COMPARATIVE STUDY ON ONLINE EDUCATION IN ROMANIA AND POLAND IN TERMS OF CURRENT GLOBALIZATION

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Abstract: Using the online learning platform provides a dynamic training program at substantially reduced costs compared with the conventional systems. They ensure the development of a scalable products, secure online access to thousands of students even for distance learning, offering them the books available online, multimedia support, etc. Outside the curriculum it was developed a flexible verification and scoring system, uploading projects, maintaining a permanent online contact between students on the one side and between students and lecturers on the other side. In the online lessons there may be audio or video links between students and lecturer, when the session administrator believes that certain aspects need to be developed in this way. Ensuring for a convenient program of resources access may allow students to structure better the learning period.

Key words: globalization, Global Governance, online education, LMS System, CMS System.

Introduction

At a time when the internet access becomes easier, and students are increasingly attracted to virtual space, developing an online education system can combine the need for young people knew and the desire to spend more time on the computer. Adding a proper multimedia support can make a course attractive enough so that the rate of assimilation of new concepts can be far superior to traditional courses. The development of online education systems may be minimal compromise between the need for knowledge and lack of time for study.

Considerations on the Globalization

The globalisation we face nowadays derives from the fact that, by starting from the technological and economical development, a significant number of human activities is situated on such a large scale and scope that they exceeded the national borders within the limits of which the sovereign states exercise their right to govern. The new actors had to cope with the challenge caused by the monopoly-type governance. Multinational corporations, global financial markets, non-governmental organisations as well as criminal organisations and international terrorist networks appeared. Their activity is not covered by international laws which are based on formal agreements between the nation-states, for they have not

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been able so far to find a common ground for agreements aiming the issue of globalisation (Brzeziński, 2011; Armstrong, 2007).

Among the most invoked causes of the current globalisation, we list the following: the internet (technology) which is in many ways the emblem of globalisation because the globalisation of financial markets, the transfer of some very large amounts around the world in just a few seconds would not be possible without this technology, or the organisation of integrated production at trans-national level; rapid decrease of transportation costs is due to the very large boom trade and logistic activity have undergone. Thus, the merchandises can be transported much faster; the end of the Cold War is also one of the causes of globalisation. If in the conflict between the East and the West the world was divided into two sides which maintained few relationships between them, in 1989/'90 this delimitation known as the "Iron Curtain" collapsed. Those states that belonged to the "Eastern block" opened into the direction of world market, the global issues have a particularly important place, especially at consciousness level, an evidence being not just the "One World"-type shops in the industrialised and ultra-developed states. However, the global issues also need an internationalisation of the politics, stimulating the development of a global consciousness. Thus, organisations such as Greenpeace or Amnesty International are committed to certain global themes such as the environment or human rights, becoming "Global Players". Thus, the beginnings of some new global companies appear clearly; without liberating the world trade within GATT, respectively of OMC, this globalisation could not have been really possible. Those who criticise the globalisation such as the ATTAC network increasingly draw the attention on the fact that globalisation is not an inevitable process, but rather a result of deregulation policy of the US started at the end of the Second World War.

The sizes of current globalisation are closely interlinked. Among these, we list the following: economical size which refers to the enormous increase of trade and direct investments, the globalisation of financial markets, production integrated at trans-national level, trans-national corporations, local competition; the size of "environment" takes into account certain global issues, such as atmospheric warming, the ozone hole or cutting down of rainforests which most impressively illustrate the phenomenon of globalisation because in this case it is certainly a matter about global issues which need a global approach; the social size refers to the fact that the world has become a "global village", innovative remote communication networks (chat, e-mail) adding to the traditional communities such as family or neighbourhood, which cannot however replace these traditional communication scopes; the cultural size meaning that Hollywood productions can be viewed everywhere around the world, and the "Americanisation" of world culture is an undeniable fact. However, regional and local cultures do not disappear because of this. On the contrary: informing about these cultures is one of the secondary phenomena of globalisation; the political size takes into account that politics faces major issues. The globalisation and competition at a local level limits

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the area of acting for national politics, many issues being able to be solved accordingly only at an international, respectively global level. Therefore, new political forms must be found. In this sense, the European integration is seen as a successful response to the challenges of globalisation. The regional and national politics suffered and still suffers from the delimited and dematerialised economy increasingly practiced at an international and global level (Pietrasienski, 2011; Marginson and Van Der Wende, 2007).

The consequences of the current globalisation directly affect us all. In this context, a prudent assessment of the opportunities and risks of globalisation plays an important role, distancing us from the current trends of demonisation or rather of glorification of the consequences of this phenomenon.

The following can be listed as consequences of globalisation: erosion of the national statute meaning it does not disappear or become useless, as it suggests in many comments, but it erodes. Thus, certain additional levels appear where the issues can be solved – both superior and inferior to the national statute; the social dumping refers to the fact that the increase of competition capacity within the global competition at the local level and implicit drop of assumed expenses with social insurance payment is seen as a necessity, especially by the industry, while the unions warn on the danger resulted from the so-called social dumping; the emphasise of the gap between the poor and the rich due to the fact that those enterprises with a significant threat potential could threaten to move into "cheaper countries" regarding the workforce. These existed far before having started the discussions about globalisation, but worsened due to globalisation. The movement of those protesting against globalisation try to draw our attention on this and they managed to attract in the meantime a significant number of supporters; "Global Governance" aims to (re)tame the "tiger", meaning the capitalism released by "globalisation". When the issues start to get an increasingly more global feature, their political solution must also become "global". In this sense, there are various projects, which inclusively aim to form a global state. For this purpose, the concept of "global governance" was invented, which means: a management of the world without a global leadership system, an internal policy at world level, a policy of the new world order, the politics in the 21st century, a concept opposed to neo-liberalism, a response to globalisation. The global governance aims to fill the resulted void, the regulatory deficit, by cooperating at the international level - the state however keeping its own regulatory functions, but also by forming some new political forms (Ulfik and Nowak, 2009; Suarez-Orozco and Qin-Hillard, 2004).

Online Education in Romania

Online Education is a modern process, but unfortunately not always properly understood even by the providers of such education models. Often online education is minimized to simple online presentation of learning materials and possibly short online tests (Bates, 2000).

There are unfortunately even universities that claim with online modules for a range of disciplines, but presents only curriculum that students can download and read later "when they have time." Of course, this is a step forward but a system for online education involves a more serious approach. This small step is made in the direction of the curricula management, but requires standardization for the educational online system in its own manner of each unit in addition to respect standards that the original pattern of each unit can assure a faster assimilation uptake by students. They do not have to discover for each disciplicne the logic of presentation formatelor each course. Curriocula management should be similar to various courses so that students should be concerned only with the substance of the course and not with the forms of different presentation from a course or another.

This fact involves a comprehensive integration of their curriculum in the school system. Management education system curriculum should require management standard a series of directives to be followed, of course, for elements of originality in the different materials that lend themselves to particular approaches (Brint, 2006).

A simple model of all courses may require common standard such as blocking access to some part of the course for students who havn't passed a series of tests, had no projects, or are not participating in online forums of discussion for the discipline. Another element is that some modules could integrate some video presentation and factors of production directly involved in practical problems can be invited for some practical explanations for the theoretical course. Also from time to time or even permanently online video seminars may be held. Last but not least small groups of students can be present simultaneously for the development of mini online projects, supervised by an assistant.

These could be just some of the items you need to define the educational system and in particular the curriculum management. The simple presence of the online courses and tests that can be supported by students "anytime" is inappropriate unless it provides a permanent connection between students and the educational system. There are certainly shy students, students who work part time or full time, there are students, who do nothing all day but can not find time to learn. The system does not have to leave the option to postpone indefinitely a test project etc. (Ferrer and Minguillón, 2011).

The great advantage of learning "anytime students have time" which boasts a series of online educational institutions represent a big danger threatening the future of online education. With his functions of organization and control, the educational management must manage very discreetly, but firmly the time dedicated to study by his students. Can be used a number of constraints outside those specified, such period for submission of projects to be extremely tight, supporting tests should be done in one day, in a narrow interval of time so that the same student is not able to support a test for another student, etc. The presence of students must be permanent and active throughout the course, or it can not be achieved without a proper educational management.

Although definitely have a cost lower than traditional courses, online education has its financial costs and there is an important cost management system to determine the usefulness of acquisition (dedicated servers, broadcasting systems - video presentations, etc.).

Online Education in Poland

Since 1990, as a result of political changes in Poland, the development of higher education was very dynamic. Over the next 15 years, the number of students reached 1.9 million, an increase, compared with 1990 by 370%. Growing numbers of students over 15 years resulted in this trend has become a permanent part of higher education (Bajdor, 2012).
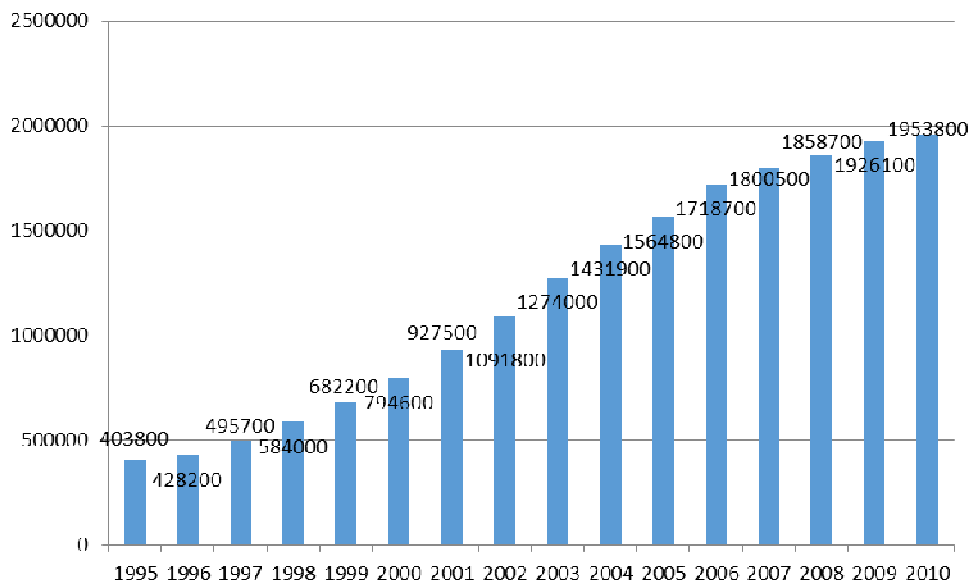
Figure 1. Number of student in Poland during the years 1995-2010.

As with the figure above, the trend for the number of students is characterized by a strong growth rate. From 1995 to 2005 the number of students has tripled, finally since 2006, this dynamic has been a halt, and the next four years, the number of students has increased by less than 400th people.

The phenomenon of such a high growth rate of the number of students was due to two main reasons: so called baby boom, that took place in the 70s and the early 80's. While the second reason was the aspirations increase among young people, who studies treated as a natural next stage of education. In contrast, the collapse of the trend growth is mainly due to the decreasing number of young people, who become potential students. It can be assumed that this number will continue to decrease, because of the fact that Polish society is aging . The share of children aged 0-14 years in the general population will decrease from 15.5 % (in 2007) to

12.5 % in 2035. The share of people aged 15-64 will decrease from 71.15 % (2007) to 64.7 % in 2035. Percentage of persons aged 65 years and more in general population will rise from 13.5 % (in 2007) to 23.2 % in 2035. The share of people aged 80 years and older will increase from 3% (2007) to 7.2% in 2035, and the process of population aging will intensify in 2015 and beyond (Ciura and Szymczak, 2012).

Further changes in Polish society is a dynamic process of web development services, Internet access as well as increased awareness of information Internet users. According to the IAB report, percentage of Internet users in the age group 15-19 years is 96%, while among those aged 20-24 years - 88% (Figure 2).
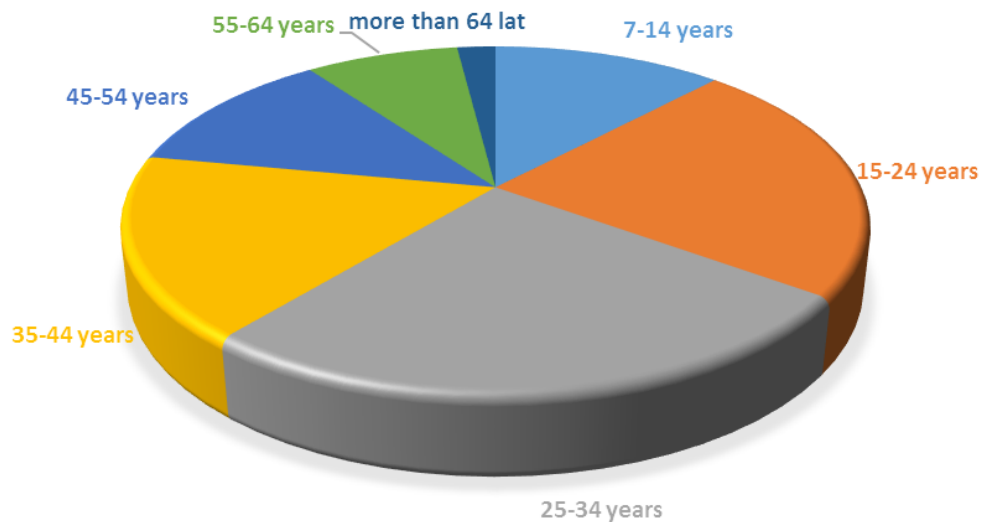

Figure 2. Age of Internet users.

As shown in the figure above, most internet users derives from the age group from 7 to 44 years of age. The smallest percentage of Internet users is among people over 65 years of age.

The development of e-learning in Poland is now at a point that does not satisfy no one - neither the university authorities, or students, or academics. As in any field, so in this case, some stakeholders support, others, in spite of successful examples from many countries, denying the legitimacy of the development of this form of education in Poland. Both groups cite a factual arguments and cling to their positions. Skeptics do not argue the facts, that there are more than 20 universities (including seven in Europe), which are exclusively studying in e-learning way only, and at the University of Phoenix up to 40 thousand people are studying remotely (Górnikiewicz, 2004). E-learning is not, so one of the many fleeting ideas promoted by a handful of enthusiasts, but well-known and respected form of study (Kruszewski, 2005).

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The first e-learning courses in Poland, began to be implemented in the mid-90s of twentieth century. Organizing remote courses, as well as supporting the traditional elements of online courses, in the 90s was entirely pioneer in Poland. Today, more and more universities seek to include in its educational offer, studies, courses or trainings conducted in e-learning.

Implementation of e-learning system can not only improve the functioning of the different areas of the university, but also has a positive impact on its image and, consequently, for example, to increase recruitment. Presented below are examples of the objectives of e-learning projects in the immediate environment outside of school:

1. Improving the image of the university. E-learning reflects well on the school, is a testament to modernity, it becomes fashionable. E-learning offered by school expands its educational program and provides an opportunity for students from small towns to participate in seminars professors from larger centers;

2. Expansion of the market, increased recruitment. Model in which e-learning replaces the traditional teaching is very expensive, but allows students to study at home, at virtually any time, reduce financial costs. A school that chooses to implement this model can not only rely on recruiting more students from their own region, but also from other Polish regions and even from abroad;

3. Participation in national and international research projects. As mentioned above, in units of the university, having had some experience, can participate in research projects financed by the Polish or EU (structural projects and EU);

4. Implementation of commercial projects. Team of instructional designers, graphic designers and specialists experienced in the implementation of e-learning projects can provide e-learning services to external entities, in particular companies or organizations interested in this form of teaching. As a result, it can be a source of additional revenue for the university.

In addition, decreasing the number of Polish students, combined with the increasing global demand and the development of ICT is likely to force the extension of the educational offer of Polish universities abroad with various methods of e-learning or blended learning. On the domestic market it will have to be the way it combined with a significant extension of the educational offer for working adults and people of retirement age (to keep them as long as possible in the labor market). This may look not so distant future. It is crucial to the development strategies of Polish higher education now take into account the long-term trends outlined above.

LMS, CMS Systems

Online learning platforms are software, mostly free, available to users who support the presentation of curriculum, tests, etc. necessary for the study. Known as Learning Management System or Content Management System (there are other names and abbreviations) they can manage only broad management or management curriculum of the educational system, providing tools for

development and presentation of course content. Ultimately the two concepts begin to interpenetrate and there is still some debate on integration in LMS or CMS system. Extensive use of materials universally accepted (file type doc, pdf, xls, Flash, etc.) determine this concept not to be so important (Hillar, 2011).

We will present some details about the Moodle platform (other platforms used are Claroline, ATutor, TCExam, DoceboLMS, Omeka etc.).

First it should be noted that there are no restrictions on the operating system. Moodle runs without modification on Unix, Linux, FreeBSD, Windows, Mac OS X, NetWare and any other system that supports PHP and a database.

Moodle has many features considered typical for an educational platform plus some original innovations (such as its filtering system). Moodle is very similar to a learning management system. Moodle can be used in many areas such as: in education, training and development, business environment (Stocker, 2011).

Developers can extend the platform's modular construction Moodle by creating new plugins that have specific functions - types of resources, types of questions (multiple choice, true or false, "fill space", etc.) Graphical themes, methods authentication (may require username and password access), application methods, content filters, quizzes or quiz questions, import / export in a number of formats: GIFT (format of Moodle), IMS QTI, XML or XHTML . Moodle allows different kinds of questions: calculations, descriptions, essays, match answers built multiple choice, short answers, numeric answers, short answers matching randomly placed, true/false.

Course Implementation

We briefly present the options in a course implementation.
1. Establishing the general format of the course
Initially it will be mentioned the category of the course (ie. Management III year),the title of the course, course format (weekly, social, SCORM, etc.), duration, start date of the course.

You can set also some details of show or unshow marks obtained by students, the presentation of the hidden formats, if it's not a public display or an activity report, the maximum size of files that students can upload etc.

Also at the beginning students can form groups that will have some joint activities and determine how to access the course (free, password based, guest access).
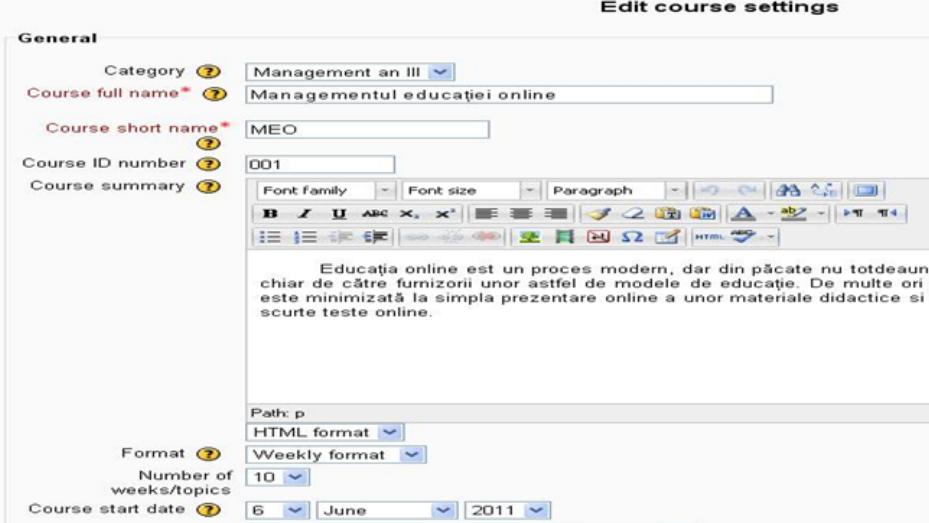**2. Setting the course's activities and resources**
Each course can be added to a series of activities. We present some of the most important:

Assignments – they are completed by the student completely offline, themes that they upload to the site, receiving a note. They are required by the teacher and have established criteria for scoring.

Choices - used for a more consistent feedback, elections are asked by the class teacher. They can be displayed or can be known only to teachers and students who responded.

Journal - Each student may be attached to a journal, accessible only by student and instructor.

Lesson - The lessons are web pages, displayed in a given order based on student responses to certain questions. These questions are designed to test the degree to which the material was understood. Correct answers enable the browsing of the next material while wrong answers conduct the student to intermediate pages. This branching, well-managed can be an extremely useful interesting scroll of the selecting materials only in the interest of the student. The instructor can determine if the student has a limited access to every page, if you can return to previous pages etc. There are also pages with options to jump to specific chapters.

Figure 3. Edit Course setting.

Quiz - sets of questions that can be used even in other courses. You can create questions and define the categories of questions. It can be fixed on the test, the deadline to support the test, the test, the number of attempts allowed. The teacher can choose from a variety of types of questions with multiple answers, one correct answer, the short answer, numeric response, true or false, matching, embedded answers, etc.

Resources that can be attached to the course are files, directories, HTML, URL and represents course materials which can be a real help for students.
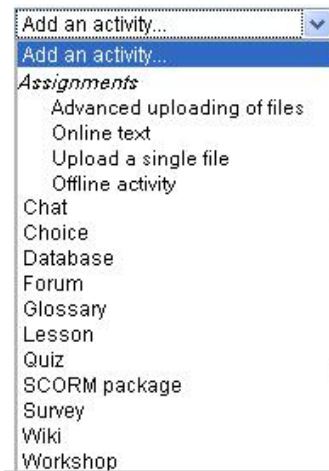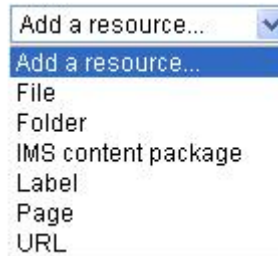
Figure 4. Adding Activities.

Figure 5. Adding Resources.

Conclusion

Online education involves students, teacher, proper services and content. All these elements can not be managed independently, since learning is a combination of these factors.

Trying to reproduce the traditional process of learning from teacher to student based on a producer consumer model (One to Many) is easily exceeded. The concept of learning itself has changed the focus to the interaction between student and curriculum, and from this point of view the online education systems have a considerable advantage.

In case of e-learning acceptance as an important strategic "tools" of the system, it will be necessary to take the following actions:

- Commissioning of the legislative process to allow Polish universities, through the use of e-learning, on foreign expansion;
- Starting the process of preparing Polish teaching staff at universities, to teach in the form of e-learning (English language proficiency and methodology of teaching);

- Starting advanced research on training methodology, e-learning and digital services, addressed to people who will be 60+ in the next 20 years, so the present forties.

But, it can be assumed, that, together with constant development of technologies, e-learning, soon, will became a very popular way of studying. Like, almost 20 years ago, computers were used quite seldom, and today we cannot imagine our work, life and studies without them.

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BADANIE PORÓWNAWCZE EDUKACJI ONLINE W RUMUNII I W POLSCE W ODNIESIENIU DO OBECNEJ GLOBALIZACJI

Streszczenie: Korzystanie z platformy uczenia się online zapewnia dynamiczny program szkoleniowy przy znacznie obniżonych kosztach w porównaniu z konwencjonalnymi systemami. Zapewniają one rozwój skalowalnych produktów, bezpieczny dostęp online do tysięcy uczniów, nawet do kształcenia na odległość, oferując im książki dostępne online, materiały multimedialne, etc. Poza programem nauczania opracowany został elastyczny system weryfikacji i oceny punktowej, przesyłania projektów, utrzymujący stały kontakt online pomiędzy studentami z jednej strony oraz między studentami i wykładowcami z drugiej strony. W lekcjach online mogą znaleźć się audio lub wideo powiązania pomiędzy studentami i wykładowcą, gdy administrator sesji uzna, że niektóre aspekty powinny być rozwinięte w taki właśnie sposób. Zapewnienie wygodnego programu dostępu do zasobów może umożliwić uczniom lepsze zorganizowanie okresu nauki.

Słowa kluczowe: globalizacja, globalne zarządzanie, edukacja online, system zarządzania nauczaniem, system zarządzania treścią.

在罗马尼亚和波兰在当前全球化的在线教育比较研究

摘要：使用在线学习平台提供了一个动态培训程序在与传统系统相比极大地降低了成本。他们确保发展的产品可扩展、安全的数千名学生甚至为远距离学习，为他们提供现有书籍在线、多媒体支持等在线访问。课程以外，它被开发灵活的核查和计分系统上,传项目，保持永久在线联系人之间以及学生与讲师的另一边，另一边的学生之间。在在线课程中可能有的学生和讲师，之间的音频或视频链接当届会议管理员认为某些方面需要以这种方式开发。确保为方便程序的资源访问权限可能允许学生结构更好地学习时期

关键字: 全球经济一体化、 全球治理、 在线教育、 LMS 系统 CMS 系统