DIGITAL PERMANENCES IN THE CONTEMPORARY EDUCATIONAL SPACE. THE MOODLE ELEARNING PLATFORM

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ABSTRACT

The authors of this paper bring to the fore the connections existing between contemporary educational realities and the technological dynamics, highlighting, not only as an example of good practice, but also as a real support, as a true partner in teaching, the Moodle eLearning platform. The future educational directions do not only revolve around learning content, learning competences, appropriate pedagogical approaches, but also refer to the specific support from the area of information and communications technology, designed to contribute, in a beneficial manner, to shaping the architecture of the man of the future.

KEYWORDS: collaborative activism, eLearning, Moodle eLearning platform, curricular rehabilitations

1. Introduction

The concept of *education specific to the 21st century* sums up (as revealed by academic research and a series of international education policy documents) (European Council, 2000; European Association for Teacher Education (ATEE), 2000; European Commission, 2005; Commission of the European Communities, 2008; Bologna Process, 2009; European Commission, 2010) curricular rehabilitations that are also connected to the context of computerization, the personalization of learning through synchronous and asynchronous interactions, the ability to provide (real-time) formative feedback, the insertion of training sequences (within didactic scenarios) through properly chosen digital tools, the outlining of an optimal

framework in which to carry out the continuous professional training of teachers, attention being paid not only to acquiring knowledge, but also to acquiring competences, values, attitudes, to maintaining the optimal balance between the human and the technological component.

A quintessence of the above is also represented by eLearning, which has surpassed both its status of *avant-garde application* and that of *emergency solution* and has (deservedly) become a natural, necessary and useful feature of the contemporary educational space. In the “infrastructure” of eLearning the meaning promoted by Radu Jugureanu (2020), according to which *e* that is in front of Learning means *enhanced* – i.e. improved, developed, intensified, and the variant

preferred by Constantin Cuciș (2020), in which the prefix *e* refers to electronic, to online, to connectivity with an entity receiving or transmitting educational messages, coexist. Moreover, the transformation of eLearning into a first-rate ally in the educational area requires courage, creativity, but also *collaborative activism* (Cuciș, 2020) from both traditional “actors” (teachers, instructors, school managers) and modern “actors” (computer scientists, system engineers, web designers).

2. Example of Good Practices

An example of an innovative and high-performance eLearning solution is the Moodle platform — the acronym for **Modular Object Oriented Dynamic Learning Environment** — whose beginnings are found in an educational project developed by Martin Dougiamas (Bachelor of Informatics and Education Sciences) from the Curtin University of Technology. At the moment, this open-source platform has active users from pre-university, university, private companies, non-profit organizations, but also independent teachers or even parents who

want to train their children as well as possible. The popularity of the Moodle platform is determined by its design in accordance with the constructivist principles specific to learning (the teacher organizes learning situations, active discovery, practical applications, reflection situations, and the student makes the transition from passive consumer of knowledge to active factor of learning). The set of informative-formative facilities offered by Moodle reflects the change of the pedagogical model: from a training-based and teacher-centered approach to a student-oriented one, based on belonging to a learning community (the learning can be experiential, participatory, collaborative, individual) and in which, in addition to the already established attributions, the teacher acquires the valences of facilitator of the interaction of the pupils/students, of consultant, of counselor, of moderator, of learning guide, of “knowledge broker” (Jederskog, 1999), of observer, of mentor, of model. The tools provided by the Moodle platform generate the folding of the curricular architecture according to the learning styles too, thus facilitating and improving the individual training route.

Table no. 1.

The connection between learning styles and a series of instruments on the Moodle platform adapted after

Instruments	Learning style							
	sensitive	intuitive	visual	verbal	active	reflexive	sequential	global
audio files				X			X	
e-book			X			X	X	
chat					X			X
dialogue				X	X			X
feedback	X			X		X	X	
forum	X		X		X			X
glossary				X		X		
graphics	X		X					
images	X		X					
games (simulations)		X	X		X			
lesson						X	X	

Instruments	Learning style							
	sensitive	intuitive	visual	verbal	active	reflexive	sequential	global
electronic presentations			X			X	X	
work tasks	X				X		X	
test	X		X		X	X		
video files			X	X				
web page	X		X		X			X

(Source: Franzoni & Assar, 2009)

The digital opportunities offered by the Moodle platform for the elaboration of a lesson ensure the observance of the didactic quality criteria: scientific substantiation, concision, attractiveness, coherent structuring. Thus, the Moodle lesson is a succession of html pages easy to fill out with information and content enriched with explanatory video material, references to various virtual sources, practical applications, self-assessment tests necessary to complete/ensure understanding. It also facilitates the alternation of theoretical explanations with exercises or practical applications, the creation of moments of interactivity with a series of contents (thus generating the playful context and the coming to life of the scientific information), the insertion of tasks capable of generating reflection and cognitive autonomy, the introduction of feedback in all the stages of the lesson/course, not only at the end, offering personalized, motivating feedback, the development of the autonomy of the learning process by going through the contents at one's own pace (Petrovici & Zaharia, 2016).

Monitoring the progress of the learners, checking the ways of fulfilling the tasks, reaching the performance indicators\ descriptors is revealed (by means of the Moodle platform) with the help of the tools "Miscellaneous" and "Reports", respectively. On this channel, information can be generated about the connection of the learners, about the quality, frequency, duration of their interventions, about the number of the completed training activities, the ones that are

in process of being completed, the ones that were not addressed, etc.

It is considered that the implementation of the Moodle system corroborated with its use at high quality standards can ensure the valorization of the formative-educational process, in terms of the following aspects: creation of online courses, administration of the training process, compliance with the requirements of the European educational space, the forming of graduates that are better prepared to respond to current societal imperatives, promoting a positive image (at community level) of the education institution that creates/promotes such innovative directions meant to adapt all the elements of the didactic process (purposes, contents, technologies) to the dynamics of the relations between the educational and the social (Tîrșu, 2018).

3. Conclusions

To sum up, the eLearning Moodle platform represents the effective answer to the specific challenges of the contemporary educational space, especially since the future educational orientations are not limited to learning contents or appropriate pedagogical approaches, but they also involve those technical supports that have the capacity to maximize the whole teaching.-learning-assessment assembly to outline the substantial motivational framework for the factors involved in these demarches.

In fact, it is the natural connection to the educational rEvolution in which

technological support revolves around the humanist spectrum, goes beyond the status of complementarity and is heading towards

becoming an educational foundation, bringing- and thus, substantially the contribution to a sustainable tomorrow.

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