

THE PERSPECTIVES OF THE ACTIVITIES OF THE DOCUMENTATION AND INFORMATION CENTRES USING EDUCATIONAL ONLINE RESOURCES

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Abstract: In the context of the pandemic triggered by the SARS-CoV-2 virus, the Ministry of Education and Research has taken the necessary measures to combat the spread of the virus, measures that have caused significant disruptions in teaching-learning-assessment activities in the Romanian education system. Faced with the provisions of online education, the Documentation and Information Centre (D.I.C) has faced a real challenge in carrying out its specific pedagogical, cultural and information activities, activities aimed at its internal and external users, students and teachers.

Online education has also given the documentarian teacher the opportunity to make (even more) known his role in the pre-university educational institution, online education being a real challenge and advocacy for his specific missions.

Keywords: D.I.C., online education, information education, media education.

With effect from 11 March 2020, the Documentation and Information Centre (Chapter II, Section I, Article 6 and Article 7, paragraph 1 shall be replaced by the following: In the first place of the work referred to in Article 4(4) of OMECT No 1(2), the Council shall 5556/7.X.2011.) - info-documentary structure 22 years old since its implementation in Romania (Bădău, G.; Andronescu, R., 2002) - confronted with epidemiological and legislative reality has seen challenged to a (re)knowledge its role as a multidisciplinary resource centre, information transmission, initiation and practical exploitation of cultural and educational projects, but has also seen real opportunities/challenges to carry out, with significant growth, pedagogical activities and training activities in the field of information and documentation sciences.

Teachers had to adapt as a matter of urgency because not all of them had enough information skills to conduct these lessons online, but fortunately teachers understood that effective teaching practices, valid in face-to-face interactions, should also be kept online. In this challenging situation, the machines that mediate didactic communication are machines, and people are people! The latter have concerns, fears, that cannot be denied or ignored.

The pandemic produced major changes between the individual and his environment, closing him at home, implicitly altering the relationships he had at work, at school, in kindergarten and even in moments of relaxation.

A major change has taken place in the education system, forced to adapt to the online environment without prior training, but with measures taken on the go. Although Romania is following the digital revolution, this pandemic crisis forced us to start digital literacy because the world is changing. This progress would not have taken place if the pandemic had not come. Macro-level initiatives are added to multiple expressions of

individual teaching creativity, related to the skill of schools and, in particular, that of teachers, to take learning, effectively, further. Decanting the mini-lessons of creativity and responsibility, shared by teachers on different channels, outlines some suggestions for action in the spirit of pedagogical continuity. Teachers have started using digital learning platforms, which they could use before, but given the current context they are using them more and better because they have realized that it can be an ally to them.

Online education has brought with it, for the documentarian teacher and, implicitly, for the D.I.C., limits or dysfunctions highlighted throughout the Romanian education system, be it pre-university or university. (Botnariuc, P.; Cucos, C., 2020). The most obvious limits or dysfunctions felt by the documentarian teacher in his specific activities in the D.I.C., are the following: lack of communication and direct relationship with D.I.C., users, inability to continue at an optimal level school-after-school programs or/and remedy the lag behind in teaching, lack of individual or collective socialization and dialogue with students, inability to check students' notes, the difficulty of organizing the class to solve group tasks, but also a cumbersome administration of evaluative samples and absence from the online activities of students who do not have technological tools suitable for the use of Gsuite applications (Classroom, Meet, Jamboard, et al.).

The Digital Education at School in Europe report highlights that digital education today plays a key role in preparing students and young people for a technology-based world and an information society. Thus I consider that the documentarian teacher has an increasingly obvious and necessary role (if not indispensable) in the development of the digital and informational skills of D.I.C., users, students and teachers, the pedagogical perspective of using new technologies leading to improved learning and teaching, as well as evaluation. (Bădău, G; Andronescu, R, 2002)

Thus, moving the teaching-learning-assessment process online has provided real opportunities for the development, development and application of modules specific to information and digital skills such as: digital education (classes I – II), media education (classes III - IV, V-VIII, X – XI), initiation into documentary research (class 5 and IX), information education (classes VI and X), documentation techniques and intellectual work (classes VII and XI), information culture (class XII).

Home school is an exceptional situation, taking place against a background of tension and uncertainty that should be perceived as a common adventure of knowledge, learning with the aim of going through this period of crisis in effective conditions. This must take into account everyone's learning ability, infuse their messages with formulas, classifications, problem solving, but also with understanding and patience. It doesn't work as it says in the manual, it can't claim response reactions that ignore the emotions of those involved in the process of learning, but it has to be realistic in relation to this context in which it unfolds and even accept that, in these moments, less means more.

Teaching during the pandemic is a challenge for most teachers and not all have yet found a rhythm that works.

Teaching online was not a situation considered when we became teachers. However, this is a role that we all need to play until social distance becomes something

from the past. We should not expect perfection from ourselves or from our students. But we need to show our willingness to learn and create attractive content so that students can make the most of the information they are taught. Creating a new curriculum to teach students what they need to know in the midst of the crisis facing the world is essential during this period. (Botnariuc, P.; Cucos, C., 2020).

Students are used to being in a community atmosphere when they are in class. They are used to seeing their friends and having assignments with other students. The sudden shift to social isolation can make them feel disappointed, which can distract them from learning.

Children develop when they have consistency and routine in their lives - and that includes their online courses. The mere online presence is not equivalent to efficiency. As innovative as digital solutions are, they cannot save unconvincing teaching options, communication inabilities, lame or wrongly structured content. Technology cannot replace the teacher, who finds its usefulness when integrated into a well-organized, carefully planned, masterfully driven, masterfully driven, with controlled improvisations, well-established objectives and proper communication.

Communication is essential when it comes to liaising with students online. Technology mediates communication with students. This must exist both for learning and for their moral support, implicitly for reducing the stress and anxiety generated by this context.

In the field of digital education and media education, the advance recorded by the Moldovian education system, which has developed a curriculum of the discipline for primary, secondary and secondary school, as well as textbooks dedicated to the study of the discipline on each level of schooling, is welcomed. In addition to these extremely useful manuals, the resources presented under the European Programme "Net Time" developed by Save the Children Romania, a unique program in Romania that promotes the use of the Internet by children and adolescents in a creative, useful and safe way.

Therefore, in its quest to integrate D.I.C., into online education, the documentarian teacher receives real informational and logistical support (lesson management materials, video resources, multimedia presentation resources), but can also create the resources for pedagogical, cultural and information lessons by using Microsoft Office offline applications (Word, PowerPoint, Publisher) and Microsoft Office 365 online applications (Word, PowerPoint, Forms, OneNote).

We continue to play a short list of online applications extremely useful to the documentarian teacher in the attractive realization, useful and interactive of its educational approach in the online environment, thus shaping its own coherence and based on the ever-dynamic context: Book Creator (creating ebooks), Calameo (turns images into a magazine), Gennially (collages, posters, presentations), Jigsaw Planet (puzzle), LearningApps (creating interactive exercises), LiveWorksheets (interactive worksheets), Mentimeter (polls, online tests, word clouds), Prezi (interactive presentations), Socrative (interactive tests), Wordwall (quiz). (Pop, C., 2020)

Of course, we do not urge excessive use of these online tools during classes on the Zoom or Meet platform; it is advisable to reduce to one - two applications to be used

frequently because it takes quite a long time to families with them and to create material and logistical resources with them. Public speaking, therapeutic reading, personality development and learning management activities, and so on, were also emphasized.

It should be noted that it is advisable to create dedicated D.I.C., virtual classes on the Classroom platform, as well as access/invitation to counseling and guidance classes in order to work with the documentarian teacher with the head teachers. Thus the documentarian teacher benefits from a real "advertisement" and extension of his activity, the students often choosing to participate in them because they help them to disconnect from the work tasks received in the so-called "basic" subjects, but also because it helps them to know and develop their skills, abilities and skills, whether related to the social field or learning management. (Pop, C., 2016)

Moving the teaching process – learning – evaluation online we believe has led to an increase in the popularity of the Documentation and Information Centre and the documentarian teacher among users of the information structure, students and teachers. Beyond the malfunctions or limitations mentioned at the beginning of this article is the opportunity of the documentarian teacher to capitalize on his role, missions and obligations according to the job description, as well as the pedagogical potential accumulated experientially. The documentarian teacher, through the virtual classes and applications used in the teaching – learning – online evaluation process, can make the most of his specific tasks, individually or in partnership with the teachers.

Conclusions

There are various online and offline tools that can be used to help ensure continuity in education and training activities in The Documentation and Information Centers, to connect educators and students when they are in different places, to access information and platforms that are not normally available at home or in the educational institution, not least to support the continuous professional development of educators in a flexible manner.

But a good teacher retains the quality of the teaching act regardless of the ways in which the information is transmitted. There are many other forms of quality assurance in teaching and in promoting teaching interactions, especially in contexts where access to technology is difficult, even impossible at times.

That's why it's important that home school isn't just about digital platforms, impressive in their technical performance. Learning activities managed by phone or those that reach students without Internet access are equally important. The transfer of creativity from real-class to technologically mediated activity or in an informal environment is visible in the case of responsible educators. Romanian education must face a great challenge, the school having to adapt to the new reality.

Beyond digital technologies, empathy and humanity will always remain very important in the teacher-student relationship, whether we are online or in classrooms. The demands to which education must respond are not easy at all.

Analyses and research following the pandemic are likely to clearly show whether stability and measures taken have been strong enough to support learning or not.

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