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SMART 2014

Social Media in Academia: Research and Teaching

International conference

Romania, Timișoara, September 19-21, 2014

<http://smart2014.edusoft.ro>

BOOKS

of

ABSTRACTS

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Social Media in Academia: Research and Teaching provides relevant theoretical frameworks and the latest research on social media the challenges in the educational context. Our conference is essential for professionals aiming to improve their understanding of social media at different levels of education as well as researchers in the fields of e-learning, educational science and information and communication sciences and much more.

With the emergence/increased use of social media tools, a large number of higher education institutions are embracing this new ecology of information offered by social media. More and more colleges and universities from all over the world are transitioning from traditional teaching/learning towards social media teaching/learning, widening their curriculum landscape beyond technology by integrating different forms of social media, like social networks, microblogs, or cloud computing. However, in this era of fundamental changes in education brought by virtual worlds and augmented reality, dominated by mobile devices and applications, it is necessary to rethink the academic work environments based on social media tools and applications like Facebook, Twitter or YouTube, in accordance with the learning needs, skills, and competencies of students.

Topics

Recommended topics include, but are not limited to, the following:

- Academic applications for podcasting
- Academic events through social-media (Eventful, The Hotlist, Meetup.com, Upcoming, Eventseer, AllConferences)
- Analytics for social media
- Budgeting for social media in academic organizations
- Case studies for successful social media commuting and presenting
- Communication, both internal and external.
- Diagramming and visual collaboration in educational institutions
- Document Managing and Editing Tools: Docs.com, Dropbox.com, Google Docs, Syncplicity
- Executive and employee social media education and training.
- How do universities deal with social media obstacles/shortcomings
- Impact of social media on the quality of the didactic process
- Integrating social media and traditional media within the academic environment
- Livecasting for education
- Location-based social networks (Facebook places, Foursquare, Geolqi, Google Latitude, Gowalla, The Hotlist)
- Mobile social media and mobile teaching/learning
- Personal Learning Environments
- Photography and art sharing (deviantArt, Flickr, Photobucket, Picasa, SmugMug, Zoomr) and the new education
- Research in Social Media: journals, books, conferences, events
- Social bookmarking (or social tagging): CiteULike, Delicious, Diigo, Google Reader, StumbleUpon, folkd
- Social media tools for schools and universities
- Social networking used in the new academic environment (ASmallWorld, Bebo, Cyworld, Diaspora, Facebook, Google+, Hi5, Hyves, IRC, LinkedIn, MySpace, Ning, Orkut, Plaxo, Tagged, Tuenti, XING, Yammer)
- Social news: Digg, Mixx, Social i my2i, Newsvine, NowPublic, Reddit

- Teaching through presentation sharing (Prezi, scribd, SlideShare)
- The use of Content Management Systems for education (Drupal, Joomla, Plone, Siteforum, Wordpress)
- The advertising of universities using social media
- Using blogs (Blogger, Drupal, LiveJournal, Open Diary, WordPress, Xanga) for educational purposes
- Using microblogging (Google Buzz, Identi.ca, Twitter) for communicating academic events
- Using video sharing for education (Dailymotion, Metacafe, Nico Nico Douga, Openfilm, sevenload, Viddler, Vimeo, YouTube)
- Using wikis (PBworks, Wetpaint, Wikia, Wikimedia, Wikispaces) in Science Classes

Location

Timisoara is the county seat of Timis and the most important city in western Romania. It is located in the Banat Plain, on the Bega River. Its territory covers 136 km² and lies at 45 deg 47 min latitude North and 21deg 15 min longitude East. There are 334,081 inhabitants in Timisoara (over 450,000 with the residents). The town was first mentioned in a donation act issued by King Andrei II in 1212. It developed during the Dynasty of Anjou, when Carol Robert built a palace that was replaced by the Huniade Castle later. Timisoara is rich in cultural and artistic traditions, especially in the theatrical and musical fields. The open-mindedness of the people in Timisoara, the peculiar town planning (Romanian tradition combined with Austrian and modern elements), the interesting mixture of cultures (Romanian, Serbian, Hungarian, German), the great material production, the quality of the services and the upstanding cultural life make Timisoara a city worthy of European standards.

(in alphabetical order)

Chair

- Bogdan Patrut, Vasile Alecsandri University of Bacau, Romania
- Carmen Holotescu, University Politehnica Timisoara, Romania
- Diana Andone, University Politehnica Timisoara, Romania
- Gabriela Grosseck, West University of Timisoara, Romania



Bogdan PATRUT is an Associate Professor in Computer Science at „Vasile Alecsandri” University of Bacau, Romania, with a Ph.D in computer science and a Ph.D in accounting. His domains of interest/research are in multi-agent systems and computer science. He has published and edited more than 25 books on programming, algorithms, artificial intelligence, and interactive education. He is also the editor-in-chief of BRAIN: Broad Research in Artificial Intelligence and Neuroscience.



Diana ANDONE is the Director of the eLearning Center responsible for planning and implementing eLearning. She runs the team who developed and assure daily integration of the university award winning Virtual Campus CVUPT. She is also lecturer at the „Politehnica” University of Timisoara, Romania, in the area of multimedia and web technologies. She is passionate about the ubiquitous access to technologies and how they can be used to improve people’s life.

Diana Andone holds a PhD in Designing eLearning Spaces for Digital Students with University of Brighton, UK, an MA in European Studies, an „Learning about Open Learning”, postgraduate distance education course at the Herriott-Watt University, Edinburgh, UK; an MSc in Artificial Intelligence at the „Politehnica” University of Timisoara, Romania. She attended different specialisations in universities in UK, France, Finland, Greece, Germany. Since 1998 she teaches course modules in universities from UK, France, Finland, Italy and Greece. \

The publication list comprises 9 books and 82 papers presented at international conferences, she is reviewer for 12 International Conferences, 4 journals, 6 best paper awards at different conferences and since 2010 Co-chair at the IADIS WWW/Internet International Conference. In the last years she was involved in 21 EU funded projects. In 2012 she received the EDEN Fellow Title (European Distance and E-Learning Network). She is also involved extensively in several professional organisations and associations as well as acting in the Board of local Romanian NGOs (Pentru Voi Foundation) and a member of Rotary International.



Carmen HOLOTESCU teaches for Politehnica University of Timisoara, Romania, having a large experience in using Social Media / Web2.0 technologies in education and collaboration. She has participated in many European projects, and has written papers and books/ebooks related to eLearning, Web2.0 technologies, teacher training. Carmen Holotescu is also the Director of Timsoft, a company specialized in eLearning and mobile applications, and a certified online

instructor for University of Maryland University College, USA.



Gabriela GROSSECK is Associate Professor in the Department of Psychology at the West University of Timisoara, Romania. She has particular expertise in ICT in education (teaching, learning and researching), a solid experience in students'/teachers' training both f2f and online environments. For almost a decade she was an editor-in-chief of Romanian Journal of Social Informatics. An author of many articles in the field of e-learning 2.0, a speaker at different international events, workshop organizer and member of editorial committees (journals and conferences), her research interests cover main aspects of Web 2.0 tools and technologies in higher education, collaborative aspects and proper use of social media (by teachers, students, researchers, policy makers and other educational actors).

Scientific committee

- Ana Adi, Bournemouth University, UK
- Bogdan Patrut, Vasile Alecsandri University of Bacau, Romania
- Carmen Holotescu, University Politehnica Timisoara, Romania
- Charlotte Holland, Dublin City University, Ireland
- Diana Andone, University Politehnica Timisoara, Romania
- Gabriela Grosseck, West University of Timisoara, Romania
- Ilona Buchem, Beuth University of Applied Sciences Berlin
- Ilya Levin, Tel-Aviv University, Israel
- Jonathan Bishop, Swansea University, United Kingdom
- Laura Malita, West University of Timisoara, Romania
- Luciana Duranti, The University of British Columbia, Vancouver, Canada
- Malinka Ivanova, Technical University Sofia, Bulgaria
- Mar Camacho, University Rovira i Virgili, Tarragona-Catalonia, Spain
- Martin Ebner, Graz University of Technology, Austria
- Mercedes Fisher, Milwaukee Area Technical College
- Miikka Eriksson, University of Lapland, Finland
- Monica Patrut, Vasile Alecsandri University of Bacau, Romania
- Narelle Lemon, RMIT University, Melbourne, Australia
- Olena Goroshko, The National Technical University: Kharkiv Polytechnic Institute, Ukraine
- Sandra Hofhues, Hamburg University of Applied Sciences, Germany
- Sonia Pedro Sebastião, Technical University of Lisbon, Portugal & Center for Administration and Public Policies, Portugal
- Stefan-Trausan Matu, Bucharest "Politehnica" University & Research Institute for Artificial Intelligence "Mihai Drăgănescu", Romanian Academy, Romania
- Teodora Chicioareanu, Poitehnica University, Bucharest, Romania
- Vaclav Stetka, Charles University in Prague, Czech Republic
- Valentina Marinescu, University of Bucharest, Romania
- Viorel Guliciuc, Stefan cel Mare University of Suceava, Romania

Organizing committee

- Bogdan Patrut, EduSoft & Vasile Alecsandri University of Bacau, Romania
- Carmen Holotescu, University "Politehnica" Timisoara, Romania
- Diana Andone, University "Politehnica" Timisoara, Romania
- Gabriela Grosseck, West University of Timisoara, Romania
- Ioan-Lucian Popa, Vasile Alecsandri University of Bacau, Romania
- Laura Malita, West University of Timisoara, Romania
- Monica Patrut, Vasile Alecsandri University of Bacau, Romania
- Valentin Tugui, IBS-TV Iasi, Romania

Keynote speakers



Dr. Vaclav STETKA
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Vaclav Stetka is Senior Researcher and Leader of the PolCoRe research group at the Institute of Communication Studies, Charles University in Prague. Between 2009 and 2013 he was Senior Research Fellow at the Department of Politics and International Relations, University of Oxford, where he worked on a project Me-dia and Democracy in Central and Eastern Europe. His research interests encompass political communication and the role of new media, transformation and democratization of media systems, media ownership and globalization.



Dr. Charlotte HOLLAND
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Dr. Charlotte Holland is Chair of Undergraduate Studies and lectures in technology in education, education for sustainable development and creative instructional design in the School of Education Studies at Dublin City University.

She promotes an interdisciplinary approach to educational practice and research, given the multi-disciplinary nature of her own educational pathway through higher education (with qualifications that include: B.Sc. in Applied Physics, Higher Diploma in Education, Masters in Computers, and a PhD focused on technology in education).

She held the Chair of the Institute of Educational Research in Ireland from 2010-2011. She continues to be very successful in attracting research funding at national and EU levels, and actively undertakes research, supervises doctoral research and publishes in the areas of technology-enabled learning, education for sustainability and values-based learning.

Her research interests more specifically include: Sustainable online learning communities, Learning 2.0, Science and citizenship education, and Metacognition in independent learning.

SOCIAL MEDIA AND CITIZEN PARTICIPATION: NEW CHALLENGES FOR RESEARCH

LEARNING ANALYTICS – EMPOWERING LEARNERS WITHIN HIGHER EDUCATION

The penetration of social media in everyday life has resulted in a corresponding growth in the availability of large data-sets, so called ‘Big Data’, emergent from tracking and/ or mining of user interactions in online settings. It is now possible to better support (and even predict) learner/s achievement through analysis of their interactions within online learning environments. Learning Analytics involves the measurement, collection, analysis and reporting of online data about learners and their contexts, for the purposes of understanding, adapting and optimizing the process of learning and/ or the environments in which it occurs. In the context of higher education, the analysis of this data has the potential to help us learn more about learners’ frames of reference, learning styles, preferred modes of learning and patterns of behavior in learning environments. This keynote presentation outlines the potential of learning analytics in empowering learners within higher education, and examines some of the key challenges of learning analytics (such as the ethical concerns surrounding access, usage and analysis of data gathered from online learners’ interactions).

POLITICAL COMMUNICATION AND SOCIAL MEDIA: REVOLUTION OR EVOLUTION?



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Tomaz Dezelan, PhD, is Assistant Professor of Political Science at the Faculty of Social Sciences at the University of Ljubljana in Slovenia, and a researcher at the Centre for Political Science Research at the same faculty. He is an associate researcher at the University of Edinburgh, School of Law, where he acts as a country expert for citizenship. His research interests include citizenship concepts, debates and regimes, new modes of governance, parliamentary cohesion, electoral studies, political marketing, youth, gender and civil society. He has authored or coauthored more than 20 peer-reviewed articles in international journals and sci-entific volumes and 7 scientific monographs. Past projects he worked on or coordinated were funded by the Slovenian research agency, the European Union's FP framework, European Science Foundation of the European Union, European Education, Audiovisual and Culture Executive Agency and various other national agencies.

Historically, political actors have differed in their motivations for the adoption and use of technological innovations. Technological innovations may have been introduced when there was a perception that the job would be 'cheaper and faster' with such innovations. Still, the reasons for the introduction of technological innovation tend to be much more prosaic, resting on the symbolic value of the significance of adopting new technology, since a variety of actors want to prove that they are modern, relevant, up-to-date, and in line with their competition. This bandwagon effect came under severe criticism in the case of marginal political actors who devised a clear rationale for their appropriation of new technologies. Due to their inferior resource capacity and very limited exposure in traditional media outlets, this type of political actors began to perceive information and communication technologies not just as a mere technological utility but as a 'game-changer.' A set of more sceptical voices of cyber-realists raised growing doubts about the impact the move online might have on the political process. This 'politics as usual' assertion has made the strongest case for the normalization hypothesis by rejecting revolution in the conduct of politics and stressing that the Internet tends to reflect and reinforce the patterns of behaviour of the real world. According to normalization theorists, a sophisticated political economy began to dominate political, economic, social, and recreational life online. Despite the accumulated evidence of the validity of this line of thought, the emergence of social media — in this case, Twitter — calls for its re-examination.

Namely, Twitter as a broad, omnipresent, and always-on communication environment creates various kinds of interactions for actors in the political arena. Research indicates how Twitter emerges as an ambient communication space where politicians and their parties are in constant asynchronous connection with their political competitors, the media, and electorate, where various agents engage in a network of interactive co-constructions of the political arena, and where political actors seek power through a diverse, shared communication field. From a historical perspective, societal conditions that would allow for the ideas of access to and participatory interactions in the political sphere have never fully materialized because of the unequal possibilities of entry into the media field, the uneven distribution of communication competences, and the reduction of public debates as well as the legitimization of dominant opinions created by the powerful elite. Preliminary scholarly findings indicate revolutionary potentials for Twitter; however, there is emerging evidence of the normalization of Twitter as a tool of narrow political struggles. The main question to be addressed is therefore: how has Twitter impacted political communication and to what extent are the existing offline power positions mirrored in this ambient communication environment?



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Francesca D'Errico is a Researcher at the Faculty of Psychology (Uninettuno University, Rome) and member of the SSPNet Project (Social Signal Processing European Network of Excellence) - where she works on help and overhelp behavior in multicultural contexts, social emotions and self-conscious emotions like bitterness and pride, the multimodal analysis of social signals of agreement, disagreement, evaluation and dominance in political debates.

As to psycho-social processes, she is also author of several studies on social media and political participation where she explores in depth both theoretical and methodological aspects.

She is author and co-authors of 50 articles and book chapters, and she is the Guest Editor of a book "Multimodal Communication in Political Speech Shaping Minds and Social Action" and a Special Issue on Social Signal Processing for Cognitive Processing.

HORIZONTAL POLITICAL MEDIA 2.0. BEYOND THE CROWD" TOWARD A SOCIO-POLITICAL EMPOWERMENT OF BEING "FOLLOWER

To be part of a minority group in nowadays society is becoming a recurrent practise of communication. Everyone shares opinions or comments or simply is „follower” of something or someone.

Zuniga (2012) tested how much the usage of a social network plays a “virtuous circle” for democratic process of civic and political participation. This could help us to go more in depth on the process of on line political participation by distinguishing structures, modes and contents of social network’ s use. As to the structures we can identify vertical and horizontal social networks, and within the vertical one a political leader can built a more closed relation with his voters by means of constructive or negative techniques like “daily updating” (Morpeau, 2011) or by “provoking” and attacking a “scapegoat” (D’Errico et al, 2014). The communication strategies can affect on line dynamics of trust and political reactions.

Another slice of on line political communication is the one based on horizontal structures formed by “active minorities” promoting advanced form of “social activism”, viewed as a kind of participation in which individuals engage actions as members of a group with the aim of improving their conditions (Wright et al., 1990). On line social activism is linked to individual and social empowerment processes, but in what sense? When horizontal social networks are source of personal and social reinforcement? Some case studies will be presented to shedding a light on how active minorities (Moscovici, 1976) empower themselves in on line mediated setting. Can we consider on line interactions beyond the tribal form of communication and define variables that promote „minority social capital”?

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Martin EBNER is currently head of the Department for Social Learning at Graz University of Technology and therefore responsible for all university wide e-learning activities.

He holds an Assoc. Prof. on media informatics and works also at the Institute for Information System Computer Media as senior researcher.

His research focuses strongly on e-learning, mobile learning, learning analytics, social media and Open Educational Resources.

Martin gives a number of lectures in this area as well as workshops and keynotes at international conferences.

For publications as well as further research activities please visit his website: <http://martinebner.at>.



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In the Higher Educational Design Research Center (HEDeR) she is responsible for the field of digital education. Previously, she was Deputy Professor of New Media Didactics, Researcher in e-learning and blended-learning and Media Pedagogue in Augsburg, Hamburg and Heidelberg, Germany.

Main interests in research, teaching and development are: Media pedagogy and media ecologies, inquiry-based and connected learning as well as open science. Further information (first and foremost in German): www.sandrahofhues.de.

INTERACTION IN MASS EDUCATION

Traditional lectures, especially when given to large audiences, are characterized by a prevalent passivity of students as well as reduced interactions between the lecturer and the audience. For some years, research has been devoted to exploring how new media can be harnessed to support and promote collaborative activities in large learning groups. Prominent applications or systems that have gained much attention include social media such as Wikis, Twitter and Facebook for (informal) information exchange, as well as Audience Response Systems (ARS) for playfully assessing students' retention and attention during lectures.

In this talk the problem of the lack of interaction in mass education is pointed out. Furthermore a couple of examples are given to enhance the traditional lecture with technology. Different tools as well as Social Media are introduced with a special focus on higher education. The presentation concludes that there is a huge potential on media use for the purpose of teaching in large lecture halls.

INQUIRY-BASED LEARNING AND RESEARCH-BASED TEACHING WITH (SOCIAL) MEDIA with

Ulrike LUCKE, University of Potsdam, Germany
Gabi REINMANN, Zeppelin University Friedrichshafen,
Lake Constance, Germany
Mandy SCHIEFNER-ROHS, Technical University in
Kaiserslautern, Germany

Let's turn back from the common understanding of technology as pure handcraft to a more interdisciplinary perspective of learning in Higher Education.

With our keynote we focus first at the general potentials of learning how to do research. Then we will have a closer look to the situation if all described parameters are implemented in universities like ours today.

Digital media and online tools, especially social media, are in our core interest by focusing research processes within the target groups (by name students, instructors). What types of media do they use and which concepts of technology could be identified through students' action?

Referring to pedagogical concepts and common practices we will show that inquiry-based learning and research-based teaching by using (social) media is possible, but:

There is a need for an interdisciplinary approach from the viewpoint of Higher Education in and with media.



Prof. Dr. **Ulrike LUCKE**
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Ulrike Lucke is Full Professor of Computer Science and head of the Complex Multimedia Application Architectures group at the University of Potsdam, Germany. Her research interests cover heterogeneity and interoperability of network-based architectures, including mobile and pervasive systems, especially in the area of technology-enhanced learning. Moreover, as Chief Information Officer (CIO) of the University of Potsdam she is responsible for strategic IT issues and E-Learning. Currently, she coordinates two major projects to intensify the use of digital media in teaching and learning across campus. Among other positions in research associations she is speaker of the SIG E-Learning in the German Informatics Society.



Prof. Dr. **Gabi Reinmann**
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Gabi Reinmann, Vice President of Teaching and Learning, Full Professor of Higher Education and head of the Higher Educational Design Research Center (HEDeR) of Zeppelin University Friedrichshafen, Lake Constance. Her research focuses are learning and teaching in higher education, e-learning and blended learning, evaluation research and educational design research. Currently, she is responsible for the scientific monitoring of two projects dealing with e-learning/blended learning in the context of sports and technology-enhanced learning in the context of mathematics at universities. Further information (in German): <http://gabi-reinmann.de/>



Dr. **Mandy SCHIEFNER-ROHS**
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Mandy Schiefner-Rohs is Assistant Professor for Educational Science at the Department of Social Science at Technical University in Kaiserslautern, Germany. Before she was Senior Researcher at University Duisburg-Essen, Department of Educational Media & Knowledge Management and deputy head of the Center for University Teaching and Learning, from University of Zurich, Switzerland. She received a PhD on "Information and Media Literacy in Teacher Education" and got a Master degree in educational science, information science and art history. Her research interests are in the field of social media in higher education and schools, innovations in teacher education and research based teaching and learning.

SOCIAL MEDIA IN VIRTUAL MOBILITIES

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Nowadays the ubiquitous use of online and mobile collaboration tools enables participants in different locations to create knowledge and work together. This paper shares the results of the TalkTech project run in the last 7 years in which first-year introductory technology students from Bentley University in the United States and fourth-year multimedia students from Politehnica University of Timisoara in Romania worked together in an online global educational environment to research technology trends and create multimedia artifacts that shared their findings. Students met with their international partners over a period of four weeks in real time using voice, video, and chat) and asynchronously (via e-mail, forums, blogs, social media) to share their research on these popular technology trends. Based on the virtual mobility concept as „a set of ICT supported activities that realise or facilitate international, collaborative experiences in a context of teaching and/or learning“, the TalkTech project simulated the real-life work environment from a modern, global ICT company and encouraged students to use, in every year, more than 15 different web 2.0 or social media tools to accomplish the tasks. Students' interaction on different social media and the importance of these interactions are analysed in this paper.

Keywords: web based collaboration tools, social media, virtual mobilities, 21st century skills

NEW MEDIA LITERACY IN EDUCATIONAL SETTINGS

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Following new issues within the science of education, in light of the challenges of measuring media literacy, its development in education, as well as the existence of a generation gap between teachers and students in this field, the aim of this study is to examine the differences in new media literacy (NML) among three groups of respondents: high school students, college students and teachers. The objective was operationalized through three separate sections: the differences among the three groups of respondents were examined based on their exposure to the media, digital participation and new media competencies. The theoretical framework of the research is Henry Jenkins' theory regarding participatory culture and the skills needed to use new media. The research was conducted in Serbia in 2013, using the questionnaire technique, on a sample of 454 respondents. MANOVA and Scheffe's post hoc test were applied in the statistical analysis. The results show that it is primarily high school students, followed by college students, and least of all teachers, that spend their time exposed to the media, engage in digital participation and possess new media competencies, except with regards to the judgment of multimedia content, in which case the situation is completely reversed. That reflects the scientific and professional contribution of this study, while the results represent the guidelines for developing NML competences in education, and are therefore expected to be particularly useful to the leaders in education, as well as creators of educational policies.

Keywords: high school students, college students, teachers, new media literacy, media exposure, digital participation, research, management in education.

TEACHING AND LEARNING IN EDUCATION USING ICT

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This paper presents describes a logical and pedagogically effective sequence of topics and methods for teaching by using the web, components of a course website, and the structure of the instructional process. Teaching and learning interactions and activities are likely to be linked with specific forms of technology. Teaching and learning events and associated media forms. The didactic design of an e-learning environment should provide an effective interface between the learner, the learning material and learning activities. The article proposes a typology according to which six categories of e-learning activities in natural sciences are distinguished: assimilation, reproduction, application, generation, communication and reflection of knowledge. The typology can be used as a source for writing new e-learning material in scientific fields, but also as a tool for evaluating and profiling existing learning material. Paper advocates in favour of the process of autonomous learning by using visual capabilities of the computers. Principles of the contemporary cognitive learning theory are considered.

This case study evaluates the challenges encountered in the Blended Learning development using a Virtual Learning Environment in two universities in the city of Iași - Romania: the „Al. I. Cuza” University (<http://www.moodle.ro/uaic/>) and the Technical „Gheorghe Asachi” University (<http://moodle.ee.tuiasi.ro/>); and elearning interuniversity network Republic and Moldova (<http://elearning.utm.md/moodle/>): Technical University of Moldova, Moldova, State University of Moldova, Academy of Economic Studies of Moldova, State Agrarian University of Moldova, State University of Medicine and Pharmacy „Nicolae Testemitanu”, Cooperative-Commercial University of Moldova, State University of Comrat, State University of Cahul, State University „Alecă Russo” from Balti. The paper examines a variety of determinants that influence technology acceptance and successful implementation of the VLE in the educational field. The study begins with an examination of Moodle Virtual Learning Environment, which can provide course materials such as handouts, lecture notes and PowerPoint presentations to the students. Moodle can be used in more interactive ways, which require input from the students. Such as discussion forums, chat rooms, quizzes and assignment drop boxes. There are analyzed the technological factors influencing technology adoption including issues surrounding acquisition, management and support of a VLE in secondary and high schools. We explore teacher level factors of Moodle VLE acceptance and how teacher attitudes to such platform are developed. The findings show that there are specific technological, teacher level and school level factors influencing Moodle acceptance. They also show that teacher attitudes to the implementation of the Moodle in the school are tied to their attitudes and responses to national objectives in education and national strategies for reshaping learning. Although the number of distance courses has risen significantly over the last years, mixed modes of delivery, with face-to-face settings supported by online tools, remain the dominant form of online learning. There is clearly a need in the literature for greater exploration of flexible modes of learning, including e-tools, especially when teaching computational skills to engineering and university students. Moodle logs and statistics were examined along with documentation relating to this VLE.

Blended Learning courses combine face-to-face (traditional) and online learning. This method of learning is for students who do not want to miss out on the traditional classroom experience, but want the flexibility essential with online learning. All blended courses will meet the first night of class and at least three other face-to-face meetings. The ability to access information has gone through a dramatic revolution in the past few decades. Online e-learning has also undergone a revolution wherein virtually all universities have provided courses that can be taken asynchronously, anywhere and at anytime. Tools and technologies have rapidly evolved to transform the conventional sequential unidirectional methods into collaborative omnidirectional learning environments. Piaget’s theory of cognitive development stated that “the learner must be active; he is not a vessel to be filled with facts. Learning involves the participation of the learner”. eBooks

and new collaborative learning software allows us to create materials and an environment that allow students to explore and independently navigate tendrils of interconnecting concepts that will empower and enhance their construction of a more cohesive understanding of interconnected facets of a discipline. Students are rarely prompted to construct explanations of scientific phenomena for themselves. In many undergraduate courses, students spend a great deal of time either passively listening to lecturers' explanations or reading explanations from textbooks. Moreover, textbook explanations are often presented succinctly and in rapid succession, as if the material is straightforward and requires nothing more than memorization. Classroom activities that facilitate students generating their own explanations (i.e., developing and deploying explanatory knowledge) can therefore be powerful conceptual teaching and learning tools. Active learning strategies such as cooperative learning groups, guided inquiry, and peer-led team learning demonstrate progress toward student production of explanations in the undergraduate chemistry classroom. This paper presents the design principles and implementation of interactive training modules from course/discipline curricula performed on "www.moodle.ro/uaic/" elearning platform. Modules can be used also in traditional didactic activity: course lectures, laboratory, seminar and / or design classes. Interactive simulations allow learning of: knowledge, skills and abilities, necessary to engineering students in their future professional activity. Elearning modules aimed mainly effective interaction between student and content. Interactive graphical interface helps the student to understand quickly and accurately the issues of the course content and enables simulation of real industrial processes.

Keywords: Blended Education, ePedagogy, ICT, e-learning environment, lessonware description and methodology, instructional design, moodle

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SYMBOLIC COMMUNICATION IN SOCIAL MEDIA

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Social Media has become an increasing topic of interest in the Communication Sciences field. From the new social and virtual public spheres it generated, following the communities it establishes and the "micro trends" that can be set following a promotional campaign on Facebook, the online social interaction opens new ways of perceiving marketing communication.

Targeting the audience in Social Media allows the placement of ads that speak directly to the interests and preferences of the audience. In short, you can say that the multitude of personal information concerning age, gender, preferences, habits, friends and friends of friends, allow social media users to receive messages regarding services and products that might interest them (according to their stated preferences) and thus eliminates a dissatisfaction element that may be the outcome of bombarding clients with general ads. Such an approach is made possible by dedicated online tools (such as Google AdWords) that operate with key words and socio-cultural symbols towards which the chosen audience may already have a positive or an emotional attitude.

As Michael Solomon stated in the early '90s, people tend to develop an attitude towards everything they are surrounded; this means that we have a predisposition to respond in a favorable or unfavorable manner to a particular stimulus during a particular exposure occasion. Nevertheless, as we will try to argue, cultural standards and symbols will dispense the preferable advertising discourse targeted to specific group.

Social media is a type of interaction defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 that allows the creation and exchange of user-generated content".

We will try to analyze in this paper that social media functions as a world of attractiveness. Beyond the cognitive processing of the given information in social media, symbols and meanings can lead to comfort and confidence in a person's reputation (the „influencer“) or even in a product's acquisition.

Keywords: social media, symbolic communication, Facebook, social-cultural symbols

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SOCIAL MEDIA CHANNELS IN ORGANIZATIONAL COMMUNICATION

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An organization that implements a quality management system has to ensure that appropriate communication processes are established and to develop these processes to make communication effective and efficient.

Organizational communication refers to the communication between organizational structures (departments, divisions, branches) and to direct or mediated interpersonal communication between members of the organization (employees, managers, collaborators). It involves the transfer of information in both directions transmitter-receiver, and for a modern organization, quality and speed of transfer are the essential characteristics that can influence and sometimes effect the usefulness of the information provided.

Therefore, the process of organizational communication must be carefully designed and coordinated by management to be effective. Quality of organizational communication is a key factor in shaping organizational culture and monitoring labor productivity.

This paper presents how the top management of a company from Timisoara uses computer technology, namely social media channels, to develop an effective organizational communication system by designing and implementing specific tools.

Keywords: organizational communication, organizational culture, media channel, tool

HYBRID MOBILE FRAMEWORKS: AN OVERVIEW

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The use of mobile devices for the consumption and using of multimedia learning content and services has been increased rapidly over the last few years and continues to do so. Consequently, there is a need for increased flexibility and better user experience in the presence of mobility is a must for the success of any quality-oriented multimedia-based applications. Following the latest trend for developing mobile

applications, we can see that the hybrid mobile frameworks will lead the way of developing mobile applications that will be applicable for heterogeneous mobile devices. Therefore, in this research paper will compare the drawbacks and benefits of using the various hybrid mobile frameworks that have appear in the last year. This will be useful to see whether the hybrid mobile application supports access to native functionalities of the mobile device, such as camera, GPS, phone book and etc., which are necessary for complete user experience of using the mobile application.

Keywords: hybrid mobile applications, user experience, multimedia learning content

CAPITALIZING ON COLLECTIVE INTELLIGENCE IN THE 2.0 DIGITAL ERA: INSIGHTS IN MOTIVATIONS AND DIGITAL SKILLS FACTORS

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Collective intelligence in the social media environment has been generating debates by scholars interested in the mechanisms and implications for collecting and valuing both expert and non-expert knowledge and trying to understand the impact of the digital environment on public participation. Studies have shown that collective intelligence is a useful tool especially for idea generation and decision making processes, and for overcoming both self-serving bias and belief perseverance (Bonabeau, 2009). The empowering 2.0 tools available online give average individuals the opportunity to build a wide variety of skills, which, in the past, could have been available either to those favored by education or by being located in a key strategic node inside the global information network. Earlier academic findings showed that individuals have different digital skill levels which can affect the levels of participation in certain fields in society (van Dijk, 2005). Whereas the second-level digital divide poses many reflections on the nature of skills individuals need to develop for prospering in the digital age, the aim of this paper is to identify the levels of digital skills for individuals who engage in crowdsourcing applications and specific motivations leading them towards this participatory behaviour. Crowdsourcing platforms rely on web 2.0 technology being used for collecting the intellectual potential of individuals with online access working towards reaching a specific goal, either for business, environmental, innovation or civic purposes. Consequently, this pilot study will address individual intentions of crowdsourcing members for working together and combining their skills and knowledge when organizations seek harnessing the collective intelligence or the talent of the crowds, as conceptualized by Levy (1995). The study will show the results of quantitative research, specifically, of a questionnaire applied on a sample of members engaged in crowdsourcing communities, with items assessing digital skill levels and motivation criteria for participation.

Keywords: collective intelligence, social media, crowdsourcing

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TOWARDS GENERATIVE LEARNING OBJECTS ON MICROBLOGGING PLATFORMS

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In this paper we present a few ideas towards the integration of the generative learning objects (GLO) in microblogging platforms like Facebook and Twitter. Our approach is focused on a data structure and algorithms (DSA) course which is dedicated to students enrolled in the long form of studies, short form of studies and also distance learning programs. Generative learning objects are learning objects described using insatiable templates thus generating concrete learning objects. Our model of GLO has several features like: automatic instantiation based on random number sets, difficulty level configuration followed by the automatic generation, generative features for each of the three items of an object: sentence, answers and the most important the feedback. The generative learning objects are of several types like: single choice, multiple choice, short answer, long answer or even games embedding game mechanics. The considered DSA lecture has competence taxonomy of four levels like: domains, general competences, specific competences and variables on which the learning objects are linked. The student gets a generated sentence in order to develop a competence variable, he answers it and then depending on the answer the learning object will issue the necessary feedbacks to drive him to the correct answer along with detailed explanations. For the DSA lecture domain we considered the competences of using in programming: search algorithms, sorting algorithms, trees data structures and graph data structures. The discussed issues regarding the two concepts of GLO and microblogging are: how the information will be transferred between the student and GLO e-learning platform including text, generated images; how should be modeled the GLO platform output and the student input given the fact that microblogging means short message exchange; how can we benefit from the social network in the implementation of a rewarding system.

Keywords: microblogging, generative learning objects (GLO), e-learning

SOCIAL MEDIA AS INFLUENCE FACTORS FOR COLLABORATIVE INNOVATION IN ORGANIZATIONS FROM THE COMMUNICATION AND PR FIELD

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Social media development has important consequences for organizational learning and innovation. On one hand, social media promotes the interconnectedness and interdependence of a culturally diverse world (Van Dijck, 2013). While diversifying professional contacts with the outside environment, social media intensifies internal communication and increases the efficiency of collaboration between communicators. On the other hand, social media use in organizations makes possible the affordances of visibility, persistence, editability and association, behaviors that were difficult or impossible to achieve before new media technologies entered in the workplace. All of these characteristics are determinant in the internal processes of generating innovation.

Innovations appear very often in companies and are based on user's experience or on market's evolution. The starting point of innovation is the review or recombination of existing knowledge, by reaching at a new service or product. Also, failures that may occur at different stages can lead to reconsideration of earlier steps, and this fact may cause new innovations (Fagerberg, 2011, p. 9). Bessant and Davies (2007, p. 66) suggest four categories of innovations (innovation's "4P"): product innovation, process innovation, companies' or products' positioning innovation, and companies' paradigm innovation.

The objectives of the paper are to discover in what directions and to what extent social media development influences and stimulates the organizational innovation in the organizations from the communication and PR field. The method adopted is qualitative, by using the structured interview on a sample of communication and PR professionals. The communication experts were invited to discuss about cases and situations of innovation in their agencies/media organizations/communication departments, and to describe the role played by social media in the developmental process of innovation. The results of research are placed in a larger cultural context, by applying the ICC Compass - a frame developed by Holger Sievert (2009, 2010) in order to characterize the culture in organizational settings in different European countries.

Keywords: innovation, organizations, social media, collaboration, cultural setting

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FACILITATING A CLIL APPROACH FOR SCIENCE EDUCATION THROUGH SOCIAL MEDIA

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At university level social media is used by teachers and students both for personal and professional use, for the teaching and research activities. But at pre-university level social media is less used for teaching, learning or as research tool, even if, according to European statistics, Romanian teachers have participated in in-service teacher training programmes that included TIC modules. The actual generations of pupils and students are digitally native, regarding social networks as a natural environment that can facilitate communication between themselves and their teachers, as well. As a consequence, teachers must update their competences in order to integrate this way of communication in the process of teaching-learning-assessment or in the research activity. In the case of pre-service teacher training, the aim is not only to present theoretically the manner in which social media can be integrated in the didactical process, but also of involvement of students in diverse concrete applications. As follows, we will present an extra-curricular activity, a summer school based on a CLIL (Content and Language Integrated Learning) type of programme, based on English and Science, which involved students in English and Physics at the West University of Timișoara, teaching pupils from two different schools at Waldorf Secondary-School, activity which was also supported by the Romanian Society of Physics. The social media involved were Facebook and Youtube, two of the most visible sites for personal and professional use. We are interested in the collaborative way in which didactic materials were created, the design of the activity, the steps taken for the popularization and

visibility of the event, as well as the feedback from the persons involved (teachers, students, pupils and parents).

Keywords: social media, pre-service teacher training, CLIL, science education

BIG DATA VS. DATA MINING FOR SOCIAL MEDIA ANALYTICS

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The development of information and communication technology, and its explosive penetration in all areas of life have created bases for collecting and storing huge volumes of data. Companies and institutions collect large quantities of data about customers, suppliers, partners and internal operations. Industrial processes and intelligent devices use millions of sensors to acquire and to transmit data. And last, but not least, let's imagine what is happening on web and in social networking. There are millions of tweets about almost everything, thousands of Facebook „likes”, million connections and different messages on LinkedIn. All these mean data.

In recent years we witnessed a constant increase of the economic role of information, which became, along with material resources, energy and human capital, an important asset for companies. In this context, naturally arised some questions.

- Is it possible to discover useful information by integrating patterns obtained from analyzing data from different sources, apparently unconnected?
- Is it possible to increase the economic role of data at the same rhythm with their volume?
- Is it possible to integrate both the structured and unstructured data for complex analysis?

As traditional ways for data processing do not allow solving these goals, new techniques and research areas have appeared.

Data mining is closely related to the process od Knowledge Discovery in Databases (KDD), which aims to discover useful information from huge volumes of integrated data. It is defined as the exploration and analysis, by automatic or semiautomatic means, of large quantities of data in order to discover meaningful patterns and rules. So, data mining extracts interesting and previously unknown information from data.

Big Data refers to those datasets whose size exceeds the possibility of traditional database management systems to collect, store, manage and consult. That means the size is not the only characteristic for Big Data, as it typically refers more than structured data, and contains collections of traditional enterprise data, machines generated or sensor collected data and social data. The critical attribute for Big Data is variety, generated by the association of data from different sources having different formats. To combine these data for further analysis is a great challenge.

Social media is an inexhaustible data source, which often hide useful information. This paper aims to compare data mining and big data techniques and processes, which allow the analysis of data provided by social networks.

Keywords: Big Data, Knowledge Discovery in Databases, data mining, social media analytics

PROMOTING PUBLIC HEALTH THROUGH SOCIAL MEDIA: HOW ADOLESCENCES PERCEIVED RISK TOWARD HEALTH WARNINGS?

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The spread of health messages through social media has raised the issues of source credibility more than ever before. There are numerous channels for adolescents to find information about health, and sometimes this messages are contradictory. In this research I employed a qualitative approach to investigate a) how adolescents seek information about health on Facebook and blogs b) how they perceive risk on different health warnings and c) how they assess a source as reliable in covering health information. Particularly, I interviewed 15 teen-girls who subscribe to several blogs and who follow several accounts about health on Facebook. The results revealed that health information seeking behavior regarding common diseases of their age (acne, premenstrual syndrome, and headache) are more related to peer acceptance of some health-sources than primary group (parents, brothers, sisters). Using the results of current research, I also discussed the effective ways of drawing public campaign with a particular focus on Romanian adolescents.

Keywords: health, Facebook, networking, gender issues

THE SOCIAL MEDIA TRIGGER BEYOND SPORT-RELATED PUBLIC DEBATES: THE EMERGENCE OF THE #HALEPMANIA PHENOMENON

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Sport has been subject to an intense commodification process, becoming one of the most spectacular and profitable entertainment market. This process was favored and accelerated by what can be called a commercial magnetism between sport and media, which determined a reconfiguration of the sport experience, whether we speak about athletes, coaches, fans, managers or investors. Gaining centrality within the sport social field, media ended up transforming it [1] [2], raising not only the accessibility to sport actors and events, but also the public exposure that sport actors have to cope with in managing their reputation. The rise of social media redefined the mediated experience of sport events and the spectatorship dynamics, providing new ways of involvement for the public and new visibility contexts for sport actors and events.

The aim of this paper is to discuss the role of social media in the emergence of ad-hoc contexts of debate build around sport events and performances. In addressing the new forms of fansom [3] that social media brought out, but, moreover, the alternative spaces of social debate generated by sport performances, I will focus on the Halepmania phenomenon brought out by Simona Halep's performance at the Roland Garros 2014 Grand Slam tournament. The study focuses on the way social media provides both a platform for fan engagement and symbolic support manifestation, as well as a platform for ethical and identitary debates covering a wide spectrum of topics: from marketing and political instrumentalization of sport performance, to national pride and inspirational success stories.

Keywords: spectatorship experience, Halepmania, ad-hoc debating contexts, symbolic capital, social media fansom

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POPULISM, MODERN PROPAGANDA TECHNIQUES AND EFFECTS OF NEGATIVE CAMPAIGN ON FACEBOOK

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In the last ten years we witness a transformation of the construction means for the urban Romanian electoral campaign. In the discussed direction of Giovanni Sartori and Roger-Gerard Schwartzberg, the Romanian televisions continue to exert a magical attraction through the populist talk-show invasion designed for the wide public always keen on watching a developing circus on screen. The Propaganda Laws first set by Jaques Ellul haven't changed; they only suffered upgrades through the technical evolution which is considered to be more dangerous through its unpredictability. On this thread, the social networks became powerful and extremely aggressive occupying nowadays the second place on importance scale regarding the contest for rating points (audience), material resources and time. In this new image developed a virtual world of symbolic violence by using the negative campaign techniques which on their way prejudiced even corrupted social effects. Did the classic working strategies of the electoral marketing change? How do the frustrations of politicians, bloggers and even the wide public reflect in the moment when they interact causing an increase in personal attacks? On what extent have the relations between politicians and voters changed? Here are some basic questions which through this article they will meet their answers in the effort of explaining the increasing interest of politicians in blogs, Facebook or twitter. These premises are going to be analyzed through this article and also are going to be analyzed the social effects of euro-parliamentary campaign from Romania, in 2014. In the special purpose of this study a three month period data basis has been realized having a consistent sample constituted by the main politicians from four important parties (PSD, PNL, PDL and PMP), they being also the winner candidates of the 2014 elections.

Keywords: negative campaign, Facebook, social networks, political and electoral marketing, communication strategies in the virtual environment, aggressiveness, frustration, symbolic violence, etc.

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MOOC AND LEARNING ANALYTICS: INTERACTION AND EVOLUTION

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The evolution of Massive Open Online Courses Platforms (MOOC's Platforms) in the last years was arisen. The six years of MOOC, starting from the first MOOC until now are six years with hundreds of Educational Institutions involved in MOOC, millions of students, thousands of courses and hours of video records. The MOOC concept started in 2008 with the „Connectivism and Connective Knowledge” course held by George Siemens and Stephen Downes. In this article, the author examines the high increase of Mooc platforms from their appearance until now in both segments - general and particular. The article examines the largest global MOOC platforms - with the largest increase, most students enrolled, most institution partners or most active courses. Based on the last evolution of MOOC, the purposes of this article is to predict the next evolution of MOOC in medium term. The Learning Analytics is also a field with growth in the last years. It's purpose is to predict and advise on learning. The article analyzes the evolution of the field and the contributions made by it in the development of MOOC with relevant data gathered from present courses. The article summarizes the most important aspects of the evolution of Learning Analytics.

Keywords: MOOC`s Platforms, MOOC growth, future of MOOC, Learning Analytics

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WORKING WITH VISUAL IMPAIRMENT IN ROMANIAN UNIVERSITIES. DESIGNING FOR SOCIAL MEDIA EMPOWERMENT

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During the last years, online and blended learning have become priorities in Romanian universities, integrating online materials, communication and communities in traditional learning.

- *How visually impaired students are supported to take part in online and blended courses?*
- *To what degree are accessible the materials and the virtual learning environments for these students?*
- *How social media might empower them for learning and professional development?*

As a result of a research conducted in a few representative Romanian universities, this paper will present some findings for the above questions. Also it contains a case study: an extension of the educational microblogging platform Cirip.eu that makes it accessible for visually impaired participants.

Keywords: online learning, blended learning, visual impairment, social media, microblogging, Romania, Cirip.eu

EXPLORING OERS AND MOOCS FOR LEARNING OF EU LANGUAGES

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Language literacy is an essential life skill for the 21st century. Foreign languages provide access to information which is increasingly available, they ease travel and they are used on a daily basis in training and work. In other words, they help you to obtain a professional advantage in labour market as they facilitate your access to multilingual resources and they help you keeping pace with the ongoing changes of the knowledge society. Moreover, it is an efficient way to explore other languages and cultures and acquire multiple skills like social skills. These are some of the reasons that justify why multilingualism was and continues to be one of the cornerstones of the European Union (EU)'s initiatives and policies. But how easy is to cover the linguistic needs of a big number of people who aim either to participate in long-term mobility European activities or generally to live and work efficiently in the global community? The idea of open education that entails Massive Open Online Courses (MOOCs) as well as the Open educational resources (OERs) looks a promising solution to this problem.

To this end, this paper aims to explore in what ways language OERs and MOOCs could support EU language learners in their long-term mobility activities in order to assess the knowledge of the language used abroad as well as to improve their linguistic competences. More concretely, this paper will first explore the specific scientific area and it will present the findings related to the existence and quality of OERs and MOOCs for the 24 EU Languages. Next, it will analyze the positive parts of the research findings as well the missing points and, finally, it will propose a series of useful and practical ideas on how OERs and MOOCs could enhance efficiently the linguistic support of language learners involved in European long-term mobility activities.

Keywords: OER, MOOC, European Languages, Learners

ADOPTING A MOOC PROGRAM

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In spite of the fast development of eLearning and distance learning in Bulgaria, the MOOCs (Massive Open Online Courses) initiative is not enough popular among educators, researchers, students and lifelong learners and MOOCs idea is not integrated in the area of Higher education. There is no research performed by Bulgarian scientists that can confirm or reject the important role of MOOCs, also none of the Bulgarian universities propose MOOCs. At this moment there are not any answers at questions like: Whether Bulgarian universities will accept the MOOCs idea? What are the target groups of MOOCs? What kind of MOOCs platform will be used – existing platform or a new one will be created? How Bulgarian government foresees the role of MOOCs in support of university education? Will MOOCs projects be started? What are the possibilities for business?

This paper reports about the project “Building of technological environment for Massive Open Online Courses”, that claims to be the first experimental project in Bulgaria in the area of MOOCs. The challenges and plans to realize scientific and applied products for popularization of MOOCs in Bulgaria and for synchronization with MOOCs initiatives over the world and Europe are presented.

The project will be supported by leading foreign scientists, will apply the best world and European practices according to current conditions in the country, to the society needs and to the level of readiness of Higher education.

Keywords: Massive Open Online Courses (MOOC), open educational resources (OER), open education, open educational practices (OEP), Bulgaria

SOCIAL MEDIA IN BLENDED LEARNING

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In order to engage a group of students, it is very crucial to understand their backgrounds, and their attitudes towards both academic and social life. How students interact with peers and the way that they immerse themselves within education varies from generation to generation. The academic staff must acknowledge and utilise these nuances rather than disregard them.

Social media has gained wider acceptability and usability and is also becoming one of the most important communication tools among students. Facebook, Twitter and others are gaining more and more space in the virtual spaces of people and mainly of students. There is a great interest at present in using different social media in the teaching activity. Several studies have given positive result regarding the use of social media in teaching activities, but other results are debatable.

The blended learning approach consists of blended flexible learning with teaching experiences that may involve assessment, teacher-student communication, student activities, teaching activities and students' resources. The power of the blend is in sequencing the activities, engaging the learner in different ways, and

then optimizing the combined learning effect. The design challenge is to create the most effective synergy of activities and learning style engagements.

The use of available technology in the blended learning process is intended to have a positive effect on the learning goals and on the collaborative learning activities of students.

The paper will attempt to identify the pros and cons of using social media in blended learning activities.

Keywords: Blended learning, traditional learning, higher education, social media

MOOC OPENNESS - ARE MOOCS AS OPEN AS THEY SHOULD BE?

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The Higher Education today is confronted with a lot of disruptions. One of the most prominent and discussed such disruptions are MOOCs, Massive Open Online Courses. One of the main reasons for the proliferation of MOOCs was the possibility to open up education to people all over the world. The literature distinguishes to types of MOOCs: connectivist MOOCs (cMOOCs) and content based MOOCs (xMOOCs). In this paper, the author is going to analyze both above mentioned types and try to figure out if the “open” in the MOOC acronym is more close to what open educational resources and open courseware are defined as or to “opening up education”. This analysis will include copyright issues as mentioned on the existing MOOC platforms, availability of material, permission of reusing and remixing the material and the freeness of user interaction.

Keywords: MOOC, open education, OER, higher education

SCHOLARLY IDENTITY PROJECTIONS OF ROMANIAN HUMANITIES ACADEMICS ON SOCIAL MEDIA PLATFORMS

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In a highly interactive world, Romanian academics have finally accepted to exchange goggles for Google tools in their searches for reference materials and share their findings with peers worldwide, relying less on printed materials accessible only via libraries and bookshops and more on online papers, postings and data transfers. Therefore, Humanities scholars have become more active members of online communities such as Academia.edu, arts-humanities.net, ResearchGate, etc. which host specialists whose identity is established and reconfirmed not only through their connecting and collaborating with colleagues in their field, but also through their sharing research papers and assessing other researchers’ findings through reviews and comments.

From our experience, we can explain this phenomenon by the fact that, with the advent of more social networks which facilitate unbounded communication, spatial and temporal boundaries are surpassed within seconds, whereas financial limitations tend to efface; thus, whoever wants to have international visibility may deliver papers in online conference sessions, publish in open access journals, find and make contact with peers through instant messaging tools, bring contributions to projects and share opinions through Skype meetings. Technical conditions are also met, due to the fact that we benefit from fast home and institutional broadband connections, get trained on how to use powerful search tools and analytics of such

SNS platforms and have free access to online academic communities provided that our specialization matches the one of other members.

Starting from these empirical observations, our paper proposes a qualitative analysis of a selection of tools used by Humanities specialists affiliated to Romanian academic institutions, with a view to providing examples of good practices of scholarly identity construction and self-promotion in the online environment. Throughout our research, we use case studies to indicate how their identity is constructed from naturally occurring social situations and ensure the fulfillment of three basic quality criteria outlined by Bryman, Becker and Sempik (2007): validity, credibility and confirmability.

Keywords: digital humanities, social media, SNS platforms

ACCEPTABILITY OF USING SOCIAL MEDIA IN EDUCATION COMPARED WITH ECONOMIC ENVIRONMENT

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Romanian education tries to keep up with what happens internationally. An increase in using e-learning can be observed at all levels. New educational approaches, such as social-constructivism is gaining terrain on traditional perspectives. The importance of collaborative knowledge is emphasized in most research papers concerning e-learning. On the other hand, the development of social media offers exactly the interactivity needed in constructing knowledge promoted by social-constructivism.

Since social-media is still predominantly used as a marketing tool it is easy for people to accept this way of using it. On the other side, in Romanian education the use of social media is very scarce. We are interested in studying to what degree the actors involved in the Romanian educational process are open to using social media as an education instrument.

The study included both learners and teachers from high school and university level. A questionnaire was developed in order to identify their acceptability of using social media in educational settings. We compared this with the acceptability of using social media in the economical environment, as a marketing tool or otherwise. We also aimed to identify why participants were more reserved in using social media in education as compared to economy, which were the reasons to foster resistance.

We identified some barriers in developing e-learning methods based on social media. A particular preoccupation was related to the resistance in using social media as a learning tool due to security concerns. Identifying such cognitive barriers and developing means to overcome them might lead to an improvement of educational means, and particularly an improvement of e-learning tools and results.

Keywords: social media, e-learning, collaborative knowledge, learning barriers

IF THE FACEBOOK WERE A COUNTRY. A SOCIOLOGICAL APPROACH

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After more than 5 years of celebrity, and already on a decreasing way it can be look outdated to ask what about if the Facebook were a country? We will try not only to define the Facebook by various socio-economical indicators and to make comparisons with other „real” countries, but also, we will try to identify the socio-cultural consequences of the dissolution of this phenomenon.

If the Facebook were a county, than the Web2.0 were a continent and the Internet were a planet, but with a continuous increasing number of inhabitants. If the Facebook will decrease than a new „country” should appear? What did we obtained and what did we lost by increasing and decreasing of the Country of

Facebook? If the future will come with a replacement of the Facebook, shall we prepare for a new digital division? This paper will try to make an analysis of all these questions, using official recorded data and also a dedicated sociological survey among the Facebook users.

Keywords: Facebook, socio-cultural approach, digital divide

USING ONLINE TOOLS AND SOCIAL NETWORKS IN FACILITATING COLLABORATIVE LEARNING AND LEARNING MANAGEMENT IN THE ACADEMIC ENVIRONMENT

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Collaboration in the university learning environment shows numerous benefits for students. It allows group members to help each other and learn from each other, develop communication skills and critical thinking and substantiates data transfer in a dynamic and evolutionary process.

This paper investigates the usage of online instruments and social networks by students and teachers from Bucharest universities for working and collaborative learning and their impact on the learning process.

We want this work to underpin the analysis of a larger study on knowledge management tools used in the Romanian education, to identify strengths and weaknesses, and ways to improve it.

We aim to investigate the impact which social interactions on platforms like Facebook Group, Google Group, Yahoo Group, Wiki, Blogs etc. between students from universities in Bucharest have on the results obtained, the quality of transmission and substantiation of information, degree of participation in courses, seminars and workshops, active involvement in the development of courses and seminars as well as on the subsequent working life of young people.

We also want to identify collaborative learning and online tools used by teachers and tutors and to evaluate their degree of coordination in terms of groups, monitoring of individual contributions, the degree of mutual assessment between students and the degree of final evaluation of the collaborative learning process.

Keywords: social media, collaborative learning, social engagement and interaction

NON-SUICIDAL SELF-INJURY AND THE INFLUENCE OF SOCIAL MEDIA REGARDING ANONYMITY IN ANSWERS. A COMPARATIVE STUDY BETWEEN BELGIUM AND ROMANIA

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The current study looked into non-suicidal self-injury behavior, comparing two countries, that is Belgium and Romania, tackling into the attachment styles and the psychopathology characteristic for this behavior. The sample consisted of 85 non-clinical participants, 43 in Romanian sample and 42 in Belgian sample, aged between 20 and 26 years, students or graduates. The data was collected via social networks. The measurements used were: Non-suicidal Self-Injury Questionnaire (NSSIQ), Symptom Checklist 90 (SCL -

90), Experiences in Close Relationships Scale Revised (ECR-SR), Functions of Non-Suicidal Self-Injury Questionnaire (FNSIQ). Results showed for Belgian sample that participants had a higher rate of non-suicidal self-injury behavior and we found a positive correlation between avoidant attachment, but not between anxious attachment, and non-suicidal self-injury behavior. None of the following symptoms (somatization, depression, anxiety, hostility, paranoid ideation, psychotic traits, phobic anxiety, interpersonal sensitivity, obsessive-compulsive traits) were predictors of non-suicidal self-injury for Belgian or Romanian participants.

Keywords: social media, non-suicidal self -injury, attachment, youth, psychological differences

STUDYING THE SOCIAL MEDIA INITIATIVES IN SOLVING ENVIRONMENTAL PROBLEMS

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The paper aims to analyze how social media can determine the change of relationship between environment and society. Environmental issues and their interdependence with economic development, at global level, have drawn attention of regulatory organizations. They represent a challenge at national and international level, and finding solutions requires significant attitude changes of both producers and consumers. The expanding use of information and communication technologies (ICT) have created a favorable environment to promote the importance of the environment and to attract supporters, individuals or organizations. Social media is the result of the overall development of these technologies. Social media attractiveness often determined ignoring the negative environmental effects, such as increased volume of waste, including toxic ones, of energy consumption and of non-renewable resources, the pollution degree etc. On the other hand social media development has favorable influences mainly due to the power that information holds. It can be used to attract interest in environmental campaigns, promotion of environmental friendly products and services, increase of (in)voluntary user awareness on the state of the ecosystem and methods for reducing the negative environmental effects, etc. Using social media for environment protection is however a long term commitment. Positive effects may be delayed, while other negative implications due to increasing use of ICT are immediate. A significant role is played by the technological innovation. Companies focus on developing environmentally friendly ICT products have a significant importance, combining economic benefits with solving environmental problems. They can lead to synergies between improvements in the environment and competitiveness increase. Motivations for involvement in the development of environmentally friendly products and services are varied and, in many cases, the financial ones are overrode. The paper presents the role of social media in finding reliable solutions for solving environmental problems and the extent to which society (individuals and organizations) involves itself and is influenced by pro-environmental actions.

Keywords: social media, environment, technology innovations

INTERACTIVE LOCATION BASED MOBILE AUGMENTED REALITY AS A GEO-TAGGED STORY TELLING MEDIUM FOR DIGITAL JOURNALISM

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Mobile augmented reality provides designers and readers with a new opportunity to start thinking more deeply about the mobile reader's context and situation. In fact, the key thing to remember about mobile augmented reality is that it is about augmenting experiences in real-world environments, wherever the reader happens to be. AR technologies can take any situation, location, environment, or experience to a whole new level of meaning and understanding. AR is uniquely changing the way people learn with mobile devices.

The main focus of the study is on reader's interaction with the AR journal as well as the usability issues with the prototype. It should be noted that the study is conducted in the research field of multidisciplinary field of human-computer interaction (HCI), rather than digital journalism research.

Research Objective

This research will attempt to find out how MAR could be made digital journalism viable, by trying to find the elements an MAR digital journalism model needs.

This focus certainly ensures technological development; however, it leaves other important areas out. While there has been some research dealing with how readers use AR journals, these studies vary a great deal in regard of technological implementation, choice of user interface, design of interactive parts and degree of integration of AR into the readers activities.

A digital journalism model breaks up into different parts. This research is aimed to find the elements of geo-referenced digital journalism model that apply to the applications of MAR via location-based service.

Research Questions

Based on the above problems the following questions are raised:

- Location-based services are used along with mobile augmented reality only for limited applications like, to locate and augment the near restaurant, hospital, etc. (Example Yelp). How can the usability of this interactive technology be increased?????
- Location-based service in specific in digital story telling medium is limited to gaming model only. How can it be used much more effectively and efficiently?
- In social perspective, are the readers more involved in the journal with the current journalism system??? Are the latest technologies used in a proper way???? Will these technologies and our research take the journalism and media to the next level????
- What is an appropriate software architecture to develop this system (mobile augmented reality and location-based service in interactive story telling medium) which operates using a wide variety of hardware and software components, and to simplify application development???
- Which module of our research can be made flexible in order to make this system applicable for all the other application domains?

THE IMPLICATIONS OF SOCIAL MEDIA ON SUSTAINABLE DEVELOPMENT IN ROMANIA

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We live in an era where everything is happening on the Internet. In last time we spend more time online, we communicate online, we make payments/shopping online, we have online dating, we read online, we do online courses, we organize debates in the virtual environment, we trying to mobilize masses of people in virtue of one ideas etc. All these means social media, social networking. Social media is the social interaction among people in which they create, share or exchange information and ideas in virtual communities and networks. Social media technologies take on many different forms including magazines, Internet forums, weblogs, social blogs, microblogging, wikis, social networks, podcasts, photographs or pictures, video, rating and social bookmarking.

The purpose of this paper is to realize a database with social media channels in Romania and their role on sustainable development (a short presentation of online media campaigns that have generated implications for the sustainable development in Romania: Biodiversity - We are all in this together, Rosia Montana, shale gas, Let's do it Romania, Law on stray dogs etc.) In addition it will be analyzed the concepts of social media, sustainable development, and will be created a database of NGOs in Romania specialized in sustainable development and achieving a ranking of regions and counties that are more sustainable.

The first methodological step consists in bibliographical research of the sustainable development and social media concepts, definitions of the concepts and principles. The second step consists in establish the target group of this research, collection of statistical data, analyzing the data, and presenting the results. The software used in this research are: Microsoft Excel and Mind Manager.

Main contributions: synthesis of the sustainable development concept based on relevant bibliography sources; making a radiography of the status of social media in Romania; analysis of the sustainable development NGOs from Romania; achieving a ranking of regions and counties from Romania that are more sustainable; demonstrating the connection between social media and sustainable development.

Keywords: sustainable development, social media, green investments

ARE WE PREPARED FOR SOCIAL MEDIA? CASE STUDY: ROMANIA

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In the last years social media was becoming a great way to interact with friends, with colleagues or even the companies. We discovered a way to comment or to show to producers we like or not like the products, without any constraints related of the bureaucracy from the companies. Is the moment we realized we can influence the brand, the product or the companies. But companies are prepared to deal with the social aspects of virtual world? Is there a structured way to do this? And the most important, are companies prepared to take advantages from all the instruments offered by social media? The questions we try to answer is related to a possible gap between requests of a social media exposure and the ability of doing this considering the human resources. After a decade of Facebook, we wander if Romanian educational institutions are preparing the generation of digital natives to use in a constructive way the social part of media. This paper aims to present some researches regarding the educational background of social media users, especially of specialists in social media from Romania.

Keywords: social media, case study, Romania, Facebook

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THE FINGERPRINT OF EDUCATIONAL PLATFORMS IN SOCIAL MEDIA: A TOPOLOGICAL STUDY OF FACEBOOK EGO-NETWORKS

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Social media and social network studies cover an increasing horizon of inter-disciplinary domains, with notable results in topics like genetics, opinion dynamics, artistic collaboration, transportation systems, neural networks etc. Recent studies show a correlation between the real-life community structure of one's friends, and that of one's Facebook ego-network. Research shows that data mining from sources like Facebook is reliable in realistic network research, as well as the fact that there is a strong correlation between the real-world social capital and virtual friendships of people; this conclusion has also been confirmed by our own previous studies of Facebook data sets. Measuring representative topological graph metrics – like average degree, average path length, clustering coefficient, modularity, diameter, density – and graph centrality distributions – like between's, closeness, degree, eigenvector – over the acquired data gives conclusive results over the existence of characteristic patterns for empirical social networks. Even though few systems are more diverse than the social networks of humans, we have proven – supported by state of the art advances in the field – that there is an underlying pattern in which all these networks fall. This paper proposes to study and quantify the topological differences between three types of social networks: the one of a youth organization (based on collaboration), the one of an educational/research laboratory (based on interest), and those of diverse Facebook users (based on socializing/entertainment). The comparison is done through measured graph metrics using the existing network fidelity metric, and through network motif distribution comparison. The results highlight key aspects which lie at the basis of how people interconnect with one another in different social contexts.

Keywords: social networks analysis, network topology, collaboration networks, social media

(INTER)CULTURALITY EXPRESSIONS. CONSTRUCTION OF ETHNICITY WITHIN BLOGOSPHERE AND SOCIAL MEDIA

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This paper aims to point out the discursive construction of ethnicity within the social media. A further discussion about the phenomenon of interculturality, which takes into account the Romanian society, becomes a straight forward approach, so as to determine the main characteristics of intercultural communication and minority expression, which have been greatly developed, according with the evolution of new media. Consequently, our paper wishes to analyse the blogs and social networks with ethnic references. Our approach follows the construction of ethnic identity and the perceptions of intercultural aspects in the context of Web 2.0 and new media socio semiotic perspectives.

A key-element in our analysis is founded on the premises that intercultural communication, Web 2.0 and Social Networks are characterized by subjectivity and interactivity, which go beyond the unidirectional nature of traditional media communication and are subjected to many research projects as well.

- The concept of intercultural is focused on the interaction between different groups in society, which are perceived as referring rather to a dynamic process of exchange, dialogue, negotiation between groups, and to the identification of a common language and a common space where communication should take place.
- Blogging and social media channels represent efficient ways of communication and information exchange between different groups.

The methodology of research presumes the highlighting of the way in which the communication practices, which are implemented by the new media, sustain the intercultural communication and the expressions of diversity. Intercultural communication is based on the thesis of social and media constructivism of identity and alterity, from both ethic and epic perspectives.

Keywords: constructivism, identity, social media, ethnicity, interculturality, alterity

A SYNERGETIC APPROACH TO THE INFORMATION LITERACY AND SOCIAL MEDIA

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Background: Information literacy (IL) is one of the most important pillars of the lifelong learning process. It is well known that students should be informed for getting better grades during their educational studies. Besides, they keep on updating their knowledge after graduation exam, in order to adapt to the emerging technologies and to the society progress and, further, to develop a successful carrier.

Nowadays, when speaking about the educational process, the online environment gains more and more territory in its battle with the traditional teaching and learning system. On one hand, more and more people spend their time on social networks, on the other hand, it seems that they prefer to manage themselves in the searching process of online information. Taking into account the assumptions from above, libraries should consider, develop and propose new tools and services for supporting users and improving their skills.

Purpose: The aim of this paper is to bring out the usefulness of social media tools in the context of integrating IL guides for enhancing users' abilities.

Design/methodology/approach: The paper presents and describes a case study focused on the involvement of a reference librarian, preoccupied in creating and sharing online learning materials for the academic university library. The ability of ethical use of information is one of the topics carefully analysed nowadays. A high number of learning materials have been developed and, presently, provide useful tips for the efficient management and ethical citation of information. Social networking services and tools openly and instantly enable sharing of information. The library guides have been integrated within social networks such as Slideshare, Academia.edu or YouTube.

Findings: Statistical data collected through the investigations on the social networks, developed in this study, reveal a positive attitude of the users towards these collaborative learning tools.

Practical implications: An insight into the IL implementation within the academic library is presently available. The paper provides a useful list of information literacy guides and best practices for integrating them into digital collaborative environment. The guides explore different topics according to the standards specific to the learner of the 21st century.

Originality/values: This paper proposes a synergetic approach to IL and social media. The synergy means that IL as an essential component of the lifelong learning process work together with social media, which represents an effective learning tool and the preferred online environment chosen by the majority of

the users. This way, the boundaries of the IL have been extended and an open partnership between librarians and online users has been created.

Further investigations: A positive impact has been demonstrated in terms of creation and spreading the ideas. IL is an inspirational and beneficial source for users, so additional learning materials might be created. Undoubtedly, social networks should be explored, too.

The libraries should be more and more close to the customers and its services should be permanently reshaped and improved.

Keywords: academic library, lifelong learning process, information literacy, social media tools

USING WEB 2.0 FOR HIGHER EDUCATION TEACHER TRAINING IN ROMANIA

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The DidaTec lifelong learning and training for higher education teachers in the technical sciences and engineering field was run as a training course for university professors in 12 universities, within the aim of improving the use of ICT in higher education. The project designed, delivered and evaluated a training programme with 6 modules on modern educational instruments and the use of ICT, which was delivered during 2013 to over 800 academia from 12 Romanian universities. The training course delivery used several web 2.0 tools and introduced open education resources to the engineering education in Romania. The piloting results in one university indicate the implementation of 162 courses in the virtual campus of the university – CVUPT, and a strong use of web 2.0 tools. The DidaTec training course involved 126 university professors in the instructional design training and also 49 young professional and the 162 courses were re-designed using new learning models, ICT and the use of web 2.0 tools in course delivery and student evaluation. This paper presents the methodology and evaluation of using web 2.0 tools during the DidaTec project, as well as some specific study cases from the new designed courses.

Keywords: blended learning, engineering education, virtual campus, instructional design training, higher education, web 2.0, open educational resources

FACEBOK USAGE AS A SOCIAL DOCUMENTATION TOOL WITHIN THE COLLEGE ADMISSION PROCEDURE

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The online social networks allow individuals to continuously create and model their self-presentations and representations. Facebook stands for a relevant example as people are given the uncensored opportunity to unfold their online selves according to their interests, preferences, goals and expectations. As a social networking site, Facebook is particularly used for reasons related to social documentation (social searching) and maintaining preexisting close relationships (bonding social capital) that imply knowledge of new information about persons met offline, and less for social exploration (social browsing) that refers to using Facebook to initiate new contacts. The extant recent literature often approach the usage of Facebook as a pre-employment screening tool with a view to select the fittest candidates for the job. Still, there are few studies which address the professors' endeavor to use social media, in general and Facebook, in particular, as

a complementary criterion when selecting future students. At this level, Facebook profiles are liable to stand for cogent indicators for the prospects' personalities and potential, for their predispositions and professional perspectives.

Starting from this point, the current research aims at investigating the approaches on the aforementioned issue of several professors from a Management college who are in charge of settling the evaluation reference points of the college admission procedure. The research is the more relevant so as the future graduate managers should possess some key characteristics which may be anticipated or pre-assessed based on their Facebook profile cues. In order to test the subjects' openness to consider the implications of Facebook usage as a thorough social documentation tool, twenty in-depth interviews were conducted.

Keywords: Facebook, social documentation, college admission procedure

SOCIAL MEDIA USE IN AND FOR SCHOOLS: A TRANSNATIONAL PERSPECTIVE

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Besides being the environment for communication and social activities, social media (SM) are increasingly promoted as educational tools (The Education Foundation, 2013). Wikipedia, Facebook, Youtube, students' or teachers' blogs and many other platforms included in the 'social media' phrase could be used by teachers as well as by students as tools for (1) searching information, as any other media, (2) developing the competencies throughout the creative and /or collaborative features of these media and (3) communicating, both horizontally (i.e. student-to-student or teacher-to-teacher) or vertically (i.e. student-to-teacher).

Some researchers have already explored the issue of using SM in schools or for learning purposes, but the approaches have been narrowed down by relying only on national data (mainly from the USA, some of them from UK, Donlan, 2012) or by their focusing mostly on the usage of SM at undergraduate level (Lu, 2012) and not on primary or secondary schools.

Moreover, the rare studies focused on children were framed within the safety versus risky perspective (Sharples et al., 2009). The results of these studies highlighted mainly the link between academic performances and the use of social media (Hew, 2011, Junko, 2011) and the impact of this usage on the students' social capital and self-esteem (Elisson et al., 2007).

Another set of studies have been conducted on the possibilities that social networking sites offer to education (Griffith & Liyanage, 2008, Borghian, 2013) leaving aside the teachers' and students' opinions on these possibilities and if they are actually used.

My study's intent is to address these gaps in the research field, answering to the following research questions: 1. How do students and teachers from various cultural areas refer to and use social media in and for school? 2. What are the variables (age, gender, social-economic status, etc.) which shape children's use of SM in and for school? 3. Could we draw a model, relying on the three opportunities of SM highlighted above (information, creativity & collaboration and communication), of what learning through SM means?

In order to give some answers, I will use the qualitative data of Net Children Go Mobile project (www.netchildrengomobile.eu), in which 12 individual interviews and 6 groups interviews with students (9 to 16 years old) and 2 group interviews with teachers have been conducted for each of the nine European countries in the study.

Keywords: social media, social networking, children, schools

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THE IMPACT OF SOCIAL MEDIA TOOLS IN EDUCATION. CASE STUDY: SOCIAL NETWORK FACEBOOK

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Increasing globalization is changing the way we think, work and communicate, which means that education, is not excluded from these changes, interactivity in teaching and learning, being the main feature of them.

This paper aims to present the impact of technology (social media tools) within the education system, a brief description of social, economic, political and educational advantages of these instruments on the one hand, and on the other hand, the disadvantages need to be taken in consideration. At the end of the paper, we’re highlighting the most effective social media tools in relation School (teacher) - student. As a case study, we will use a group created on Facebook social network by the students on through which are transmitted ideas, courses, seminars, pictures etc.

Keywords: social media, tools, education, efficiency, Facebook

FACEBOOK SUPPORTING STUDENT-UNIVERSITY RELATIONSHIP DEVELOPMENT

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The communities associated to universities are continuously expanding, encompassing not only students and stakeholders but also other categories of public. Some of them, for instance prospective students and their families, are extremely important for the long-term development of universities. The internet and especially the social networking sites, facilitate tight relationships and high interactivity between universities

and their publics. The relationships between universities and their stakeholders are extremely important for the long term-development of the universities and the internet proved to be an important factor of influence (Reuben 2008, Merwe et al. 2005, Valck et al. 2009, Anderson et al. 2012). The academic literature investigates the use of new technologies and the impact of the internet on universities (Merante 2009, McEwan 2011, Barnes, Lescault 2011). Special attention has been given to the use of social media for educational purposes (Blackhouse 2013, Kent 2013, Lebrun 2011, Rahioma 2013, Voorn & Kommons 2013), even if the extent of their use for communication-administrative purposes is much wider. In this context, the present paper investigates the impact of social media especially of Facebook on various publics of the university, considering a non-academic framework (i.e. communication not related with the educational processes within universities). Using in-depth interviews and content analysis, the case study on the College of Management from the National University of Political Studies and Public Administration reveals the impact of the Facebook communication strategy on current students.

Keywords: social media, university, Facebook

A MOBILE ENVIRONMENT TO SUPPORT LEARNING ACTIVITIES IN THE SOCIAL SEMANTIC WEB

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Mobile learning environments are widespread adopted in a range of contexts from enterprises to academic. The capability of supporting social learning activities outside a classroom is one of the most important aspects that have characterized the evolution of mobile learning experiences. Moreover, the role of informal learning is under investigation by the research community and mobile technologies provide the tools that can support this type of learning process.

Likewise, the Semantic Web is emerging as a paradigm that enables effective technological solutions to be used in educational contexts; in particular, the Social Semantic Web produces explicit and semantically enriched knowledge starting from social interactions.

In this paper we present a learning environment that exploits the potentials offered by the integration of mobile and Social Semantic Web technologies. This learning environment is based on MeLOD, a mobile learning environment that exploits the huge amount of dataset in the Linked Open Data cloud to provide students with contextualized and continuously up-to-date information based on students' location. In particular, MeLOD has been developed with the aim of supporting students' social activities that occur during a visit of a city. In MeLOD, informal learning activities and social interactions are combined to stimulate learning processes based on critical thinking, teamwork and storytelling.

The activities of the students are traced by using common ontologies such as: SIOC to describe messages between students, FOAF to represent students' profiles, OPO to model online presence.

Moreover, students' interactions are modeled in the system in order to produce new knowledge. Besides, typical activities performed in the Social Web, such as voting and commenting, are used to enhance the knowledge base of the learning environment and to provide recommendations for students.

Keywords: mobile learning environments, mobile technologies, Social Semantic

COMPLEX NETWORK-BASED WORD ANALYSIS IN ACADEMIC INTER-PERSONAL COMMUNICATION. A CASE STUDY

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In an academic environment, communication should be extremely efficient, notwithstanding the limited electronic means' range. Communication distance is correlated with knowledge transfer efficiency, as well as the personal connection intensity. A method is through measuring the personal/impersonal rapport established via electronic means of communication: e-mail or social network posts. This paper shows a method to measure this in Romanian language.

Keywords: social networks, communication, parser

BRAINROMANIA: A COLLABORATIVE NETWORK FOR ACADEMICS AND RESEARCHERS

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BrainRomania.ro is a social network site which facilitates collaboration between Romanian researchers to help them build reputation and accelerate scientific progress. The network service was developed in 2012 after the Romanian Scientific Diaspora conference by Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) for Romanian researchers and academics located all over the world. One year later, more than 1,100 Romanian researchers have signed on to BrainRomania.ro to make their research more visible.

The main features that every user is able to use on BrainRomania are:

- Upload CV so other researchers in the same field can find out more;
- Upload papers and articles;
- Find other academics located in the same area or sharing the same interests;
- Create groups and discussion forums;
- Find out about financing and professional opportunities;
- Find out an expert on the topic who could help through the mentorship feature.

We'll introduce new features that will allow immediate feedback from other scientists on research - basically creating an interactive, digital and much faster way of peer review.

On the business side, we're going to start building a plan, which will take us in the position to ensure continuously development and support of the platform.

The true driver for innovation, we believe, is a mission that everyone believes in - in his or her very own way. This also means that everyone has to respect each other and their views. We have people from all over the world connected on BrainRomania. They all contribute their perspectives, founded on their new cultural backgrounds and upbringing, but always linked with their native culture, which is their first common point. This diversity, in combination with a strong mission, is a huge source for innovation.

But establishing and maintaining this respectful environment is something that is not easy to come by; it is an ongoing project and that's the reason behind our site.

Keywords: social network, Romania, researchers, collaboration, innovation

IMPROVED DECISIONS ON EDUCATIONAL SOCIAL MEDIUM BY HYBRID REACTIONS

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The growing popularity of social media platforms has been opening new educational techniques, methods and opportunities in various areas, including academia and education/

The quantity of information, the level of understanding for knowledge, abilities for proper implication in social media have to be measured for efficiency.

The paper proposes a new framework for improve subject's decisions for choosing one or another social media platform, in an interactive process, with the aim of the knowledge level rising. The model has a hybrid structure and it takes into account the main features of the social media selection criteria as content, impression score, cost, look and feel, audience fit. The behavior of a subject may be described as a continuous evolution on a media platform until he hit a certain level or another fact is involved in changing the current platform. These criteria for subject's behavior may be implicit or designed by subject himself. The changing of subject's behavior is in correlation with his expectations, and the subject's expectations are involved in the switch process.

The use of the hybrid systems and the adaptive learning technology, method based on advancement of algorithm technology, are related to the proposed framework. An advantage of the framework is given by the arbitrary number of social media platforms and the arbitrary number for essential components of them.

The model comes with a web platform for the aim of data collecting and determining of the right switch for the subject. The subjects / users may be from various areas, including university students, professors, training personal, educational content designers etc.

The case study about some platforms as Facebook, Twitter, LinkedIn, Google+ and YouTube is made on a group of students.

Keywords: social networking, behaviour, framework, knowledge

ARE TEACHERS READY FOR THE AUGMENTED REALITY?

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Most of the people, at least in developed countries, have access to mobile learning devices. It seems, in the new nomadism, it is difficult to differentiate between workers and learners. Many of the mobile full-time workers are, also, part-time students studying at home or online. Many of the adult students in day-time courses are, also, mobile part-time workers. Technology is and will be used to provide attractive digital to the tablet and smartphone users. The new trend: the augmented reality.

The Augmented Reality (AR) is a variation of the virtual media or of the virtual reality allowing the user to see the real world, with overlapping virtual objects or completed with real objects. The AR is an imagined layer overlapping the real world, visible by means of devices such as computers, smartphones, tablets, display glasses and other devices allowing the users to recognise these media which can consist of images, videos, and sounds.

As the tablet and smartphone use spread, the augmented reality started being used more and more in every-day life, but also in the educational environment. Are the teachers ready, however?

We hereby present, in the first part of this paper, a comparative study based on data obtained within the JOYAR project - Joyful adult training using augmented reality financed by the European Union, data revealing both the degree, and the level of involvement of adults in 6 countries in using new technologies for educational purposes, as well as a possible list of key-competencies required for successfully applying them. Furthermore, we present - in the second part - the advantages of integrating this technology in the teaching activity, but also practical classroom examples, rendering the lessons more animated and much easier to understand;

The AR usefulness is limited only by our imagination.

Keywords: elearning, mobile learning, Augmented Reality - AR, virtual media, education

SOCIAL MEDIA STRATEGY USED BY ENTREPRENEURS IN THE CONTEXT OF ECONOMIC CRISIS

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Entrepreneurship is, above all, an attitude translated into behavior, referring to an individual's ability to plan and manage projects in order to reach certain goals. Yet very young in our country, the business market (less than 25 years) has experienced more or less favorable periods, thus challenging the abilities and motivation of Romanian entrepreneurs, little experienced anyhow.

In the context of economic crisis, leaving on the market has proven to be in direct connection with the strategies adopted by entrepreneurs from Romania West Region. Promotion through social media used by them, has proved to be one of the winning strategies entrepreneur success unlike the ones who came out on the market in economic crisis period.

Keywords: entrepreneur, social media, strategy, economic crisis

DidaTec LMS AS A FRAMEWORK FOR TASK ASSIGNMENT THROUGH BLENDED LEARNING TECHNIQUES

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Blended learning-based LMSs have become a strong support for developing and implementing engaging learning designs in knowledge management processes. With a blended learning setting, DidaTec LMS, provides a proof of concept on how technological means bring mixed opportunities for applying learning strategies in online learning environments. The current work, addresses DidaTec LMS as a web-based institutional learning environment focused on role-centered task assignment, in the technical and engineering fields of Romanian higher education. We describe three DidaTec online educational learning communities and the specific task assignment processes that support role-based interaction within each community.

Keywords: DidaTech, LMS, blended learning, learning environment, online communities

THE DEVELOPMENT OF THE CRITICAL LANGUAGE AND OF THE SOCIAL MEDIA COMPETENCE IN THE CONTEXT OF THE GLOBALIZATION SIGNIFICATIONS

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The analysis of the social media's influences implies the recognition of the manipulation mechanisms and strategies used for the identification of the negative potential on the development of the language and especially on the critical thinking, but also on the networking accessibility as a linguistic community.

The identification of the manipulation strategies used as a monitoring instance and of the media manipulation it is necessary, because our purpose is that of highlighting the vulnerability when confronting with the manipulator content of the social media experiment.

This content may influence in a negative way the behavior of the individual, it may control him, and it can particularly manipulate him easily. Educating the teenagers in forming a critical thinking developed on their own opinions may elude any confusion concerning the media contents which are false or have twisted significations.

The forming and the detection of the accessing abilities of the cultural virtual background will allow the integration of the practices and the daily cultural experiences.

The existence of some representations which can axiological guide the behaviors will allow a critical thinking on the messages we are confronted with throughout the social media content, and in this way we will become less vulnerable in front of the ones who have the control over the information we are given and we will also be able to evaluate in a critical way the homogenization of the globalized significances.

Keywords: critical thinking, cultural identity, significances homogenization, globalization, manipulation strategies, critical language, social media competence, linguistic community

METHODS FOR STIMULATING TEACHING-LEARNING EFFICIENCY USING INFORMATIONAL TECHNOLOGIES

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Generation of impatience, which has neither the time, nor is it willing to way of things to unfold naturally, but triggers them, accelerates them, although often times does not carry through all its undertakings, the youth of today need cognitive, affective but mostly sensorial stimulations to arouse their interest, to excite them, to enable them to find efficient solutions to any problems. To them, who have become masters of surfing on the Internet, who are always on social networks, to find out what is going on, or to make themselves known to others, who use a whole range of gadgets just for fun, the board and the marker are not enough to keep them interested, to guide them towards performance and epistemic curiosity. The teacher's only chance is to resort to information technologies in order to make the teaching-learning process more effective and to stimulate the students for their own formation. The manner of achieving this, the students' level of involvement and the progresses made by them represent the subject matter of this article.

Keywords: information technology, educational software, specialized devices, interactive boards

ELDERS AND THE USE OF ICTS FOR SEEKING HEALTH INFORMATION

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The following paper is an exploration of how elders (aged over 65 years) use ICTs for seeking health information and how they communicate with their relatives and friends (nonmedical) through ICTs in order to get support for healthy lifestyles choices. We conducted a qualitative study using semi-structured interview in order to address four main research questions: a) How elders seek information about health through ICTs? b) What are their practices of using ICTs as health resource? c) How they rely on different sources of curing (medical and nonmedical)? d) Which are their needs and expectations in terms of information covering health issues? The results reveal that seniors over 65 have less autonomy in using various ICTs (mobile phone, PC for Internet connection) to connect with friends in order to talk about health care solutions. As this study could have implication for health policy making for elders, we advanced several suggestions for delivering public health campaign through ICTs.

Keywords: ICT, health, elders, communication, campaign

MOBILE NOTIFIER TOOL TO ENHANCE COMMUNICATION WITHIN LEARNING COMMUNITIES

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Our paper describes the architecture and implementation of a dedicated mobile software tool for enhancing communication capacities within different kind of learning communities. This type of software allows sending mobile phone notifications to certain groups of users defined by one (or more) administrators. For each group, one or several persons can be entitled to transmit notifications - to the group they usually belongs; a group administrator can create, edit and post a notification to the group he manages. This assumes that the software runs as a service (e.g. on Android), consuming little resources when no events are happening. Of course, one or more super-admins will create accounts for “regular” group’s administrators.

It could be possible that the social activity within the above groups to be limited since the communication is mostly unidirectional - from groups’ administrators to normal users – but this aspect doesn’t minimize software significance as quick spread of relevant information can be achieved. Three different levels of posts importance/emergency are defined through a code of colours: high (red), medium (green), and low (yellow). Thus, each user, i.e. group member, can stay permanently informed by push up notifications and consequently can perform his tasks faster. Educators could have administration rights too, in order to made different announcements: changing place or time for activities, promoting events, updating tasks, etc. Moreover this type of software can be used by school managers (admins role) to make announcements to their administrative or educational staff, or by school inspectors to notify headmasters etc.; it is cheaper, less time consuming, then texting to groups for example. Another aspect involves the balance that must be maintained concerning the amount and the frequency of notifications transmitted by posters in order not to annoy or, to lose users’ interest.

Further software development will include sending notifications to a desktop computer to compensate situations when mobile phone isn’t available for the moment or users don’t want to be interrupted to look at the mobile phone.

Keywords: Social networks, web 2.0, E-mobile

TACCLE2 - AN EDUCATIONAL ALTERNATIVE TOWARD BUILDING A LEARNING CITY

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The main aim of this paper is to present / introduce / promote engaging activities, methods and strategies of Urban Pedagogy, developed under the umbrella of the second project “Teachers’ aids On Creating Content for Learning Environments” (TACCLE2). The TACCLE2 project (<http://taccle2.eu>) brings together partners from seven different European countries being partially funded by the European Commission’s Comenius programme (517726-LLP-1-2011-1-BE-COMENIUS-CMP).

The Taccle2.eu wants to be a powerful platform for civic attitude, to link students and staff in debate about what schools and pupils/teachers can do to help transform their own city into a learning city.

Thus, Taccle2 project offers to:

- *Teachers*: a box of web 2.0 / ICT tools to help community grow, to motivate students to participate in local activities toward building a learning / smart city.
- *Youngsters*: to involved as active citizens of the city, to participate at urban development.
- *Schools*: to open up the minds and understanding of what a healthy city means, in order to improve quality of lives.
- *Educational Stakeholders* such as universities to learn pedagogy students how to use such activities in the classrooms, adult education institutions to train informally other persons interested in raising learning cities.

One can find in the Tackle2 activities different ICT tools (audio, photo, video sharing networking sites) related with all disciplines; in particular we'll introduce the Line 2 - Museums and Line 3 - Music from the fourth e-learning guide of Tackle2, about performing and creative arts.

Keywords: ICT, Web 2.0, technology and education, social media, TACCLE2, urban pedagogy, learning cities

PHILOSOPHY IN THE AGE OF SOCIAL NETWORKING

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Starting from the book „Facebook and philosophy: what's on your mind?”, edited by D.E. Wittkower's, as a starting point and as a reference frame, the analysis of the relationship between philosophy and social media follows the perspective of the complexity, with a focus on those features a complex system that could be observed in the (online) social networks, too: non-linearity and non-predictability. The analysis of those features leads to the questions of the relevance of the social networking for the philosophical research and of the philosophical presuppositions of the social networks' creation. Finally, a connection with the crowd science (citizens' science) could be exploited for a new perspective on the philosophy's usefulness nowadays.

Keywords: social networks, Facebook, philosophy

OPENING UP EDUCATION IN ROMANIA

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This paper reports on the status of Open Educational Resources (OER) and Open Educational Practices (OEP) initiatives and policies in Romania. Drawing on the POERUP (Policies for OER Uptake) research, we highlight also a number of significant OER and OEP initiatives in other countries which may provide effective exemplars for Romania to consider.

The POERUP policy recommendations, which have been mapped against the EU Opening Up Education initiative are reviewed and related to the current situation in Romania, with suggestions to facilitate the development of OER and OEP in the country.

Keywords: open educational resources (OER), open education, open educational practices (OEP), Romania

OVERVIEW ON THE TECHNIQUES USED IN PUBLISHING INTERACTIVE MULTIMEDIA MATERIALS

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Interactive media starts to become more and more present on the web *CMS platforms*, taking the interactivity of web based platforms to a higher level, responsive, more specific, generating a higher understanding of the subject.

Purpose of this research is to analyze the evolution in the past 3 years and also future enhancements, of interactive media such as *video* or *broadcast systems* used to produce these types of materials from an eLearning perspective, trying to predict the future developments and implementations on the field. Also techniques for *annotation and rendering* are included in the case study of this scientific paper. Results show that the interest for developing this kind of media is on a constant growth, pushing the production of traditional (non – interactive) media towards replacement.

This type of media will and without doubt marks the evolution on the next step towards the full interactivity of audio visual experience of the user, by becoming from an enhancement to a necessity.

Keywords: interactive media, broadcast, video, annotation, e learning, CMS platforms

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KEY ISSUE: TEACHER'S AWARENESS REGARDING „NETWORK LEARNER”

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Our society is moving to the Digital era, which is considered the fourth revolution in the mankind history. The first, Copernicus revolution changed the concept about the mankind being the center of the Universe. The second revolution (Darvin's revolution) led to understanding that a human is not the unique creation but a result of the animals' evolution. The third revolution (revolution of Freud) cancelled the conviction that we can always understand what is going on in the human mind. Today, we feel the phenomenon of the fourth, digital revolution. The digital revolution, similarly to the three previous revolutions, relates to very fundamental principles accepted by a human being. It changes the peoples'

understanding of their place in the world from being just a part of the nature, to being also part of the artificial world created by them. The people start perceiving themselves as “the kind of informational organisms that live, flourish, interact, not as stand-alone entities but as networked agents in a world that is made of information” (Floridi, 2010).

Education as the fundamental component of Society is being transformed in the Digital era. The principle question upraises: What is the essence of the above transformation? There are a number of versions to the answer on the question: intensive integration of IT tools; changing the role of the teacher as the content provider; unlimited students collaboration; ubiquitous access to knowledge etc.

The remarkable contemporary philosopher and thinker Luciano Floridi - when asked about education being transformed to a new Digital era said: „... the question becomes: what sort of abilities should we privilege and teach tomorrow’s consumers, curators, producers, and designers of information?

The answer seems to me quite obvious: the very languages through which information is created, manipulated, accessed, and consumed.” This means that the main issue today is the new learner, the “networked learner” (Floridi, 2013).

In our paper, we formulate the above idea differently. We study the problem from the point of view of the new teacher. An awareness of the teacher regarding the above problem is in the focus of our study. The main hypothesis of our study is that in a new Digital era, teachers awareness about the “network learner” is a key issue in teachers success in the lesson.

We consider a so-called Web presence as the main characteristic of the “network learner”. We study the Web presence by using its specific mapping for to the set of blocks (channels) interconnected according to a number of rules defined by a user. The rules are defined on a set of Web channels, such as: Facebook, Wikipedia, YouTube, Dropbox, Evernote, etc. By defining the rules, a user (as a learner and the teacher) connects the blocks (channels) and, correspondingly, creates his/her personal unique environment. We use a popular mash-up IFTTT (If-This-Then-That) for above purposes.

Our study indicates that both the structure and the content of the IFTTT rules contain meaningful data regarding the networked participants of the educational process. Unexpectedly, this data contains information about their On-line Identity and even On-line Personality. Interviews conducted in a group of teachers clarify the teachers' epistemic beliefs about teaching in the Digital era. Results of the interviews strongly support our main hypothesis regarding the key role of the teacher’s awareness regarding the learner’s Web presence.

Keywords: social networks, learners, online personality, online identity

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THE EFFICIENCY OF COMPUTER BY MAPLE SOFTWARE, IN THE TEACHING AND LEARNING OF GEOMETRY IN SPACE

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The objective of this article is to evaluate the effectiveness of computer use by Maple software, in the teaching and learning of geometry in middle school, the students of the Faculty of Mathematics, University „Vasile Alecsandri Bacău”.

The third year students of teaching practice, although they have a good background in mathematics than students of other departments face different problems using the skills to use the computer and lack of teaching experience.

The research was done at National Pedagogical College „Stefan cel Mare” of Bacau, assisting 28 math lessons and 28 lessons in ICT, a group of 200 students from class I to IV, 180 students secondary school teachers and 40 different majors.

Tests and surveys have shown the effectiveness of using the computer in the development of active thinking and skills training in the graphical representation of geometric bodies, problem solving competition in space. On these issues, we are looking for an answer to finding the best strategies for teaching and learning using computers.

With nearly 5,000 positions, use menu provided by Maple, acquiring knowledge capture techniques in an electronic, computer, math texts, graphics, images, sound, and diagrams, e-learning solutions, including test and evaluation online and web-based tools designed for mathematics learning. (www.maplesoft.com).

Keywords: Maple software, competition in space, a finding-ameliorative research, computing technology, the geometric representations

HIGHER EDUCATION TEACHER TRAINING AND LIFELONG LEARNING IN THE EMERGING SOCIAL MEDIA DRIVEN SOCIETY

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The advent of social media and its impact on society is beyond doubt. However, due to its rapid spread and ubiquitous presence, it has made it hard for the society to easily cope with the inherent structural challenges that occur. One such challenge is the training of higher education teachers in lifelong learning programs tailored to their need to better reach their counterpart, the students, that have become overly engaged in the social media environment. The paper addresses these challenges in the context of the DidaTec project - a major initiative in Romania, with national impact, aimed at higher education teacher training.

Keywords: higher education, DidaTec, social media, teacher training

SOFTWARE SIMULATION OF A RANDOM NAVIGATION THROUGH WEB GRAPH

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The general information about the world wide web are especially nowadays useful in all types of communications. The most used model for simulating the functioning of the web is through the hypergraph. From the known algorithms used for web navigation in this simulation the surfer model was chose.

The main objective of this paper is to analyze the Page Rank and it's dependency of Markov Chain Length. Thus, in this paper some software implementation are presented and used. The experimental results demonstrate the differences between the Algorithm Page Rank and Experimental Page Rank.

Keywords: Hyperlink, Web graph, Markov Channel, Page Rank, Pseudo-Random Sequence, Surfer Navigation

WEB 2.0 RESOURCES FOR TEACHING MATLAB

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Matlab (MATrix LABoratory) has become in the last decades a widely used tool in various fields of science and technology. The Matlab resources can assist the teaching and research of science education. In the present paper we are interested in the presentation and analysis of several important web resources used in teaching Matlab, which was designed and developed by MathWorks Inc. Due to its analysis capabilities, flexibilities, reliability and powerful graphics, Matlab plays an important role in the design, analysis and evaluation of engineering and sciences problems. In the light of above, the use of Matlab software package in solving different kind of problems could make their analysis more accurate. Using Matlab in teaching, has the potential to motivate students in learning and understanding mathematical theoretical notions for example, which sometimes could create problems. Often the classical course materials are presented in an analytical form with minimum representations for the practical concepts, which make more difficult the process of learning.

Keywords: web 2.0, teaching, Matlab

LEARNING ECOSYSTEMS AND CHANGE IN EDUCATIONAL VIRTUAL ENVIRONMENT

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More than anything else the virtual educational environment becomes the vehicle to improve pedagogical performance. The nowadays students use blogs, social media, databases and expect that teachers to express themselves in the same manner. The university also experience the challenge of competition due to the need to be the most important factor in the education of own students. In a few words the virtual environment became the place where university experiment the changes and innovative processes brought educational development. That situation developed for many universities in what is generally known as learning ecosystem. The academic staff is now encouraged to be involved in research and at the end to adopt a general standard. We may speak about a quality standard doubled by a technical procedure that together will make the course an exciting experience. The article try to emphasis the most common challenges and to underline the professor responses in order to demonstrate that now the academic environment is ready to evolve to a new level of understanding of the virtual world.

Keywords: learning ecosystem, virtual environment, academia

ALWAYS ON – A PERSPECTIVE ON THE TEACHER’S PERCEPTION OF THE PROFESSIONAL MEDIA COMPETENCE

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The present paper refers to a local perspective on the learning process, regarded in its complexity on study levels, and pointing out the necessity of developing the teachers’ “media competence “. It is seen a paradigmatic change that takes place in the inner of the school organization which becomes not only a knowledge producer but an institution that „learns how to learn”. We consider that there are several aspects as part of the pressure that Romanian educational system suffer in the field of teachers’ professional training. Part of the European Educational Area, teachers of the undergraduate level are in a permanent process of permanent professional training and must achieve new competences according with the new perspectives on the pedagogical paradigm. In this context the process reveals an important change as the teachers become the subjects of evaluation, on the one hand, and on the other hand, the process may imply new competences in communication (as ICT) and media pedagogy. Romanian educational area is characterized by a period of changes and it is confronted by one hand with the lack of the teachers' skills in basic ICT and on the other hand with the lack of material and technical resources in schools. Even if there have been done some improvements, the explosive development of the „internet society” makes it difficult to keep step with. The research used a small-scale case study to examine how the Internet (new media) is used by teachers within the educational process and to present the specificity of the Romanian educational area in this matter. Nevertheless, the aim of our research is to exhaustively determine the way that the Internet and new media are perceived and represented by the teachers in the educational process in two high schools. The research is realized locally and does not express the matrix of the national level. We argue that the necessary changes should be introduced in order to train teachers’ media competence as a corner stone of media pedagogy. These changes should start from the inner perspective of the teacher, from the self consciousness of himself/herself as a key role in the educational process.

Keywords: media competence, media pedagogy

EXPERIENTIAL EDUCATION BY DIGITALIZING THE LIVE FOOD PATRIMONY

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In the space of food tradition, more than in any other domain, every community has accumulated, historically, layers of popular knowledge resulted from the interaction with the environment and the life circumstances, many of them relying on a demonstrated scientific base. All this heritage should be exploited, because it does not oppose the idea of progress, on the contrary, it includes it.

A feasible solution is the exploitation of the immaterial patrimony of traditional food by means of education as cultural intervention. This desideratum can be achieved through building and maintaining a space for training, investigation and scientific exchange which enables the deepening of knowledge about traditional food culture. This action will result in developing a new methodology and tools of cultural education, which may facilitate the enhancement of life quality, social inclusion, and eliminate discrimination and marginalization based on cultural and/or social reasons.

In this context, we propose a syllabus for traditional food cultural education, conducted in the university space, involving students from the bachelor and master’s cycles, trained to pass on knowledge to community members and in the virtual space. We propose a pack of experiential education which contains

activities for collecting and digitalizing the live food patrimony with the involvement of the trainees, creative and experiential learning activities.

The research and preservation of the traditional food patrimony will lie at the basis of creating an electronic encyclopaedia, which will quantify both knowledge on traditional food extracted from historical, ethnographic and linguistic sources, and the living thesaurus of networks and food behaviours collected through interviewing the young and the older generation.

The computerization of the traditional food patrimony responds to the desiderata of the European policies for which the digitalization of cultural resources is regarded as a key factor which will contribute to improving the accessibility and the uninterrupted flow of information in an economy of knowledge.

Keywords: community, electronic encyclopaedia, networks

3D CYBER-COMMUNITIES OF LEARNING. AN IMMERSIVE EDUCATIONAL STRATEGY FOR RURAL AREAS

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The 3D online virtual worlds, also called meta-verses, combines 3D real-time graphics with multi-user access for implementation of visual and immersive platforms. Although technically more difficult to implement and use than the „2D” web 2.0 social networks, these environments have more effective cognitive and educational impact on their users.

Second Life (SL), the most known 3D meta-verse platform, offers the tools for virtual worlds creation, with the purpose of communication, content sharing and cooperation among the residents of those worlds and also of the outside world. Unlike Facebook, with which has in common some social characteristics, e.g. lists of Friends or media sharing, SL creates the feeling of presence in the 3D context, which stimulates the communication, interactivity and the creativity when used in an educational process.

In the present paper we present an early stage project on the implementation of a 3D cyber-community of learning and socialisation on the OpenSimulator (OS) platform, an non-commercial and open-source variant of SL. With this project we had the purpose to enhance the educational message by means of a 3D immersive environment and social-platform, to facilitate the access to our educational resources and also a social relationship among 3 communities from remote and economically disadvantaged areas of Romania: Vădastra (Olt), Luica (Călărași) and Sfiștofca (Tulcea), and an academic institution, the National University of Arts (NUA) Bucharest.

In this paper we briefly present advantages of the OS platform which determined us to choose it for the implementation of the 3D educational simulator, and the 3D graphical design of the educational space where the in-world lessons and meetings will take place; we detail on the educational resources and their integration, the training activities as children and teachers be able to use this simulated environment, and the methods we used to conduct history lessons based on the in-world social affordances (chat, IM, vocal calls) and on innovative elements created in this project. We mention here the scripting of an intelligent guide (a non-playable avatar), which represent the host of the 3D environment mediating the educational process, the customization of the avatars representing the children and teachers, with the purpose of improving the social experience in this simulated environment.

In the final paragraphs we present the conclusions of our research based on our observations and results of a post-experiment survey.

Keywords: 3D meta-verse, 3D social-platform, Second Life, OpenSimulator, cyber-community, avatars, intelligent guide

SERIOUS GAME DESIGN: THE SOCIAL PERSPECTIVE

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Innovations in information technology together with evolutions in pedagogical approaches encourage the rapid integration of technology-supported interventions in mainstream teaching and training practices. One area attracting particularly attention in this respect is serious games (SG). Many studies have highlighted the positive qualities of SGs, such as their persuasiveness and motivational appeal, which can support immersive, situated and learner centred learning experiences. Beside contexts that concern workplace training or client training, the potential of SGs has extended to other specific business activities, such as marketing. While researchers and practitioners agree on the multiple benefits and potential of these emerging media in the learning and business environment, their development remains a challenge. Game applications are usually complex, interactive, real-time systems, which are non-trivial to implement. Designing human-centred educational games that have rich storylines is not an easy undertaking. The authors explore the challenges related to serious game design and development, with special attention given to social game mechanics. The research is carried out within the „Development Environment and Syllabus for Serious Games Implementation” Project, funded by UEFISCDI.

Keywords: serious games, game design, learning environment

AN EVALUATION OF THE QUALITY OF THE UMS APPLICATION IN THE UNIVERSITY OF BACĂU

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Most students and the administrative staff of „Vasile Alecsandri” University from Bacău use the UMS for managing the school situation. It is the software application especially designed and addressed to the academic management. This study examines the quality of the UMS application by giving a questionnaire and analyze the factors that lead to the efficient functioning of the software. Thus, by doing the analysis of factors and subfactors involved in the interaction between the user and the application, we will be able to analyze the quality of the application.

The conclusion of the research topic will materialize, after the statistical modelling of the questionnaire results, in a presentation of a method meant to improve the application.

Keywords: UMS, software application, academic management

GAMIFIED: AN EFFECTIVE AND INNOVATIVE APPROACH TO STUDENT MOTIVATION USING GAMIFICATION

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Many modern teaching techniques revolve around the concepts of online courses, collaborative assignments, dynamic grading systems, real-time feedback and motivational inserts into the process of learning. Massive open online courses (e.g. Coursera, edX), which have seen a recent rise in popularity, integrate many of the aspects to enable distant students to take part in higher levels of education. However, while the perspective of migrating towards a pure online environment is in line with the trend of the generations, most professional and intellectual skills can only be effectively learned through physical attendance and practical guided work. The main concern highlighted in this paper is the weak point of most classic educational systems: the constant decreasing motivation it gives its students – individuals who have grown and are embedded in many virtual realities from where they draw intrinsic motivation and energy. We propose to create an educational platform named Gamified, which simplifies the educational and grading systems in modern schools and universities. It relies on the fundamental aspects of the theory of Gamification, namely bringing motivational elements from (computer) games into non-game contexts. It does this through the abandonment of grades (seen by us as negative feedback, a demotivator), and integration of heroes, accumulated experience, levels, level-ups, achievements, quests, guilds, and other representative elements taken from role-playing games (positive feedback at different levels of motivation). Not only do these elements sound familiar to a vast majority of today's students, but they also trigger interest in the new approach to learning. The idea has already been tested on a control group of 50 students (2nd year Computer Science) with remarkable feedback.

Keywords: gamification, intrinsic motivation, educational platform

SOCIAL INTERNET OF THINGS WITHIN VIRTUAL ORGANIZATIONS – THE KEY TO SUCCESS?

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Starting from the idea that Internet of Things and Social Media emerged into one new paradigm, or better say, a new vision of Internet of Things has coined in the last past years, we realized that the technologies involved can bring big opportunities for virtual organizations, especially of business type. We imagine a social network of (intelligent) things/objects that can “communicate” information about themselves to other objects, computer applications, devices and, most important, people. This is the central point in the knowledge sharing process within virtual organizations.

This paper aims to analyze how Social Internet of Things (SioT) technologies are used within virtual organizations and the improvement they bring into the knowledge sharing process.

Keywords: Internet of Things, virtual organisations, Social Internet

M-LEARNING – AN EFFECTIVE LEARNING STYLE?

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The effective digital mobile learning uses efficient teaching and learning methods and it makes full use of its “mobile” nature. The student is mobile rather than the device. This key principle should influence all the other principles of the digital mobile learning.

The effective mobile learning exploits the advantage of being on the scene, it provides immediate access and connection and it acknowledges the learning process which takes place outside of (and together with) the formal learning frameworks, in places such as the workplace, at home and in open air.

The introduction of a wide variety of technologies had an impact on the training methods. Together with the rapid development of PCs in the 20th century and with the explosion of the mobile phone use in the past 10 years, we started to see a change in the classroom training pattern from the learning with a Trainer in front of the room to a varied blend of approaches regarding the learning from various frameworks.

During the first stages of the mobile learning development, the focus was on the mobile devices themselves, but they are now being replaced by a new orientation towards understanding the students who are connected to the relevant information while being mobile.

This work is an attempt to show the degree of preparation and use of the M-learning within the teaching activity. The investigated sample includes a representative number of 350 Training Staff from the higher education environment in 15 university.

Keywords: elearning, mobile learning, education, QR, RA

LINKED OPEN GOVERNMENT DATA FOR SMART CITY APPLICATIONS

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Many initiatives have spawned in the latest years around the globe regarding the publication of Open Government Data. However, the increasing quantity of data available in this field is hard to process, visualize and integrate due to different formats being used, various usage licenses, erroneous data, lack of metadata and so on. These issues can be successfully tackled by publishing the data as Linked Open Government Data (LOGD). This is possible because of the processing that takes place in the various stages of the LOGD lifecycle: discovery, cleansing, modelling, publication, licensing, dissemination and exploitation. This paper gives an overview of LOGD initiatives, research directions and usage from around the world, with a focus on using LOGD in Smart City applications. The author also presents a study case of such an application built using data from the Open Government Data ecosystem in Romania.

Keywords: Open Government, Linked Open Government Data, Smart City

THE MODEL OF A COMPETENCE DEVELOPMENT PLATFORM FOR PRIMARY AND MIDDLE SCHOOL STUDENTS

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E-learning systems tend to be more and more present in the life of students. Classic teaching based on the “magister dixit” paradigm tends nowadays to become obsolete. The student must not be forced to memorize information and then to be evaluated by the reproduction of that information in written and oral exams. The student must explore freely the tree of competences and try to develop those using different approaches. In this paper we will present the model of a competence development platform dedicated to primary and middle school students which acquired poor results. The competences are compiled from the national regulations and they are divided hierarchically into domains, general competences, specific competences, variables. On this hierarchy we designed a hierarchy of learning objects that we call actions organized in lists of activities, activities, lists of actions and actions. The learning object model, alias the action, has several parameters modelling abstraction levels like: concrete, representation, abstraction and relational. Regarding the difficulty we set three levels: beginner, intermediate and advanced. Regarding the content of these actions we include the classical exercises like: single choice, multiple choices, short answers, long answers and also more complex learning objects types like dialog games and board games. All these actions are linked to variables in order to be able to implement an adaptive behavior of the assessment process for the student. The competence development platform suggests the student its learning path if the student is not able to pass some check points. This feature is implemented considering some evaluation metrics and thresholds complemented with the competence taxonomy. The assessment results are stored into a learning record storage which has embedded a rewarding system providing motivational virtual artifacts to the students. The competence development platform is implemented using .NET technologies on SQL based databases. The platform was piloted for three counties in Romania: Alba, Bihor and Olt and now is available for any Romanian language speaking student from around the world. As perspective we intend to apply the competence model to other curricula, to rate the tutor content and to apply data mining techniques to ameliorate the whole model.

Keywords: e-learning, e-competences, learning objects

GLOBAL SCALE LONG-TERM FORECASTING SYSTEM FOR AIR TEMPERATURE HEAT/COLD WAVES’ EMERGENCY MANAGEMENT: INTERNET’S FREE DATA RESOURCES AND EARLY WARNING

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Securing the society against disasters is one of the central elements of the functioning of any society. There is barely any societal sector which is not to some extent concerned by extreme air temperatures and their long-term forecast, related resilience and security issues. In this case, Internet allows to develop front-end (web-site for requested information’s representation) and back-end (cloud computing – e.g. models reasoning) parts. Nonanticipative principle is used for air temperature extremes’ long-term forecast in the context of decreasing the loss of human life, environmental, economic and material damage from those extremes. Positive and negative extremes are discussed for Washington National Airport (USA), Skopje Airport (Republic of Macedonia), and Kiev (Ukraine) datasets. NOAA Satellite and Information Service (www7.ncdc.noaa.gov) is used as a main free data source: 66 average daily air temperature datasets from around the world; mean visibility, mean wind speed, mean dew point, maximum and minimum temperatures

reported during the day. In addition, sea level (average daily), Darwing and Tahiti sea level pressures, southern oscillation index (SOI), equatorial SOI, sea surface temperature (average monthly), multivariate ENSO index (average monthly) are used. Air temperature is considered extreme if difference between its value and mathematical expectation is greater than two standard deviations in absolute units. Datasets are split into two samples – learning (from 1973 to 2010 year) and validation (from 2011 to 2013 year). Input is sum of two datasets values (minus appropriate mathematical expectations) with lead-time (from 14 to 365 days) on summation interval (from 1 to 365 days). Criterion selects two input datasets with appropriate lead-time and summation interval, which have maximum (or minimum) sum comparing with the rest of data four times at least (30 days is minimum time difference) within learning sample. E.g. extreme air temperature at Washington National Airport on April 16, 2012 was predicted using data from Bucuresti INMH-Bane (Romania) and Kiev (Ukraine) with lead-time 60 days, summation interval 4 days, minimum sum -188.10F, maximum sum 138.10F. The same situation was observed five times before – on April 22, 1985, April 27-28, 1990, April 14, 2002, and March 23, 2007. Proposed methodology has 100 % accuracy with respect to sign of predicted and actual values plus some extremes are identified exactly (up to 10% of total amount). Proposed structure of web-site has two main parts – prediction of air temperature averages and extremes. Significant lead-time allows development of dynamic web-site for the extremes early warning notification of registered users. In addition, usual online representation of averages is available using chart element and drop down lists as cloud computing web-site weatherforecast.tk is realized.

Keywords: air temperature extremes, emergency management, NOAA free data resources, cloud computing.

POLITICAL COMMUNICATION IN THE MEDIA AND THE ONLINE ENVIRONMENT: ROMANIAN CANDIDATES IN THE EUROPEAN ELECTIONS

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The electoral campaigns are the key-moments of the public life when parties, politicians and voters interact: the parties and the politicians make use of marketing and their political communication weapons in order to convince the voters; the latter, by means of their vote, are able to decide upon the winners at the end of intense communication and persuasion campaigns.

After joining the European Union, Romania experienced two waves of European Parliament elections in 2007 and 2009; a third wave – the one in 2014 – imposed 32 MEPs proposed by our country. Throughout this time, the political scene was dominated by a European agenda increasingly present in the media or in the political debates, but also by a modest participation in the popular vote (below the EU average). The most common themes in the public debate focused on the European institutions’ control on Romania and the eternal problem of the Schengen area integration.

The aim of our research is to longitudinally study the evolution of the candidates, the parties and the coalitions’ public discourse during all three waves of the European elections. The methodology used consists primarily in a content analysis of the Romanian candidates’ campaign materials used in the media and on the Internet (blogs, discussion groups, different websites, etc.). We will try to observe recurrent themes or topics, but also the new trends in the pro-European speech in the Romanian political space.

Keywords: political communication, Romanian political space, European elections, new media, online communication

DIGITAL COMPETENCES FOR PR SPECIALISTS, SEEN THROUGH THE LENSES OF ONLINE RECRUITMENT ANNOUNCEMENTS. A VIEW FROM ROMANIA

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The PR profession requires a large number of competences and in the current landscape of communication, digital competences are vital for success in reaching the audiences. The research question set forth is: what elements of digital competences are visible on the labor market, seen through online recruitment announcements in Romania? The job requirements and their descriptions serve for the actual recruitment of candidates, but they also shape the image of the profession. Universities and non-formal program providers often base their curricula on the social expectations linked to a given profession. A smooth school-to-work transition depends largely on the correct understanding of the changes on the labor market. Many Romanian companies resort to online recruitment as a first step in seeking new employers, thus showing their awareness of the value of such an instrument in HR. These considerations motivated the research, carried out by monitoring the online recruitment sites for a duration of two years (2011 -- 2013), such as they are visible to candidates seeking employment. While it is true that in most surveys among PR professionals digital competences rank high among the pre-requisites of success, the recruiting announcements scarcely mention or describe these specific competences. In Romanian online recruitment the capacity to communicate via social media (Facebook, Twitter, Myspace, LinkedIn, Flickr) is rarely mentioned. Blogging, developing online networks, monitoring social media seem to be unknown territories for job recruitment; although in practice PR specialists list such activities among their daily tasks. The paper analyses the results and looks into the quality of online recruitment announces for the selected profession. By contrast, randomly chosen job descriptions in USA carefully lay out the expectations of future employers towards the PR specialists' capacity to operate in the virtual world. The PR profession in Romania needs a PR campaign to make visible the content. Furthermore, the conclusions present the richness of competences required for carrying out the job and some possible elements of enhancing the visibility of the digital component of PR jobs.

Keywords: digital competences, PR profession, online announcement, recruitment, HR

VOTER MOBILIZATION ON FACEBOOK. DATA FROM THE 2012 ROMANIAN PARLIAMENTARY ELECTIONS AND THE 2014 EURO-PARLIAMENTARY ELECTIONS

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This paper examines the communicational strategies used by Romanian politicians on Facebook in order to mobilize voters during the 2012 parliamentary elections and the 2014 euro-parliamentary campaign. With the fall of party identification and membership and the declining voter interest in politics, candidates and their campaign staffs search for new ways to involve and mobilize voters. Cyber enthusiasts have seen new media and particularly social media sites (SNS) as effective platforms to create a bond with voters and to mobilize them during elections, in view of the familiar and personal style of online communication. However, the academic literature about the mobilizing potential of new media abounds in studies from the

American or Western-European sphere. There are limited data regarding voter mobilization online in Romania, where online campaigning is a relatively new trend and has only recently developed in a more complex practice. This paper seeks to fill in this gap by addressing the following question: to what extent SNS are effectively used by Romanian politicians to mobilize their followers? In order to study this subject, dispositive analysis was used, to reveal the way candidates interact with followers and the discursive techniques used for voter mobilization on Facebook. Results show that Romanian politicians employ Facebook mostly to share information about their campaign but Facebook isn't used at its full potential in order to mobilize voters.

Keywords: Romania, Facebook, politics, mobilization

ANALYSING POLITICAL BLOGS USING POLITICAL ANALYST

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In our paper, we show how we developed Political Analyst - software for analyzing political speeches, including political blogs. It is based on solving some problems of graph theory.

The premises of our analysis are: we have the corpus of a political blog, as empirical data; the posts on this blog convey economic, political, and socio-cultural values which constitute themselves as key words of the blog; there are interdependences among the key words of a political post; these interdependences can be studied by analyzing the co-occurrence of two key words in the text, within a well defined fragment; established links between values in a political speech have associated positive numbers indicating the "power" of those links; these "powers" are defined according to both the number of co-occurrences of values, and the internal logic of the discourse where they occur, for example in the same category of a blog, or in the same context. In this context, we intend to highlight the dominant values in a post, groups of values based on their links between them, the optimal order in which political values should be set for a more concise speech etc.

Keywords: blogs, politics, political speeches, software, analyst

VOLUNTEERING, AN ALTERNATIVE SOURCE OF INDIRECT FUNDING FOR RELIGIOUS ESTABLISHMENTS

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This study reveals some aspects of the value of volunteering which can be a genuine source of funding for religious establishments. Under religious freedom available, any individual can support economically the confession he is part of.

After a general approach on the application of volunteering in religious establishments we refer to expenses incurred for charitable social activities in the Romanian Patriarchate and the sources of funding and the variety of individuals and social establishments involved in the philanthropic mission of the Romanian Orthodox Church.

The second part of the study is dedicated to the financial programs of religious establishments. Services provided do not discriminate on grounds of belonging to the community of the Church. It is necessary to establish a collaborations or partnerships between ecclesiastical entities and the institutions

which have the resources to solve problems that do not concern ecclesiastical communities, but the entire civil society.

In fact, the basic conclusion of this paper is found throughout the study: The social services cohesion can ensure a real sustainability in the line with EU standards.

Keywords: volunteering, funding, church, economic benefits, social services

DEFINING INTELLECTUAL CAPITAL IN THE CONTEXT OF UNIVERSITIES

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The term 'Intellectual Capital' (IC) refers to the resources on which the organisation relies in the broadest sense, including not only human capital resources, but those of the organisation itself and its relations with its environment. The concept of IC is a term that has been conceived through practice. IC has also been categorised in different ways by academics and business management since the mid-1990s. It is important to stress the notable efforts that the business world has made in the search for a valid universal classification. Nevertheless, it is important to note that the real wealth from IC not only resides in the sum of the elements which make up the whole, but in the interconnections between them. In the context of universities human capital is the knowledge that resides in individuals which includes teachers, researchers, PhD students and administrative staff. Universities are immersed today in an intense transformation process triggered by the need to make universities more flexible, transparent, competitive and comparable. To face these challenges, universities need to consciously manage the processes of creating their knowledge assets and recognize the value of IC to their continuing role in society. The role of HE institutions is particularly relevant in the economic structure of countries and regions as they add value in terms of educated workforce and enhanced entrepreneurship. These include a country's infrastructure, particularly communications and computing infrastructure, networks which include trade but also university and research networks, and ability to renew or innovate with research and development underpinned by the financial and economic conditions to do so.

Keywords: Knowledge asset valuation models, higher education applications, knowledge creation, universities, strategy

CHALLENGES OF IMPLEMENTING IT PROJECTS IN SMES IN TIMIS COUNTY TO INCREASE THE ECONOMIC PERFORMANCE OF THE ORGANIZATION

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A diagnosis of the public and private, respectively profit and nonprofit, organizational environment in the Timis county has been conducted, in what regards the role of Information Technology Governance in the dynamics and evolution of smes in Timis county, Romania . We can see that, in general, in the large and medium organizations, the role of IT is not very proactive. The main Research hypothesis: The more proactively the IT component manifests within the general strategy of an organization, the higher the

maturity degree of the IT Governance indicators within that organization. We consider that the general research hypothesis has been validated through the operating and validation of all the specific hypotheses. From an organizational, but also social point of view, the high percentage of work places in the area of an average or highly specialized training in the IT field opens up the perspective for deprofessionalizing the Romanian engineers and computer experts and the danger of a difficult and long-term adaptation to the requirements of a very dynamic labor market in this field, in the conditions of relocating the operational and production bases of multinational economical organizations in the Timis county. It is necessary to highlight this aspect in order to elaborate a strategy regarding the security and sustainability of the investments made in workplaces in the Timis county, in the IT field, strategy that must positively discriminate, through the measures proposed, the small and medium employers in the field. The main results show that the Romanian organizations are well-connected to the European reality, despite certain general opinions that always index Romania's development, but that they have a specific manner of internalizing and solving the problems derived from the strictness of a good IT Governance. Even if IT is regarded as increasingly important in any organization and tends to become strategic, certain pressures imposed by the high authorities promoting IT governance (IT governance being understood as a vast and elaborated methodological device for measuring the efficiency of the information systems within the organizations) are partially neutralized by the Romanian business environment.

Keywords: organizational sociology, organizational environment, Information Technology, Timis County SME's

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INTELLECTUAL CAPITAL MANAGEMENT IN EUROPEAN UNIVERSITIES IN TIMES OF CHANGES: AN IC MATURITY MODEL

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European universities have been immersed during the last decades in important transformation processes aiming to make them more autonomous, economically efficient and competitive. Intellectual capital (IC) approaches have become of prime importance in institutions of higher education and research, because knowledge is their main output and input. Of consequences, IC Management and Reporting becomes a promising tool in times of reforming of national university systems allowing them to create transparency about the use of public funds, to explain the achievements of research, training, innovation and their benefits to stakeholders, to illustrate the development of intangible assets and to demonstrate their competitiveness. Framed in the above premises, the purpose of our paper is to develop a "Maturity Model for IC - ICMM" which is a flexible model of implementing IC approaches within Universities, evolving at certain rhythm along time without feeling the pressure of other institutions with different internal characteristics. The ICMM provides a theoretical continuum along which the process of maturity can be developed incrementally from one level to the next one moving from: Measurement, Optimisation of specific indicators, Awareness of IC, Measurement of IC, Reporting of IC, Interpretation, Strategy and Planning.

The IC maturity model provides a staged framework to initiate a step-by-step change within a University based upon its current level of IC management maturity. Moreover, the different steps of maturity might be an answer to cope with the huge diversity of European universities, some of which have strong managerial orientation, while others follow collegial form of governance.

Keywords: Intellectual capital, University, Maturity Model, IC Management, IC reporting

ACCOUNTING POLICIES USED IN FINANCIAL REPORTING BY LARGE COMPANIES AND SMES

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This article aims, in a complex framework, the accounting policies about regulations conform to European Directives and International Financial Reporting Standards applicable in Romania by large companies and SMEs. This issue is currently wide interest in the Romanian context. Like scientific basis of this paper, we use various researches, including those relating to accounting policies used in the financial reporting by entities of Romania, particularly those relating to the adoption of IAS / IFRS.

Note that the financial statements are the most important means by which accounting information is available to decision makers. Therefore, the entity publishes its financial statements in a way more explicitly order to be understood by the reader interested.

Throughout the paper by analyzing and demonstrating interconnections exiting between the requirements applying of International Financial Reporting Standards and national regulations conform European directives, according to OMPF 3055/2009, will reveal the most effective and efficient tools and methods used by entities in presentation of financial statements. It is obvious that policies and accounting treatments lead to the freedom of choice, into a greater or less size, of the presentation and determining the content of financial reports, compliance with the regulations in force. Choosing accounting policies are determined by the need to play fair view on the position and performance of the entity. This study is conducted with the purpose outlining the benefits and difficulties of the set of standards / rules used and their role as exposing patrimonial structure and outcome based on criteria which be able to protect the interests of creditors and shareholders through a prudential assessment of investment.

We thus say that the referential use of a single sheet, both large companies and SMEs, may be beneficial for all stakeholders of financial reporting because in this way accounting becomes sufficiently credible and entity have easier access on the economic market and audit of financial statements generates much lower cost.

Keywords: accounting policies, financial state, investments

CORPORATE SOCIAL RESPONSIBILITY IN ROMANIAN BANKING SECTOR. AN ASSESSEMENT

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At present, corporate social responsibility (CSR) is an increasingly approached topic at the level of the European Union, in debates on business practices, sustainable development, social and environmental responsibilities. This concept refers to the contribution which companies should make to the development of society, the impact of the company's actions upon the community in which it deploys its activity. This paper explores the recent literature regarding the concept of corporate social responsibility, its defining dimensions, and also proposes an analysis of corporate social responsibility in the banking sector in Bacău. The results of the research indicate an increasing concern for the CSR concept in this field, respectively the fact that a growing number of banking institutions have included a series of specific activities in their strategic plan and regularly present social responsibility reports. CSR may constitute a strategic approach for the banking field,

used to anticipate and address issues related to the interactions with stakeholders and the community in which they activate; from these interactions, society would also have something to gain.

Keywords: CSR, banking field, concept and practices, CSR strategy

HOW MUCH CAN INTELLECTUAL PROPERTY RULES LIMIT THE INFORMATION FREEDOM, THE RIGHT TO EDUCATION, THE FREEDOM OF EXPRESSION, THE RIGHT TO PRIVACY AND OTHER CIVIL RIGHTS: THE RELEVANT CASE-LAWS OF THE SUPREME COURTS OF THE E.U. AND U.S.

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The problem of the relation between the intellectual property rights and the third parties' rights to access the protected creation is highly stringent. The right to education of several persons can be excessively limited in the name of the intellectual property imperative. The same can happen to the information freedom, the freedom of expression and the right to privacy. Considering that the technical and cultural fields, monopolized by the intellectual property domain, are influencing progress and humanity and that the legal protection of new creation encourages investment and other innovations, it seems that protecting intellectual property is similar with stimulating economic growth, creating new jobs, new branches of activity, and improving the quality of life. From this perspective the protection of the intellectual property is flawless, more precisely can do only good, and no harm. How can it be otherwise if the protection of intellectual property appears to stimulate economic growth and to improve the quality of life. From this perspective the intellectual property rights seems to be absolute and justifies an over protection of the intellectual creations. Because more protected is the source of the economic growth and of the quality of life, more closely to the greater good we are. This philosophy was embraced by all the regulatory systems, both nationally and internationally and has culminated with the signature of the Anti-Counterfeiting Trade Agreement by one of the most respectable members of the international community. The highest courts of the European Union and the United States offered the first consistent vision that refuses the above-mentioned approach. This new approach emphasis the fact that the economic growth and the quality of life are not exclusively stimulated by the intellectual property system. The education, the information freedom, the freedom of expression and even the right to privacy are representing an important stimulus of the economic growth and of the improvement of the quality of life. It is improper to talk about progress and other innovation without education and communication that implies freedom of expression. The highest courts of the E.U. and U.S. are not denying the intellectual property rights, but only are underlying that we are dealing with relative rights, that cannot be overturned from their purpose and that can be limited when they interfere with other rights and civil liberties.

Keywords: intellectual property, education, absolute rights, relative rights, civil liberties

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CHALLENGES FOR THE EVALUATION OF THE NET IMPACT OF EUROPEAN STRUCTURAL AND INVESTMENT FUNDS IN 2014- 2020 PROGRAMMING PERIOD

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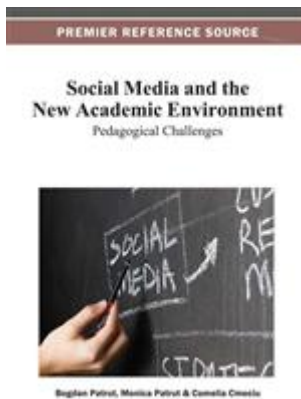
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The paper intends to perform a critical review of the current experiences in evaluating net impacts of the Structural Instruments funded by European Union in Romania and identify the key challenges for extending the use of quantitative methods for impact evaluation in the new programming period 2014-2020. The analysis is focused on interventions funded in the area of Competitiveness sector, including Research Development and Innovation and ICT investments.

Sectorial Operational Programme Increase of Economic Competitiveness - 2007-2013 made available in Romania for Research Development and Innovation and ICT investments more than EUR 1100 million to private and public research organizations, enterprises and central and local authorities. The new Competitiveness Operational Programme 2014-2020 will continue investments in these sectors with an allocation of more than EUR 1500 million out of which EUR 1329 million from EU. Policy makers are more and more concerned with measuring the impact of the funds used and understand to what extent the change observed is attributable to the interventions. In the conditions of rapidly changing economic and social environment there is more pressure on evaluators to provide sound conclusions and recommendations to policy makers and stakeholders, ensuring the methods are appropriate for the type of interventions, sufficient data and from credible sources are used. The paper will address these concerns regarding future impact evaluations of RDI and ICT investments interventions in Romania.

Keywords: Sectorial Operational Programme Increase of Economic Competitiveness

BOOKS ON SOCIAL MEDIA IN ACADEMIA, edited by Bogdan Pătruț, Monica Pătruț, and Camelia Cmeciu



Social Media and the New Academic Environment: Pedagogical Challenges

Bogdan Pătruț (Vasile Alecsandri University of Bacău, Romania), Monica Pătruț (Vasile Alecsandri University of Bacău, Romania) and Camelia Cmeciu (Danubius University of Galati, Romania)

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As web applications play a vital role in our society, social media has emerged as an important tool in the creation and exchange of user-generated content and social interaction. The benefits of these services have entered in the educational areas to become new means by which scholars communicate, collaborate, and teach.

Social Media and the New Academic Environment: Pedagogical Challenges provides relevant theoretical frameworks and the latest research on social media and its challenges in the educational context. This book is essential for professionals aiming to improve their understanding of social media at different levels of education, as well as researchers in the fields of e-learning, educational science, information and communication sciences, and much more.

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Chapter 1. Future Learning Spaces: The Potential and Practice of Learning 2.0 in Higher Education

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Laura Păuleț-Crăiniceanu, *“Alexandru Ioan Cuza” University of Iași, Romania*

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Bogdan Pătruț, *“Vasile Alecsandri” University of Bacau, Romania*

Monica Pătruț, *“Vasile Alecsandri” University of Bacau, Romania*

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Chapter 8. Functions of Social Media in Higher Education: A Case Study

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Ernest Redondo, *Polytechnic University of Catalonia, Barcelona, Spain*

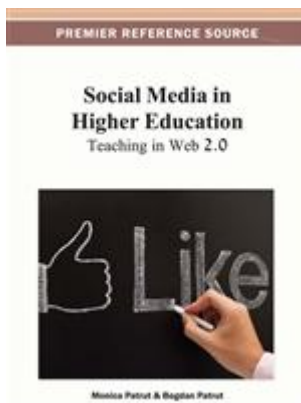
Isidro Navarro, *Polytechnic University of Catalonia, Barcelona, Spain*

Albert Sánchez, *Polytechnic University of Catalonia, Barcelona, Spain*

David Fonseca, *Ramon Llull University, Barcelona, Spain*

Chapter 20. Digital Social Media Detox (DSMD)

Theresa Renee White, *Department of Pan African Studies, California State University, Northridge, CA, United States of America*



Social Media in Higher Education: Teaching in Web 2.0

Monica Pătruț (Vasile Alecsandri University of Bacău, Romania) and Bogdan Pătruț (Vasile Alecsandri University of Bacău, Romania)

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In today's businesses and society, social media continues to play a vital role in the transformation of communication into an interactive dialogue. The success of social media has encouraged the integration of these aspects in higher education teaching practices.

Social Media in Higher Education: Teaching in Web 2.0 provides research on the pedagogical challenges faced in recent years in order to improve the understanding of social media in the educational systems. It will highlight the levels of education ranging from learning centered on the student to the collaboration between academic networks and organizations. This reference source is essential for practitioners, researchers, and students interested in gaining insight into educational institutions as well as academic communities and environments.

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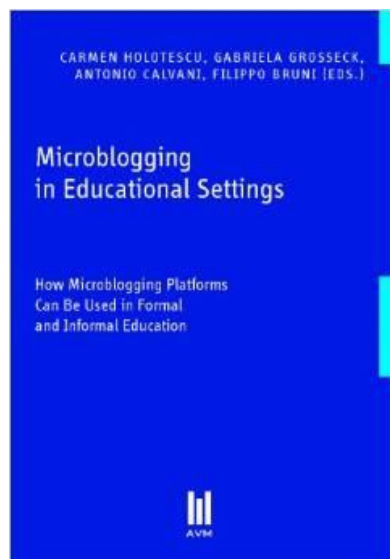
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Microblogging in Educational Settings: How Microblogging Platforms Can Be Used in Formal and Informal Education

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