to subscribe to the new horizon of post-industrial civilization, Romania has to reactivate its creative potential, the intellectual force and moral resources of society, its desire to state itself and the spirit of initiative of youth, the educational system and the other qualities of the human factor.

The governing program in this area is focused upon the following decisive factors: basic education for everybody, self-perfection capability of the educational system, higher education and scientific research, permanent education in an educational society.

In such a perspective, education and scientific research are not considered *consumption* institutions, but factors for multiplication and development of resources.

Through the complexity of the phenomenon implied by informational society's development, the phenomena that have to be understood and managed, through the necessity of building a new culture of knowledge and learning in the conditions of utilizing the new technologies and research-development, active participation of academic community (research institutes, education and culture) becomes also essential [3].

Designated financing for using informatics in education until now and for the next period are low enough, comparatively to the budgets of most of the European countries, in such conditions in which **13,5% of the high school pupils have access at a computer only at school**, in conformity with a study performed by the Center of Development and Innovation in Education.

Far of being a happy situation, it is not sad either – the emphasize on infrastructure in the period 2001-2005 starts to flourish and constitutes a solid base for the next steps of MEC, that should take into account the pupils' performance and the efficient teachers' using of computer in teaching. Acquiring by the teachers of a new technology, computer using for teaching and learning, as well as framing the educational

soft are processes at the beginning, that have to be sustained and prompted in the extent they constitute premises for organizing a step focused on pupil.

Education system is appreciated by the government as a national priority that has to enjoy a special attention in the policy of long-term development.

With the aim of its rallying at the contemporary requirements some measures have to be taken:

- ❑ Strengthen of the school role as a main institution of education and learning;
- ❑ Acquiring the informatics language. This program, which refers to population's teaching to read and write, represents the gateway to the tomorrow's world civilization. A minimal program is taking already place on the basis of which in a few years, each school will be equipped with computers and Internet access and with the necessary base for this kind of learning. During 2001-2005, 750,000 of computers have been acquired;
- ❑ Assuring the proper conditions for learning and fluent speaking two foreign international languages, especially by young people. This condition is vital for an efficient communication nowadays and the access to information;
- ❑ Thoroughly acquiring the necessary techniques for using the computer, that have become compelling components of the social life and contemporary development, especially at the top sectors of informational society;
- ❑ Studying thoroughly the Romanian language, history and civilization as fundamental elements for preserving the national identity within the context of our European integration and globalization, major characteristics of contemporary processes [5].

A certainty has become the fact that the step for information depends on many variables within the educational institutional environment – conservative on the one hand and a complex organizational culture on the other.

Different high schools and universities have different experiences concerning equipping with computers and educational software, depending on firstly by the attitude,

opening and interest manifested toward the process by the managers of the respective institution. Besides a small ratio of high schools that effectively refused to use the laboratories brought by MEC, the biology, physics, chemistry etc. classes taking place in AEL laboratories, using electronic lessons have become a usual thing in our high schools. This thing has to be regarded as participating in a usual dynamics of educational system, future oriented. Not only some pupils' performance at informatics contests have to make us happy, but also the fact that the new generations will be prepared to live in an informational global society.

Due to the facilitating access at information during the entire life, the computer becomes a instrument necessary to each citizen of informational society we live in. the access to a job depends more and more on the level of competence demonstrated in the work with computer. The children who have not access to a computer and cannot use it will become marginalized in tomorrow society – a society based on knowledge.

MATERIAL AND METHOD

E-learning is a kind of education which takes place through the Internet. The learning solutions based on the Internet become more and more popular, offering more rapid results at low prices, a large access at learning and a clear accountability for all the participants at learning process.

E-learning supposes using the informational technologies and communications and the environments to deliver the educational materials and for improving the processes of learning, acquisition of knowledge and habits and assessment of pupils and students. E-learning includes:

- ❑ Research concerning the using of Internet (World Wide Web, WWW), electronic libraries and online data base;
- ❑ Materials for interactive learning (sometimes multimedia) simulations included;
- ❑ Group learning activities (electronic conferences, chat in real time or discussions through electronic mail;
- ❑ Classes or discussions through video conference;
- ❑ Management of online classes.

In the present dynamic culture, the organizations which implement the Web learning give, the participants within the knowledge act, the possibility of valorizing the change to their advantage. Internet learning assures the responsibility, accessibility and opportunity. It allows the students and the organizations to keep the pace with worldwide economy, which is evolving now with the Internet speed [6].

E-learning is the solution of learning and communication problems arisen by digital economy. E-learning refers to Internet assisted learning. The process has begun being used in learning departments of the companies, schools and universities, as supplement in traditional teaching methods. The systems of e-learning may also improve the traditional learning materials as for example the discussions in the classrooms, textbooks, CD-s, computer learning apart from the Internet.

RESULTS AND DISCUSSION

Realizing an efficient and attractive Web site suppose passing through the following stages [7] :

a) Planning

Planning represents the process through which we try to define clearly the reasons for which we want to realize a web site, what means we have at hand, who is the target-audience, etc.

The aspects we have to take into account when we plan a web site are: aim audience, access, contents, copyright, special effects and feedback.

When we make the plan for a web site we should remember that each web page has to have a clear objective. This has to be in conformity with the final aim and the chosen general theme.

Many web-designers use different special effects to confer a spectacular feature to the realized pages. For the most used we can enumerate animated images, scrolling marquees, blink texts, Java applets, Java-scripts, shockwave animations, Flash, Active X, etc. Scrolling marquees (defiling texts), though at first sight the defiling texts from one side to another seem interesting, are not

recommended to be used on a web site. So far the main means of communications between learning units and pupils or students was through the agency of digital clipboard. However this means of communication did not offer an interaction opportunity between the two parts or feedback. Once the Internet spread an easy communication is possible. Improving the methods through which the users interact with a certain site is essential for creating a good site. Using feedback is also very important for increasing the number of visitors and with the aim they express their thoughts, suggestions and commentaries regarding a web site.

E-mail is the easier way to receive messages from readers and that is why it is compulsorily supplying the e-mail address on every page. On the other hand a web-master has to be able to answer in a short time in order to maintain a relationship of mutual trust.

b) Model Maker

Through model making of a page we understand the way the constitutive elements of a page are arranged: contents, graphics, links, navigation system, multimedia elements, etc.

Within the same process of model making the structure of the page will be analyzed. In order that all the information is presented in an attractive and original way a web page may be simple or divided into:

- Frames
- Simple tables
- Multiple or imbricate tables
- Combination of these elements

The way in which the component elements are arranged in a web page depends on everyone's imagination and common sense. It is desirable to leave a good first impression with the first page. It has to be very attractive and interesting and clearly present what the rest of the site includes.

Let us not forget that we have 15 seconds to capture the reader's attention. Generally speaking, the visitors do not want to be bombed with selling supplies for some goods and services. We have to offer them more and more useful information and articles.

When model making begins we have to take into account the following elements: the style of the pages, the component elements of a

web page, contents, graphics, links, navigation system, and multimedia system, the model of distribution on the page, frames and tables.

The visitors of a web site have to recognize without difficulty a certain style, a certain touch, which we have to imprint the pages, which means we have to find special characteristics, an ingenious arrangement for these pages. They have to be quite different and even to stand out in bold relief in the multitude of web sites. Consequently we have to keep a personalized style and at the same time unitary.

Using a unitary design has another major advantage: when we want to add a new page, we have already the general format so all we have to do is adding the contents. In this case we have to pay attention that the model making of the page should range naturally within the general way of presentation. This think may be solved through the style of writing, the way it is arranged in page and using of empty spaces.

We should not use a text written in only capital letters. This text is read more difficult, the reader will have the impression he is visually aggressed.

Also it is not advisable to use blink texts and scrolling marques.

It is also useful to try an attractive color for the text, but in this case we have to be sure that this color is in contrast sufficiently high with the background color. If the contrary happens, readability will be lower and the readers will be soon tired to navigate the pages of the site.

The web page does not have to look like a massive block text. The contents may be divided in paragraphs, each paragraph being separated from the others through empty spaces. In this way the text is easy to read without harming the eyes.

Graphics is used mainly to improve the aspect of a site and increasing its attractiveness. Images are also used for underlining a text or message transmitted by a web site. It is advisable that we include only useful images and really useful.

When the model making is realized, great attention should be given to hipper-links. They may be:

- Internal (towards other pages within the site)

- External (towards other site on Internet)
An interesting content and an easy navigation represents the two main components of a well-done site. Although, even the most attractive contents is not useful unless it stands out in bold relief by a clear and consistent navigation system

The **Menu** is a graphical representation or of text type of the contents and it is often incorporated within the general theme of the site. The main menu has to supply quick and direct hints at the sections and information available on a web site. It will be realized in a practical and attractive shape.

The usual location for placing the main menu is in the left side of the screen, but it also may be placed in the right side of the web page.

The sections of the menu will be denominated so that they assure a concise and suggestive description of the web pages that are going to be accessed.

c) **Programming**

After we have finished the model making stage, we have to transform all the information that we accumulated in a web page. In order to do that, we have to have installed a computer, our work instrument, used to visualize a web site, the browser. Afterwards we need more programs and utilities. A simple web page may be used using the HTML language. If we do not know this language, there is no problem. We can build a web page using HTML editors or we may look for sites where there are patterns of web pages. We still need a graphic editor, in order that we may realize the images we want to insert in the web pages.

d) **Publishing**

In this stage let us suppose that we have finished the effective realization of the page on our computer. We have to carry on and think about choosing a domain name for that site. The name has to be suggestive enough and symbolize our preoccupations. Then we should pick a host. As well as the domain name, we have to choose between choosing a free host or web host, in exchange for some further facilities.

Then the stage of FTP transfer follows between our computer and web hosting we have chosen. If we have used an HTML editor (for example Microsoft Front Page or Macromedia Dream weaver), we have the

possibility to use the options of closed files transfer included in these programs.

After we have transferred the files, the final checking options are compulsorily and valid HTML. We have to make clear the fact that checking the web pages may be done also as intermediate stages during realizing the web site.

Finally if we want that the readers come back to visit the site we have to renew it periodically.

e) **Site Promotion**

In order that the site should be visited by more and more readers, we have to start a promotion campaign. Not even the best realized web site cost a thing, unless it is brought to the readers' notice.

We create a database that includes our promotion activities. For example for promotion with the help of drivers we make a table to include the following information:

- The name of the driver;
- Registration date;
- Necessary time for date registering;
- Key words;
- The code, which testify that the site was registered.

After we have filled in registration form of the site, we have to wait a few days or weeks (depending on the chosen driver) until the site will be registered.

CONCLUSIONS

Promoting a web site is a complex and lasting action, but the learning technology improves both the efficiency and effectiveness of the education process. The learning technician combines projecting of the documents delivered on the Internet (web), programming and designing for learning in order to realize teaching-learning materials delivered online.

We may certainly state that the Internet and the way to use it, the way different kinds of information are displayed through it, already does not have a secondary role in pupils and students' everyday life, but most important these elements of digital world have become irreplaceable.

Through our endeavor we have brought some examples, which shows the efficiency of using the Internet, by demonstrating the

wide possibilities of E-learning, that it seems it had an unexpected impetus upon the contemporary society. It is already known how many people have access, utilize and retransmit thus the information [8].

Throwing a useful light upon the educational sites allows solving two problems that are in front of their owners: attracting the visitors on server as well as belated attraction repeatedly. The initial server visiting depends on the group of servers that manage the traffic, due to which the visitor has the possibility of learning about the server. Nonetheless the belated success may be a fact in case of great bulk of repeated visits that take place as a consequence of the capacity of the server to accomplish the functions in the second group, that is carrying out some services qualitatively superior or fulfillment of other wishes for the visitors.

As you can notice, creating a site implies a serious attitude and often not very cheap in order to assure the launching of a qualitative site successful with the visitors.

We hope that this paper manage to demonstrate how important the presented problem is, what impetus it had upon the contemporary world and the most important of all, and how these elements can be used in our own interest, in education of the individual as a human being.

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