

TRADITIONAL LEARNING VERSUS ONLINE LEARNING: MOMENTARY COHABITATION OR SYNERGISTIC INTERACTIVITY

Delia POPESCU Professor PhD
IOSUD-SDSE Valahia University of Targoviste, Romania, depopescu@yahoo.com

Cristina CALINOIU (IONESCU), Ph.D. Student
IOSUD-SDSE Valahia University of Targoviste, Romania,
ionescu_cristina_roxana@yahoo.com

ABSTRACT: *This paper investigates the educational process during the pandemic, identifies solutions to the challenges generated by the pandemic imposed limitations, opportunities for pedagogical adaptation and school ethos. The paper aims to analyze new ways of communicating with students, using traditional and online learning, studying the importance of combining these two types of education and looking for creative and innovative educational activities adapted to current needs of students, to create the quality of the educational process.*

Keywords: pandemic, online learning, traditional learning, the quality of the educational process

JELL CODE: I20, M14, M18

INTRODUCTION

The society in which we live is in a continuous development in all fields. The learning process defines people at any age. Human existence itself is conditioned by learning. Education has also become a way of directing social evolution and is the basis of all the transformations that take place in society. The vicious circle of education represents in today's society that system that creates values and norms, which it imposes and modifies depending on the stage reached by science, technology, knowledge. Therefore, any society and any being are the fruit of education, this generating effects and results that should be superior to the previous level of knowledge (Dobrescu, 2008).

We are constantly facing many challenges, having to adapt to social, political, moral and economic conditions. Regardless of the area to which it relates, at the base of society is located education. The transmission of knowledge, skills and discoveries from generation to generation is a condition of evolution.

Researching in the literature we notice that lately there is more and more discussion about online and traditional (classic) learning, forming pros and cons for each of them. The paper *Traditional learning versus online learning: momentary cohabitation or synergistic interactivity* aims to identify solutions to improve students' school performance, by providing a comparative analysis of the two types of learning. The study of the strengths and weaknesses of online learning and traditional learning, addressed during this paper, allow us to formulate the conclusion that the synergistic effect of combining the two types of learning will support the achievement of the educational ideal of the Romanian school.

1. ONLINE LEARNING

In the context of the global pandemic, online learning seemed the only responsible possibility to ensure continuity in learning. UNESCO (2020) stated that as of May 17, almost

1.21 billion students had been affected, representing 69.3% of the total school population globally. Studies and analyzes have been conducted to use information and communication technologies (ICTs) to reform the entire education system in the midst of this coronavirus epidemic and to provide online and distance learning in return. This concept of online learning is a type of distance learning conditioned by a certain financial situation, access to electricity, access to devices, internet access, etc. New pedagogical approaches are also needed, which are more effective in maintaining the motivation and involvement of students during the online learning process. It is well known that the drop-out rate in distance learning is generally higher than in the case of face-to-face education.

In a short period of time there was a transition from a relatively stable society to a society defined by changes and discontinuities. Under these conditions, ensuring the continuity of learning during the pandemic, inevitably generated gaps between what had to be taught according to the program, what was taught and what retained the student after the teaching process. The reduction of these differences to a minimum was due to each teacher to his actions in the educational process, to the maximum use of digital technologies for teaching-learning, to the efficiency he showed in transmitting the contents, in the formation of skills and attitudes, beyond the limitations imposed by the educational and health context, as a result of the evolution of the pandemic.

The unprecedented situation puts the greatest pressure on the educational process to be put on the teacher, quality assurance in teaching and didactic interaction depending on individual didactic creativity, the creation and responsible use and efficiency of educational resources, patience and understanding. proof of the participants in the educational process, regardless of the degree of technology available to the educational unit.

Thus, the teacher focuses on the sustainability of student involvement, creating useful experiences for students that would best generate learning, modeling students' discussions and activities to facilitate the acquisition of learning objectives through the use of contemporary types of learning. The quality of education is produced, generated and ensured at the level of the fundamental educational relationship, that between teacher and student, defined at the level of education beneficiaries.

In the EU Council's press release of 17 June 2020 on combating the crisis caused by the COVID-19 pandemic in education and training, the EU Council called on Member States to examine the possibilities for innovation and digital development, developments in digital skills and competences of staff didactic. It also recommends the exchange of information, experience and good practices on optimal solutions to adapt to the situation, depending on the evolution of the possibilities for innovation and digital development, developments in digital skills and competences of staff didactic. It also recommends the exchange of information, experience and good practices on optimal solutions to adapt to the situation, depending on the evolution of the pandemic.

In order to ensure the safety of students, their families, teachers, non-teaching and support staff, as well as society in general, and to ensure the right to education at the same time, educational institutions have made significant efforts to develop alternative digital options to support learning and distance teaching. These changes have provided challenges for teachers, students and their families accompanied by valuable learning experiences, accelerating digital progress at the institution level. The availability of digital learning equipment and materials and the training of teachers to carry out distance teaching activities have undergone continuous improvements.

Digital learning has been able to play a crucial role in education by making students more interested in learning and broadening their horizons through learning.

Currently, we find everything we want online, discovering endless possibilities. Then why not use them as long as they are available just a click away? Without realizing it, because

they learn in an active, engaged and involved way, students who use digital technology to learn become more involved in this process and are more interested in developing their knowledge base. The education of the future can no longer be conceived without digitization, it would be necessary to become more attentive, all those interested in education (parents, students, teachers) to the experience of other countries in the top best performing education systems

Educator Gaston Berger proposed, as a solution to reconcile the slow pace of change in education with the accelerated and continuous pace of change taking place in society, the integration in education of technical means similar to those used outside school, including the media, which plays an important role in interpersonal and educational communication, being a real institutional catalyst. In a recent call, UNESCO (2020) stated: “The Covid-19 crisis has led to a paradigm shift in how learners of all ages, worldwide, can access learning. It is therefore essential, now more than ever, for the entire global community to come together to promote universal access to information and knowledge.”

Part of today's education, the online environment is the chance for people to get information easily, quickly, in any field, not being conditioned by a physical support (paper books) or an intermediary (teacher). There are no classroom experts, things are moving fast, and teachers and students need to team up to create a learning environment using modern technologies. Today, the best and most important distribution channel is online. The online environment supports 21st century skills such as collaboration, communication and creativity.

2. TRADITIONAL LEARNING

At the same time, despite the growing popularity of online courses, traditional training is struggling and trying to adopt newer ways to maintain the interest of students. There are always two sides of a coin. For some individuals, online training is more appropriate, while for others classroom training is the preferred method. However, regardless of its adequacy, the online pedagogical process has become a necessity. The success of distance learning is a result of a collaborative effort between the teacher, computer scientist, system engineer, school manager, the performance of the communication network and not an exclusive attribute of the teacher;

Education must be rebuilt at the level of interdependence between the requirements of society and the psychological requirements of the student; the curriculum must ensure continuity between socially developed scientific knowledge and the student's psychological experience; the philosophy of education is projecting the ideal and the positive pedagogical goals, necessary for the formation and development of the personality in the context of an economically industrialized society and politically democratic (J. Dewey, 1992).

Ensuring success in learning according to the child's physical and mental potential, on the one hand, and overcoming school failure, on the other hand, are educational objectives of great complexity. Human beings have different talents, abilities, passions, motivations, and compliance, which is a feature of the current education system, leads to decreased student interest, increased dropout rates, bad results in both standard tests and in real life. In a society like ours, students face a multitude of situations that affect their school and professional development –from individual risk factors to systemic ones. Thus arises the need for educational resilience. Educational resilience is defined as “the ability to achieve school performance in the face of risk factors that threaten school success,” or “the ability to cope with the challenges and pressures of the school environment” (Alva & Padilla, 1995). School success is interpreted as an indicator of high psychological resilience (Kumpfer, 1999).

Browsing through the previously planned content is not the teacher's only mission. It is more difficult to maintain the student's desire to learn, to maintain a dynamic communication in the educational process that will generate in the student an ease in content retention, by keeping the concentration for a period of time, in order to support learning. Excessive focus on

learning outcomes to the detriment of the learning process does not increase efficiency. Distance learning, unlike traditional education, tries to cover the instructive dimension of training, having fewer virtues of education and structuring of personality, respectively the formation of behaviors, attitudes, values.

The principle according to which the quality of a product or service is achieved by the manufacturer but is defined by the customer has a special importance in the evaluation and quality assurance in education. In other words, the direct beneficiaries of education (preschoolers, pupils, students, adults who learn) and the indirect ones (parents of direct beneficiaries, employers, the whole society) are the ones who establish the characteristics and indicators of the training programs to be provided by the school. based on values such as: democracy, tolerance, humanism, equity, intellectual and moral autonomy, quality of interpersonal relationships, community progress, optimal social and professional insertion, the individual as a critical and responsible member of the community. Children, pupils, young people need behaviors (of the adults around them) to encourage them, to teach them responsibility, to help them overcome their fear of failure, to increase their self-esteem. A great pedagogue said that: "The school must teach the child to learn, to discover, to do on his own" (Maria Montessori), this being the major role of the school.

For these theoretical landmarks to occur in reality, it is important for teachers, students and families to give meaning to education, to accept that, until the macro-scale transformations, individual effort, passion, empathy, a very good professional and pedagogical training in on the part of teachers, a genuine involvement of the family in shaping the personality of children, with respect for authentic values, the guarantee of a healthy society can be a good start in changing the general perception of education.

School is not only a space for academic learning, but also for learning social skills, for learning emotional skills. Students have extremely deep emotional, psychological needs: the need to belong, the need for connection, the need to relate to a model, the need of having a mentor, a teacher or a colleague, an informal leader of the school community. The courses taught online deprive children of a social environment and a relationship that has much deeper values than the simple accumulation of knowledge.

3. COMBINED LEARNING, AN ATTRACTIVE ADVANTAGE IN THE EDUCATIONAL PROCESS

Passionate about smart gadgets, interesting applications or spectacular online games, teenagers resonate quite hard with the old methods of learning. Fortunately, the development of technology has presupposed the development of educational products created in perfect agreement with the new generations of students of the digital age.

Remarkable advances in computers and microcomputers and, in parallel, the development of cognitive psychology, have opened the perspective of new training technologies: computerized information techniques, computer-assisted training and multimedia learning, based on the use of new information and communication technologies (M. Ionescu, 2011). The same author states that, "not the use of computer and multimedia technologies, in itself, has educational effects, but their integration into a well-thought-out training and self-training strategy." (M. Ionescu, 2011)

We can talk about blended learning that combines face-to-face learning opportunities with online learning opportunities. The strategy of combining online learning with face-to-face school instruction is useful to adapt the various learning styles of the learners and to allow each learner to study at their own pace. The whole teaching and learning process becomes more interesting and adapted to the digital student. Thus, a personalization of learning is achieved. "Even if the online environment offers children an opening at a click away from what the world means, human, physical interaction can never be replaced. This mix between talking to my

friend on a social networking platform and going back to school and seeing him physically and talking to him is good during this period because online has taken the place of physical interaction. But he can't replace her. That's a rule we have to keep in mind. These generations who have access to social platforms and a lot of technology, have an advantage over past generations, but if these children will close only in the online environment, it means that they will not know how to socialize normally, to man to man." remarks the psychotherapist Marilena Gheorghiu.

Psychologist Nicoleta Albert has a more optimistic approach. "Accessing online learning certainly belongs to the future! A mix is already shaping up, but maybe not 100%, as it has been so far. I think that the pandemic also brought us this good thing, because it brought us closer to the reality we have in the field. We've seen how prepared we are for change, and we've found new resources to adapt to that change. "

"How these generations will relate to something so new, which humanity has never faced, we will find out much later. We will find out when they will become adults ", concludes the psychotherapist Marilena Gheorghiu

In the paper "Online school elements for educational innovation, Evaluation research report", Bucharest, May 2020, a team of reputable specialists in psychology and education records a series of dilemmas that must be in the attention of those who will rethink the national training system in the future: what will be the division between traditional and distance education, which it is the optimal technological load of an educational process so that the focus on technology is not detrimental to the content, to side effects or unwanted.

At the same time, it is found that in online learning, regardless of the performance of the technical framework, the skills of teachers, the degree of adaptation of content to the new context, the teaching, learning, assessment process is diminished, loses consistency, quality, naturalness. The relational aspect, the cooperative dimension, the objective evaluation process, the feedback, the monitoring and stimulation of the performances, the individualization and personalization of the learning underwent undesirable changes (Botnariuc P., Cucuș C., Glava C., Daniel E., Iancu M., Ilie D., Istrate O., Labăr O.V., Pânișoară I-O., Ștefănescu D., Velea S.,2020).

4. CONCLUSIONS

The implementation of digital education in the learning process does not mean the exclusion of traditional education. Although it complements classical learning, digitization is a better environment, which offers a broader perspective and much more attractive activities than traditional teaching methods, but the transmission of knowledge is not the only goal of learning. Social and psychological skills training are difficult to achieve online. The ideal approach in the process of optimal education of children both professionally and personally is a combination of traditional learning opportunities with online learning opportunities. The synergetic effect of combining the two types of learning will support the realization of the educational ideal of the Romanian school, the objective to which the Education Law aspires through its vision, namely, promoting an education oriented on values, creativity, cognitive abilities, volitional abilities and action abilities, knowledge fundamentals and knowledge, skills and abilities of direct utility, in the profession and in society.

REFERENCES:

1. Alva, S. A. , & Padilla, A. M. (1995). Academic invulnerability among Mexican Americans: A conceptual framework. *The Journal of Educational Issues of Language Minority Students*, 15, 27-48.

2. Biroul Regional UNICEF pentru Europa și Asia Centrală, Crearea unor sisteme de educație reziliente în contextul pandemiei de COVID-19, Iulie 2020, available at: <https://www.unicef.org/romania/ro/rapoarte/crearea-unor-sisteme-de-educa%C5%A3ie-reziliente-%C3%AEn-contextul-pandemiei-de-covid-19>
3. Botnariuc P., Cucuș C., Glava C., Daniel E., Iancu M., Ilie D. , Istrate O., Labăr O.V., Pânișoară I-O., Ștefănescu D., Velea S., Școala online elemente pentru inovarea educației, Raport de cercetare evaluativă , 2020, București: Editura Universității din București.
4. Cojocaru, Venera Mihaela. Educația pentru schimbare și creativitate. București: Ed. Didactică și Pedagogică, 2003, 312 p.
5. Consiliul UE - Comunicat de presă- Concluzii privind combaterea crizei provocate de pandemia de COVID-19 în educație și formare, 17 iunie 2020, available at: <https://www.consilium.europa.eu/ro/press/press-releases>
6. Dewey J., *Fundamente pentru o știința a educației*, 1992, București: Ed. Didactică și Pedagogică
7. Dobrescu, E., „Reforma educației și școlii românești în contextul integrării europene”, Educație-identitate în procesul integrării României în Uniunea Europeană, Lucrările simpozionului internațional Educație-identitate, 2008, București, Editura Academiei Române,
8. Dumitru I. Dezvoltarea gândirii critice și învățarea eficientă, Timișoara: Ed. de Vest, 2001, 284 p .
9. Giussani L. Riscul educației. București, Editura „Corint”, 2005. pp. 36-39
10. Ionescu, M., (2011), Instrucție și educație, Editura Eikon, Cluj-Napoca.
11. Ionescu M., Radu I., Didactica modernă, Cluj-Napoca: Ed. Dacia, 2001, 457 p
12. Kumpfer, K. L. (1999). Factors and processes contributing to resilience: The resilience framework. In M. D. Glantz & J. L. Johnson (Eds.), Resilience and development: Positive life adaptations (pp. 179–224). Kluwer Academic Publishers.
13. Psihopedagogie. Ediția a III-a. Coord.: C. Cucuș. Iași, Editura „Polirom”, 2009. p. 29