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Aims and Scope

Journal of Distance Learning and Open Learning (jdlol) is semi-annual open access and peer-reviewed international Journal. The leading journal is published by Beni-Suef University; Egypt; in collaboration with The Association of Arab Universities, starting at 2013 as the first journal issued by an Egyptian university in Distance education, e-learning, blended learning and educational technology. The journal is an open-access journal, published Semi-annual, all published articles are available immediately online at no charge from authors or readers. All articles Distance education, e-learning, blended learning and educational technology.

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Decision-Making Planning to Increase Teacher Creativity By SITOREM Techniques Analysis

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ABSTRACT

SITOREM or Scientific Identification Theory for Conducting Operations Research on Education Management is a practical optimization technique used for making decisions on action plans in the field of education management considering that management resources are limited. This study aims to determine and organize ways into an action plan so that it becomes an optimal solution to increase teacher creativity. The SITOREM method is carried out by analyzing indicators that build creativity variables and the variables that influence them: information and communication technology (ICT) literacy, work involvement, personal knowledge management, and work motivation. The results of the study found 9 indicators that must be improved to increase teacher creativity. The optimal solution that was decided on an action plan that began with improving the indicators of the personal knowledge management variable, followed by improving the indicators of the work motivation variable, and finally by improving the indicators of the information and communication technology (ICT) literacy variable.

Keywords: *teacher creativity, ICT literacy, work engagement, personal knowledge management, work motivation.*

1. INTRODUCTION

To spur increased competitiveness of Indonesian people in the future and to achieve the vision and mission of Indonesian education, namely to create a golden generation in 2045, the Minister of Education, Culture, Research and Technology issued a series of policy episodes in Merdeka Learning, including the Teacher Mobilization program. The Teacher Mobilization Program creates student-oriented learning leaders. Mobilizing Teachers are expected to be able to develop themselves by reflecting, sharing, and collaborating independently; have the moral, emotional, and spiritual maturity to behave according to the code of ethics; plan, execute, reflect on, and evaluate studentcentered learning with the involvement of parents; collaborate with parents and the community to develop schools; as well as fostering student leadership (Indonesian Ministry of Education Culture Research Technology, 2021).

In the learning process, the driving teacher is expected to be able to provide lessons not only in one direction, but with a variety of fun activities that contain critical, collaborative, and creative reasoning competencies. The orientation of the driving teacher program is to increase the competence of teachers to become learning leaders, so that the role of the teacher as a facilitator and inspirer is truly realized in the learning process. Then the driving teacher is a solution to answer the global challenges of education

that is able to create true learning leaders so that it has an impact on student learning outcomes. To answer all these challenges teachers are required to work more creatively.

Teacher creativity is needed to implement 21st century learning strategies, where (1) student-centered learning, (2) develop student creativity, (3) create an interesting, fun, and meaningful atmosphere, (4) develop a variety of abilities that contain meaning and value, (5) learning through doing, namely active students doing, (6) emphasizing exploration, discovery, and creation, (7) creating learning through a contextual approach; differentiated learning, namely that teachers are expected to know the characteristics and abilities of each student so that the learning approach taken can be in accordance with student abilities (Hanover Research, 2019); and increasing students' 6C competencies, namely critical thinking and problem solving, creativity, communication skills, collaboratively, computational logic/thinking, and computing; compassion, a sense of empathy (Saputri, et al., 2019, Sugianto, et al., 2022, Inganah, et al, 2023).

This research is ending part of the research by Desiati, et al (2022) which was carried out empirically using a mixed-method sequential exploratory approach from the empirical findings of 11 informans (principal) and 205 respondent teachers from Bogor private high school. At the quantitative research stage, it was found that teacher creativity was positively influenced by ICT literacy skills, work engagement, personal knowledge management, and teacher work motivation. This follow-up study aims to determine and organize ways into an action plan to increase teacher creativity through strengthening ICT Literacy, work engagement, personal knowledge management, and teacher work motivation given the limited management resources available.

2. METHODOLOGY

Optimization in general can be interpreted as selecting the best solution from existing solutions in a system. Meanwhile, operations research is an interdisciplinary branch of applied mathematics and science that uses mathematical models, computer models, and/or statistical models to obtain the best solution for a system to be operated, taking into account the availability of resources and the restrictions/limitations that accompany them. (Hardhienata, 2017). This study began with exploratory research on the identification of problems and factors that influence teacher creativity (Desianti, et. al., 2022). From the exploratory research, 17 variables were obtained that influence teacher creativity, namely, (1) Adaptability, (2) Emotional Intelligence, (3) Information and Communication Technology Literacy, (4) Interpersonal Relations, (5) Increased Knowledge, (6) Organizational Commitment, (7) Organizational Climate, (8) Culture Organization, (9) Professional Commitment, (10) Personal Knowledge Management, (11) School/Foundation Policy, (12) Self-Efficacy, (13) Reward and Compensation, (14) Team Work, (15) Work Engagement, (16) Work Motivation, and (17) Job Satisfaction.. From the 17 variables found, 4 main variables were analyzed to be followed up in quantitative research, namely modeling and optimization. The 4 main variables is ICT Literacy, work engagement, personal knowledge management (PKM), and teacher work motivation.

The following are all stages of this research as shown in Figure 1.

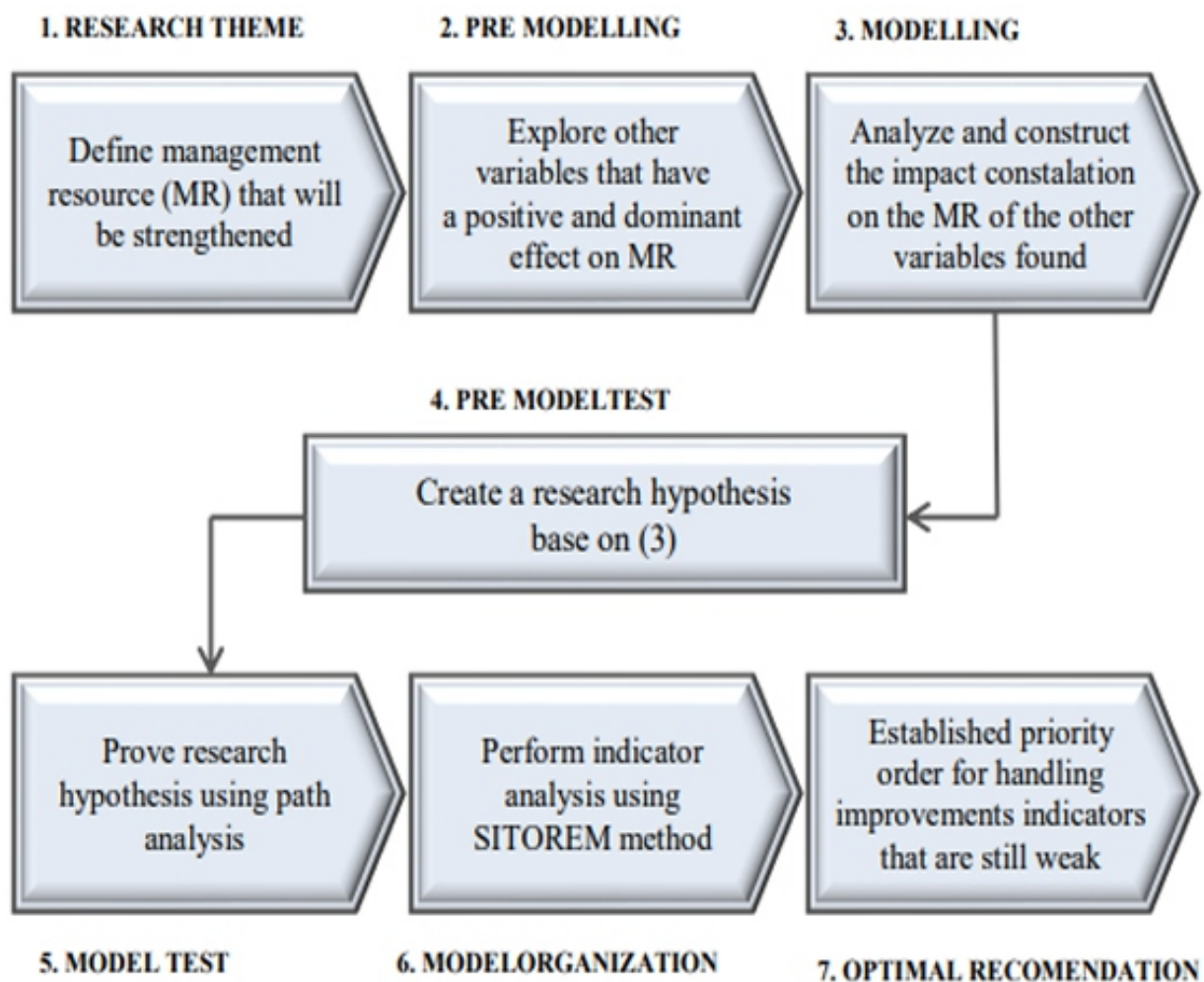


Figure 1. Stages in modeling and optimizing management resources (Setyaningsih and Hardhienata, 2019)

This report is the final stage of the mixed method series above, which is to determine the optimal solution for increasing teacher creativity with the SITOREM technique. SITOREM or "Scientific Identification Theory to Conduct Operations Research in Education Management", is a scientific method that is generally used to identify variables (theory) to carry out "Operation Research" in the field of Education Management. The basic concept of optimization is to find the best solution among existing solutions to a problem. The best solution can be a maximum solution or a minimal solution depending on the research objectives. Operationally, this concept can be used as an approach to finding ways how organizational resources can be used in the most economical way. The optimization process starts from the planning stage, which is a systematic process using design and criteria to enable researchers to find optimal solutions (Hardhienata, 2017).

SITOREM is a practical optimization technique that can be used in education management research. Often educational management research with a quantitative approach in a regression equation only aims to prove whether an independent variable affects increasing the dependent variable in a model constellation without proceeding with optimal steps involving research indicators to strengthen the construct variables studied. This technique is needed because improving weak indicators cannot be done all at once, priority steps are required considering the limited management resources.

In the SITOREM method, researchers can take advantage of the results of the regression equation test so that it is known which variable has the most significant influence on increasing the theme variable, as well as obtaining an assessment from experts in the field of the theme variable studied. Furthermore, by analyzing respondents' answers through research instruments, researchers can determine the characteristics of the ability or behavior of respondents to the construct variables studied. Are there indicators that are still weak that need to be repaired and improved, or are all the indicators strong enough to be maintained?

The SITOREM concept consists of an assessment process using several criteria to prioritize variable indicators from the highest to the lowest level. The criteria used are in terms of Cost, Benefit, Urgent, and Important (CBUI Criteria). This means that indicators that meet the criteria of Cost, Benefit, Urgent, and Important will receive high priority for optimization when implemented in an organizational environment (Sunaryo et al., 2021).

The SITOREM technique is a combination of regression equation analysis, scoring of the results of the respondents' answers, and assessing the weight of the CBUI criteria by experts. The following is a schematic of the stages of the SITOREM optimization technique as shown in Figure 2.

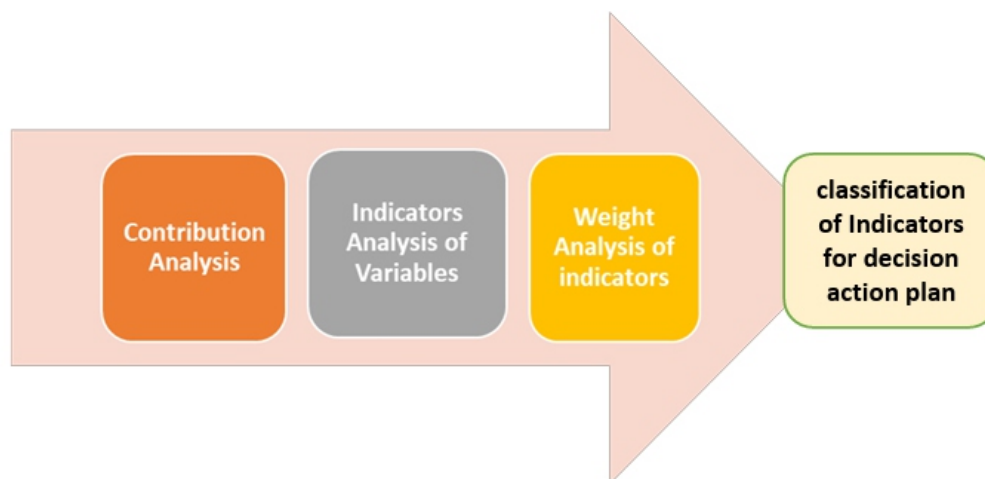


Figure 2. Stages of SITOREM technique

3. RESULT AND ANALYSIS

3.1. Contribution Analysis

Analysis of the contribution of each independent variable to the dependent variable (teacher creativity) is carried out by looking at the value of the correlation coefficient and the coefficient of determination partially on each path to see the strength of the correlation of each variable; so that it can be determined which variable has the strongest contribution in increasing teacher creativity.

Table 1. Partial Analysis of Independent Variable Contribution

Table 1. Partial Analysis of Independent Variable Contribution

Correlation Path	Correlation Coefficient	Determination Coefficient	Percentage Contribution	Rank of Contribution
ICT literacy -> Creativity	0.169	0.028	2.8%	4
Work Engagement -> Creativity	0.569	0.324	32.3%	2
PKM-> Creativity	0.606	0.367	36.7%	1
Motivation -> Creativity	0.426	0.182	18.2%	3

Based on Table 1, the value of the correlation coefficient between each independent variable and the dependent variable (teacher creativity), it shows that personal knowledge management has the highest influence, followed by work engagement, work motivation, and ICT literacy. This shows that the priority for strengthening independent variables must start from strengthening personal knowledge management, then work engagement, work motivation, and ICT literacy if weak indicators are found to be repaired or enhanced. The way to find weak indicators of each variable is to calculate the average score of the respondents.

3.2. Indicator Analysis of Research Variables.

Analysis of indicators of each research variable was obtained by calculating the average value of respondents' answer scores for each indicator of each independent variable and dependent variable. This is to get an idea of the actual condition of research indicators from the point of view of research subjects. Furthermore, based on the average score of respondents for each indicator, they are divided into two categories, namely (1) indicators that are still weak and need to be repaired for indicators that have a score value < 4.0, and (2) indicators that are already strong and are still maintained or developed for indicators that have a score > 4.0. shown in Table 2 as follows.

Table 2. Research Variable Indicator Score

Variables	No.	Indicators	Score Average
Teacher Creativity	1	Habit : independent behavior in solving problems.	4.4
	2	Interest: behavior in observing and interested in complex things.	4.1
	3	Openness: open behavior in accepting new ideas and ideas.	4.5
	4	Smart: act cleverly in looking for opportunities.	4.1
	5	Persistent: act persistently in trying	4.3
		6	Originality: effort in developing something new and different
ICT Literacy	7	Understanding of computers	4.1
	8	Ability to operate a computer	3.8
	9	Understanding of operational systems	4.0
	10	An understanding of computer application programs	4.2
	11	Knowledge of data communication	3.8
	12	The ability of users to access, store, process, utilize data and information	3.4
	13	Efficiency and usage capacity	4.4
	14	Effectiveness and sustainability of use.	2.9
Work Engagement	15	Vigor: Passion for work	4.3
	16	Dedication: Dedication to employees	4.3
	17	Absorption: enjoy the work	4.3
	18	Passion: love of work	4.2
Personal Knowledge	19	Knowledge acquisition	4.2
	20	Knowledge gathering	4.3

Management	21	Knowledge store	4.3
	22	Processing knowledge into new	4.3
	23	Utilization / application of knowledge	3.8
	24	Knowledge sharing and distribution	4.1
Work Motivation	25	Desire to act	4.4
	26	Commitment to work	4.3
	27	Compensation expectations	3.7
	28	Recognition of the results of work	3.3
	29	Purpose of work	3.9

Based on Table 2, it is obtained that 9 indicators have scores below 4.0 and 20 indicators have scores above 4.0. So it can be concluded from this research that there are 9 indicators that need to be improved, namely (1) Originality in developing something new and different; (2) Ability to operate a computer; (3) Knowledge of data communication; (4) User's ability to access, store, process, utilize data and information; (5) Effectiveness and sustainability of use; (6) Utilization/application of knowledge; (7) Expectations of compensation; (8) Recognition of work results; (9) Purpose of work; and the rest are indicators that can be maintained or developed.

3.3. Analysis of The Weights of Indicators.

Analysis of the weight of each indicator is calculated based on expert judgment. Expert judgment is needed to determine the priority handling of indicators regardless of the magnitude of the score of each respondent and the magnitude of the coefficient correlation value between variables. This is necessary because in general the available management resources are limited. The selected expert is a person who has educational competence (minimum Doctor) in the field of education management and has high experience in research development or research in the field of education management, teacher competence, and teacher performance including teacher creativity. This expert judgment is purely based on the "Cost, Benefit, Urgency and Importance" (CBUI) criteria for each indicator for the variable, which is as follows:

- 1) The "Cost" aspect, namely the effort, cost, time, or other resources required for that indicator. The higher the "cost" of an indicator, means the greater the role of the indicator in a variable.
- 2) The "Benefit" aspect, namely the contribution, benefit or usefulness given by the indicator to the variable. The higher the "benefit" of an indicator, means the greater the role of the indicator in a variable.
- 3) The "Urgency" aspect, namely how much the need, encouragement or pressure is from the indicator in a variable. The greater the "urgency" of an indicator, the greater the role of the indicator in a variable.
- 4) The "Importance" aspect, namely how important is an indicator in the variable to be measured or constructed. The higher the level of "importance" of an indicator, the greater the role of the indicator.

The following is a recapitulation of the assessment of the average weight of indicators by two experts on each research variable. The range of expert weight values is between 1 to 4 (from lowest until highest). A high expert weight value indicates that the indicator has an important level of urgency to be corrected

immediately if the indicator has an average score of respondents below 4.0. The following is a recapitulation of the expert's assessment of the CBUI criteria as shown in Table 3.

Table 3. Recapitulation of the Weighted Value of the Indicator by Experts

Teacher Creativity							
No	Indicators	Cost	Benefit	Urgency	Importance	Total	Weight
1	Habit	3.5	3.5	3.0	4.0	14.0	15%
2	Interest	4.0	4.0	3.5	3.5	15.0	16%
3	Openness	3.5	4.0	3.5	4.5	15.5	17%
4	Smart	4.0	4.5	4.0	5.0	17.5	19%
5	Persistent	3.5	4.0	4.0	4.0	15.5	17%
6	Originality	3.0	4.5	3.5	4.5	15.5	17%
Total expert score		21.5	24.5	21.5	25.5	93.0	100%
ICT Literacy							
1	Understanding of computers	3.0	4.0	3.5	4.5	15.0	13%
2	Ability to operate computer	4.0	4.0	3.5	4.5	16.0	14%
3	Understanding of operational	3.0	3.5	3.5	4.5	14.5	12%
4	Understanding of computer application programs	4.0	3.5	4.0	4.0	15.5	13%
5	Knowledge of data communication	4.0	4.0	3.5	3.5	15.0	13%
6	User Capability	3.5	4.0	4.0	4.5	16.0	14%

7	Efficiency and capacity usage	2.5	3.0	3.0	3.0	11.5	10%
8	Effectiveness and sustainability of use	3.5	3.5	3.0	3.0	13.0	11%
Total expert score		27.5	29.5	28.0	31.5	116.5	100%

Work Engagement

1	Vigor	4.0	4.5	4.0	4.0	16.5	27%
2	Dedication	4.0	4.0	3.5	4.0	15.5	25%
3	Absorption	3.0	3.5	3.0	4.0	13.5	22%
4	Passion	3.0	4.0	4.0	4.5	15.5	25%

Total expert score	14	16	14.5	16.5	61	100%
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Personal Knowledge Management

1	Knowledge acquisition	3.5	4.0	3.5	4.5	15.5	16%
2	Knowledge gathering	3.5	4.0	3.5	3.5	14.5	15%
3	Knowledge storage	3.5	3.5	4.0	4.5	15.5	16%
4	Processing knowledge into new knowledge	3.5	4.5	3.5	5.0	16.5	17%
5	Utilization of knowledge	4.0	4.5	5.0	4.0	17.5	19%
6	Knowledge sharing and distribution	3.5	4.0	3.0	4.5	15.0	16%
Total expert score		21.5	24.5	22.5	26	94.5	100%

Total expert score		21.5	24.5	22.5	26	94.5	100%
Work Motivation							
1	Desire to act	3.5	4.5	3.5	5.0	16.5	21%
2	Commitment to	3.5	4.5	4.5	5.0	17.5	22%
3	Expectations of compensation	3.0	3.0	4.0	4.5	14.5	18%
4	Recognition of work results	4.0	4.0	3.0	3.5	14.5	18%
5	Work goals	3.5	4.0	4.0	4.5	16.0	20%
Total expert score		17.5	20.0	19.0	22.5	79.0	100%

Based on table 4, shows that according to expert assessment, work engagement is the most important variable to pay attention to in increasing teacher creativity. The weight of CBUI's assessment on all work engagement indicators is above 20 percent. Furthermore, indicators of work goals, desire to act, and commitment to work motivation variables must also be a major concern considering that the CBUI weight is 20 percent and above. On the creativity variable, the smart indicator is the indicator that has the highest weight, then on the personal knowledge management variable, the utilization of knowledge indicator gets the main attention from experts, and on ICT literacy, the ability to operate and user capability gets the main consideration from experts.

3.4. Analysis of Indicator Classification Assignment

After obtaining the weight value from the expert for each indicator, then each indicator is classified according to the average score of the empirical data. If the average score is < 4.0 then the indicator is included in the category of indicators that need to be repaired, whereas if the average score is > 4.0 then the indicator is included in the category of indicators that are strong enough that it only needs to be maintained and developed. The following is the classification of the indicator assessment of each variable.

Table 4. Determination of Indicator Classification Repaired and Maintained

Teacher Creativity				
No	Indicators	Weight	Score	Decision Plan
		Ranking average		
1	Smart	19%	4.1	Maintained or developed

2	Persistent	17%	4.3	Maintained or developed
3	Originality	17%	3.9	Repaired Indicator
4	Openness	17%	4.5	Maintained or developed
5	Interest	16%	4.1	Maintained or developed
6	Habit	15%	4.4	Maintained or developed

ICT Literacy

1	Ability to operate	14%	4.2	Maintained or developed
2	User Capability	14%	3.6	Repaired Indicator
3	Understanding of computers	13%	3.5	Repaired Indicator

Work Engagement

1	Vigor	27%	4.3	Maintained or developed
2	Dedication	25%	4.3	Maintained or developed
3	Passion	25%	4.2	Maintained or developed
4	Absorption	22%	4.3	Maintained or developed

Personal Knowledge Management

1	Utilization of knowledge	19%	3.8	Repaired Indicator
2	Processing knowledge into new knowledge	17%	4.3	Maintained or developed
3	Knowledge acquisition	16%	4.2	Maintained or

					developed
4	Knowledge storage	16%	4.3		Maintained or developed
5	Knowledge sharing and distribution	16%	4.1		Maintained or developed
6	Knowledge gathering	15%	4.3		Maintained or developed
Work Motivation					
1	Commitment to work	22%	4.3		Maintained or developed
2	Desire to act	21%	4.4		Maintained or developed
3	Work goals	20%	3.9		Repaired Indicator
4	Compensation expectations	18%	3.7		Repaired Indicator
5	Recognition of work results	18%	3.3		Repaired Indicator

Furthermore, for optimal solutions in increasing teacher creativity through strengthening ICT literacy, work engagement, management of personal knowledge, and work motivation, classification of indicators is carried out, namely weak indicators that must be repaired are indicators that have an average score of respondents < 4.0 and indicators which is already strong which has an average score of respondents > 4.0 . These indicators are sorted based on the variable that has the highest path correlation coefficient value and the indicator that has the highest CBUI weight value for each variable, as follows in Table 5.

Table 5. Optimal Solution Recapitulation by SITOREM

Variables	Priority number for Repair	Weak indicators that need to be fixed	No.	Strong indicator to Maintain or Develop
Personal Knowledge Management	1 st	Utilization / application of knowledge	1	Knowledge acquisition
			2	Knowledge gathering

($r_{pkm} = 0.606$)

3 Knowledge storage

4 Knowledge processing
become new knowledge

5 Knowledge sharing and
distribution

Work Engagement ($r_{wk} = 0.569$)	No indicators to repaired	6	Vigor: Passion for work
		7	Dedication: Dedication to employees
		8	Absorption: enjoy the work
		9	Passion: love of work

Work Motivation ($r_{wm} = 0.426$)	2nd	Work goals	10	Desire to act
	3rd	Expectations of compensation	11	Commitment to work
	4th	Recognition of work results		
	ICT Literacy ($r_{ier} = 0.169$)	5 th	Users' capability to access, store, process, utilize data and information	12
	6 th	Understanding of computers	13	Understanding of operational systems
	7 th	Knowledge of data communication	14	Understanding of computer application programs
	8 th	Effectiveness and sustainability of use n	15	Efficiency and capacity usage

Teacher Creativity	9 th	Originality: develop something new and different.	16	Habit: Independent behavior in solving problems
			17	Interest: Behavior interested in complex things.
			18	Openness : open behavior in accepting new ideas and concepts.
			19	Smart : doing smart in search of opportunities.
			20	Persistent : doing persistently in trying

Optimization of increasing teacher creativity was obtained based on the results of the SITOREM analysis in the form of developing strategies and methods for increasing creativity which were carried out based on the priority of handling improvements to weak indicators. The priority for handling indicators for each variable is based on the weight of the indicators that have been assessed by experts. The indicator weight values are sorted from the highest to the lowest for each variable. 4.

DISCUSSION

Creativity is a field of research that needs to be continuously developed in education, because creative teaching will have an impact on effective teaching and improving the quality of learning (Lawrence, 2016; Sawyer, 2011; Reilly et al., 2011; Rinkevich, 2011). Teacher creativity in teaching is useful for increasing students' interest in learning, arousing their curiosity, inspiring students to actively ask questions and give their opinions, and fostering a sense of love for the knowledge they are learning. Teacher creativity is needed starting from presenting learning with imaginative concepts, carrying out learning that stimulates original ideas and work, presenting various learning, and direct assessment of learning skills (Humaidi & Sain, 2020).

Various studies have shown that creativity begins with creative thoughts and when the teacher exemplifies a creative thought, it will encourage creative thinking in students (Lawrence, 2016; Nickerson, 2010; Horng et al., 2005). Furthermore, research proves that creativity can operate in conditions with various limitations and creative expression arises from experiences that are structured with uncertainty. (Beghetto, 2019; Kasirer & Meirovich, 2021). How challenging conditions serve as a support structure for creative thought and action in educational settings (eg. during a pandemic). The importance of teachers experimenting with getting out of conservative behavior and applying creative

behavior continuously has an impact on creative teaching results and builds students' creative power (Leroy & Romero, 2021). Creative teaching is an important component in nurturing teacher creativity (Grainer, Barnes & Scoffham, 2004; Beghetto & Kaufman, 2010; Cheng et al., 2010; Sternberg, 2015). Creativity and independent learning require critical abilities that are important to be fostered in formal educational settings (Morris, 2020). Elements of creativity can be developed in the dynamics of interaction between teachers and students when completing assignments in class (Kupers & Van Dijk, 2020).

Different strategies were tested to encourage students to generate more ideas and ask questions related to idea generation. In the process, the teacher can provide support to students in three different ways, namely (1) by helping them find appropriate information, (2) the teacher directs the learning process, such as determining learning goals and means, and (3) the teacher is involved in the process of building and infers meaning (Morris, 2020).

The effectiveness of creativity itself is manifested in the novelty and shared benefits of a product or service that can be assessed and felt by other people (students) (Kinicki and Fugate, 2016). Meanwhile, creative thinking is produced by those who are accustomed to creative behavior, such as being open to new experiences, tending to learn new things easily, having cognitive abilities, and thinking smart (Colquitt et al. 2019). Creative behavior (creating performance behavior) is strongly influenced by personality factors (personal factors) and environmental characteristics (Kinicki and Fugate, 2016).

Based on Table 5, shows the findings from the SITOREM technique in the form of optimal solutions to increase teacher creativity through strengthening personal knowledge management, work motivation, and ICT literacy variables, by improving weak indicators and prioritizing indicators that have the highest weight as initial solutions from follow-up plans to improve weak indicators. The optimal solution is obtained in the form of priority handling of weak indicators starting from the variable that has the largest regression coefficient (coefficient of determination) and the highest CBUI weight value. So it can be concluded that the priority for improving weak indicators starts from (1st) the Personal Knowledge Management variable, by improving indicators of Utilization/application of knowledge; (2nd) the Work Motivation variable, by improving the indicators: (a) work goals; (b) expectations of compensation; and © recognition of work results; (3rd) the ICT Literacy variable, by improving the indicators: (a) Users' capability to access, store, process, utilize data and information; (b) Understanding of computers; (c) Knowledge of data communication; and (d) Effectiveness and sustainability of use; and (4th) Creativity variable by improving the originality indicator, namely create or develop something new and different. The following is a recapitulation chart of indicator values based on the highest indicator weights for each variable presented in Figure 3.

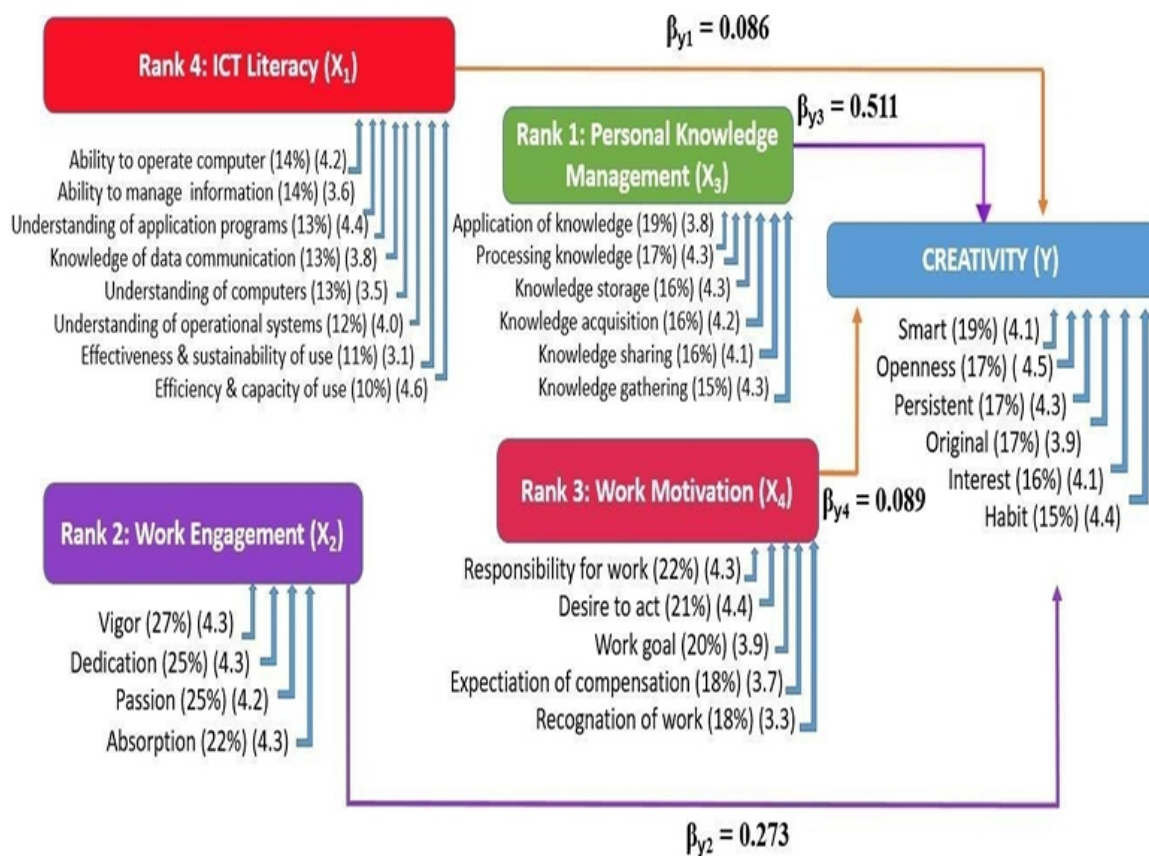


Figure 3. Chart of Sitorem Analysis Results

The following is a way in the form of an action plan that schools can implement to create optimal solutions to increase teacher creativity based on the the SITOREM results.

Table 6. Plan Action in the Strengthening way PKM variable, Work Motivation, and ICT Literacy to Increasing Teacher Creativity

No	Variable/Indicators	Plan Action
A. Personal Knowledge Management		
1 st	Utilization/application of knowledge	Procurement of training and workshops for teachers in-house (inside the school) and ex-house (outside the school) which is carried out regularly, integrated, and comprehensively according to the needs of teachers. Periodically evaluate the development of teacher competence in managing knowledge that has been trained and taught on an ongoing basis (sustainable).

Implementation of new knowledge through the development of best practices in schools in groups (teams of teachers of similar subjects) and individually.

Developing personal knowledge management as a personal network or called personal knowledge network which emphasizes the knowledge ecology approach in each school area (Chatti, 2012).

B. Work Motivation	Strengthening way
2 nd Work goals	Strengthening the teacher's goals at work.

The purpose of work is the teacher's intrinsic motivation that cannot be influenced by external factors. However, this can be corrected by educating teachers in understanding the meaning of life, the purpose of life, and the meaning of being a teacher.

3rd Expectations of compensation

Meet the expected compensation teacher.

This should be of concern to foundations and school leaders who have the authority to increase teacher compensation (salary) to foster teacher external motivation at work which has an impact on teacher creativity.

4th Recognition of work results

Give recognition of teacher performance from fellow teachers, leaders, and the community. This is the external motivation needed by the teacher. Therefore a planning program is needed to provide real recognition of teacher performance. Implementation of the program can be in the form of awards, career advancement, or the opportunity to attend school to a higher level of education.

C.	ICT Literacy	Strengthening way
5 th	Users' capability to access, store, process, utilize data and information	Provision of ICT facilities in schools and support for internet facilities for teachers to practice at home;
6 th	Understanding of computers	Organize regular, integrated, and comprehensive in-house (inside the school) or ex-house (outside the school) training, and workshops tailored to the needs and developments of information and
7 th	Knowledge of data communication	

communication technology.

Integrate individual ambidexterity and dynamic abilities to develop individual digital transformation capabilities into the organizational level by balancing exploratory and exploitative learning in the context of digital transformation (Nikolina, et al., 2022)

Effectiveness and sustainability of use

8th

Furthermore, an evaluation of the use of ICT Literacy is carried out in the learning process at school both individually and as teamwork.

D.	Teacher Creativity	Strengthening way
9 th	Originality	Creative skill training methods are needed in terms of appropriate instructional techniques and strategies to teach creative thinking. One method or technique that can be trained to improve the originality of teachers in their work is to use the SCAMPER method.

SCAMPER stands for Substitute, that is, component, material, material, human; Combine, namely the process of mixing, combining, and unifying; Adapt, which is implemented by changing the function, using only a part, pairing or adding appropriate new elements; Magnify/Modify, namely modifying by looking for adding, reducing the scale, changing the shape; Put to other uses or add other uses; Eliminate, namely removing elements that are not suitable, reducing, or returning to their original function; Rearrange/Reverse, i.e. try to rearrange. This technique is an experimental

activity that can be done repeatedly in stages. This will give maximum results if the teacher is good at getting feedback or feedback from students on the creation of teaching materials/simulation works/new teaching methods (Wu & Wu, 2020).

The phenomena of the last 2 decades have shown the importance of knowledge and intangible resources as intellectual capital, increasing rapidly. Intellectual capital as an intangible factor has a dominant role and gradually replaces physical resources for organizational success. The results of empirical research prove that organizational leaders can find several directions that are useful for manage intellectual capital efficiently and recognize the linkage of knowledge resources and their importance to organizational reform (Radakovic, 2020). Likewise, this study proves the importance of managing personal knowledge as capital in school organizations that needs to be managed properly to increase teacher creativity.

5. CONCLUSION

The results showed that the variable personal knowledge management (PKM) was the variable that had the greatest influence on increasing teacher creativity, followed by work engagement, work motivation, and ICT literacy. Based on the indicators analysis there are 9 indicators priority for improving weak indicators starts from (1st) utilization/application of knowledge; (2nd) work goals; (3rd) expectations of compensation; (4th) recognition of work results; (5th) users' capability to access, store, process, utilize data and information; (6th) understanding of computers; (7th) knowledge of data communication; (8th) effectiveness and sustainability of use; and (9th) the originality indicator.

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A Novel E - Learning Environment

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ABSTRACT

E-Learning environments today need more than just streaming technology or course content creation tools. High speed internet connections, intelligent mobile devices and App stores make it easy for new features to be added to the E-Learning systems to make it more valuable and interactive. This paper introduces a novel complete E-Learning environment with the addition of important new features like, gamification, augmented reality and wearable devices integration. It starts with an overview for the proposed platform and then its layered structure is explained in details. Then comes the explanation of how to use those novel features in the proposed system. Finally, a conclusion and future work section is presented.

Keywords:. Descriptors: E-Learning, Recommendation, Big Data, Gamification, Virtual Reality, Wearable Devices

Introduction

As a result of the vast spread of internet and mobile devices, E-learning [1] is becoming one of the needs of humans. Growth in e-learning is occurring because of powerful demand and supply side factors (e.g. cost effective (lower price), need for just-in-time training and allowing for individual differences in learning style) [2]. Existing E-learning environments are being mature, but missing some important features that add huge value to the learning process, especially with the day by day increasing rates of internet speed and cloud access. We are introducing a novel E-Learning environment that maintains all the principal components of standard E-learning system, and adds components to enrich the environment with important features.

Overview

The global overview shows a very high level of the components that form the E-Learning system. It contains a learning content management system (LCMS) that applies standardized protocols as shareable content object reference model (SCORM) with the enhanced version of APIs (TinCan API). It also depends on the online digital repositories (e.g. CORDRA) and supports cloud storage and synchronization. There are many communication channels supported by our proposed environment. Social channels are at the top of the list with other classical communication channels like email and telecom channels like SMS.

Digital course authoring tools were improved to add recommendations to utilize the latest learning concepts. It acts as a platform with different workflows to support different learning systems and concepts (e.g. it contains a workflow to create courses that maintain concept transfer technique not knowledge transfer).

The proposed environment is so flexible and customizable to serve different learning styles. The platform makes it easy, for the learner, to switch among different styles without having long setup time. Styles like social learning, intelligent tutoring systems, personalized learning style and even blended

learning are maintained.

Learner profiling and personalization concepts were emerged as a result to switching among different learning styles. A learner should focus on the learning process itself not the style. The profile preferences and customization make it easy to switch back and force among different styles with little tolerance from the learner side. That profile also implies a unified assessment process for the learnt materials, which has a unified frame isolated from the assessment calculation techniques for each learning style.

Big data analytics and reality mining are a must for such systems. We added a whole reporting layer that utilizes the state of the art machine learning techniques to provide decision support reports. The hybrid analysis by (McCreary 2014) [3] was utilized with some customizations to build the big data layer. The reporting layer is not only concerned with conducting reports, it also provides recommendations on different levels (e.g. on the level of learners, courses, assessment techniques, best timings, similar profiles and much more). Both collaborative and content-based filtering [4] are used for recommendation [5].

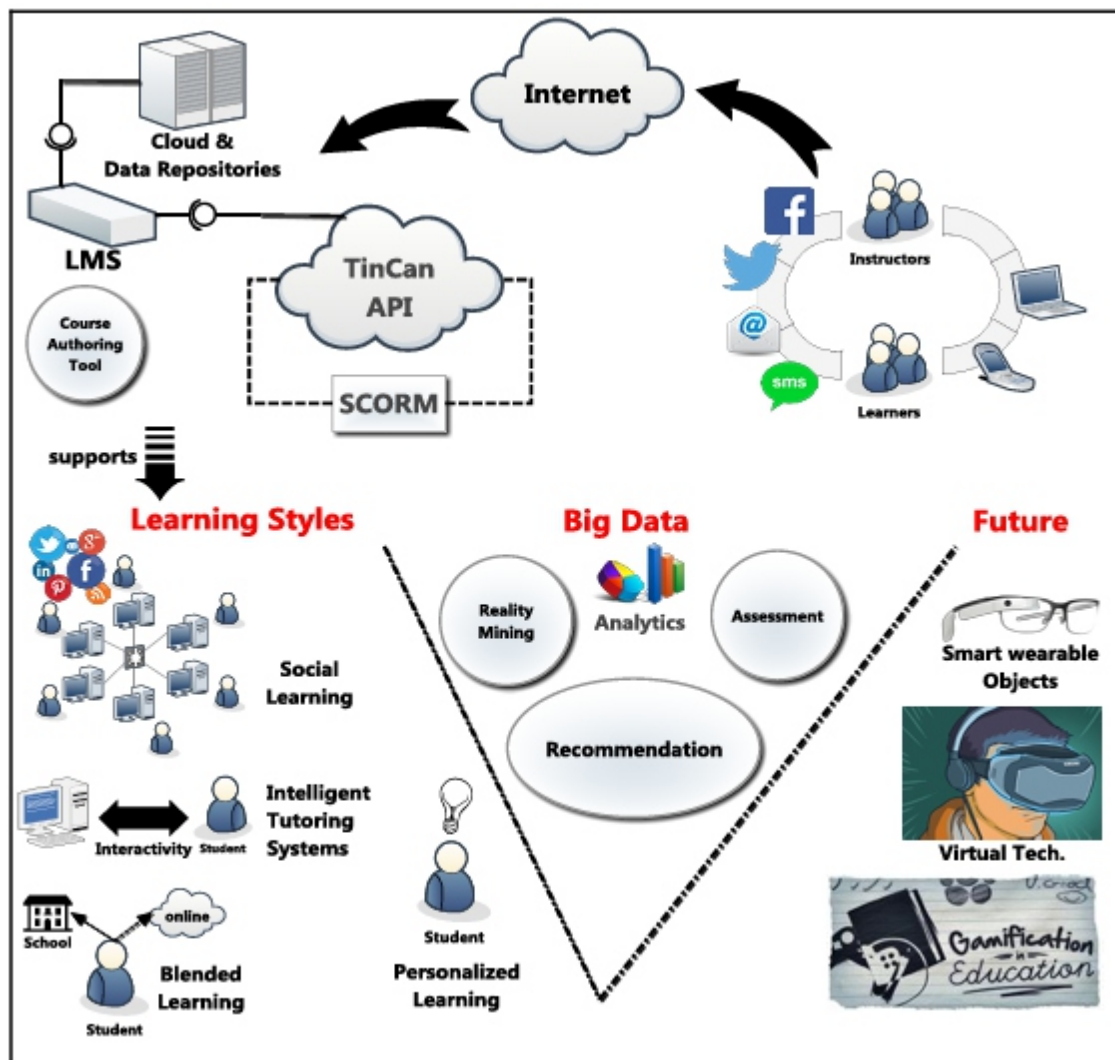


Figure 1 : Overview of E-Learning System

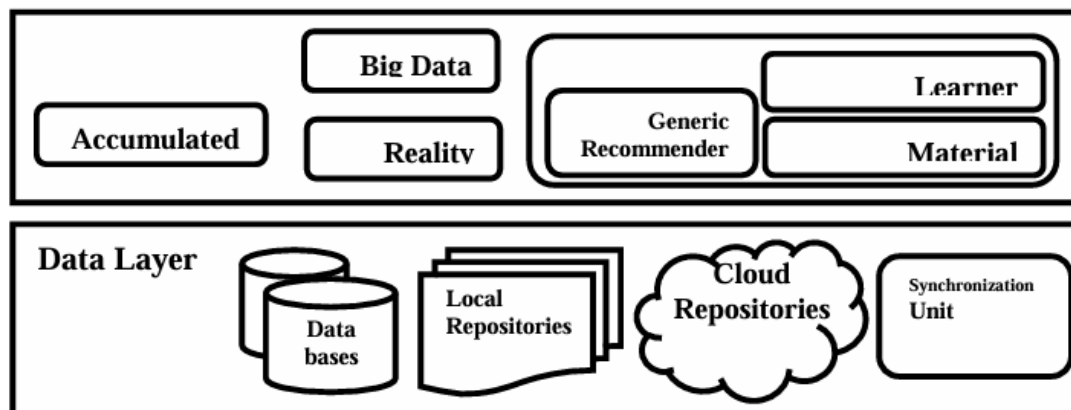
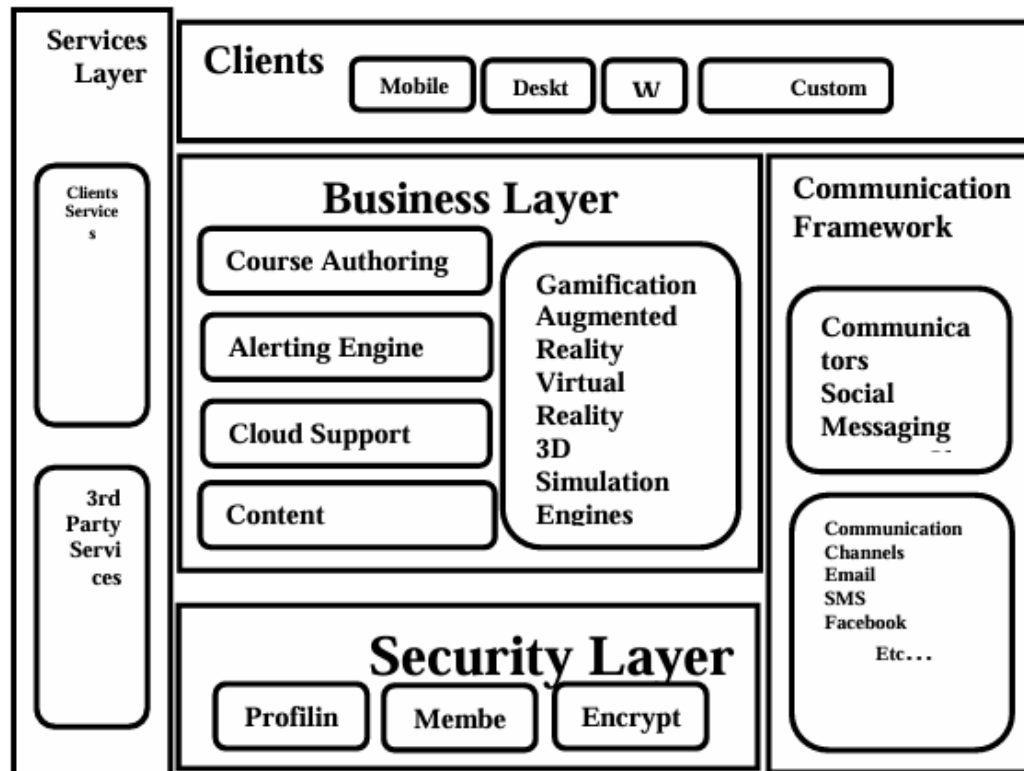


Figure 2 : E-Learning System Structures.

The system structure is composed of many layers like data layer, reporting layer, business layer, service layer, etc... as explained in figure 2. The data layer contains all the components and modules related to data management and storage. Local repositories and cloud repositories are used to hold all the related files and data items (e.g. courses' contents). Cloud repositories are customized per user, and imply a synchronization unit to ensure reliability and availability of the data items. The cloud is generic and each learner has his own space as an addition to the general repositories of shareable materials. Huge databases are categorized based on their business use (e.g. learners' history and assessment database). Huge databases filled with raw and calculated data are used in combination with reporting databases to generate different decision support reports. Different kinds of reporting techniques are existing with their engines in the reporting layer. This layer contains the machine learning algorithms and modules

used for big data analysis and reality mining. Also accumulative reporting and learning databases are used in recommendation business. The recommendation engine and all of its intelligence is contained in this layer. Recommendation components are built to be generic and it integrates with other layers components to recommend on different levels, from the learner related courses to the best UI customizations and tools to be used with this style learning.

Security layer is considered one of the house keeping layers of the system. The existence of profiling and social interactions make it urgent for the security support on different interactions levels. Security layer is concerned with such issues for all the software and hardware components used in the system.

Also one of the important layers is the communication framework layer. It is concerned with the internal and external communication business. Internal communication support goes for how different layers exchange data among each others. And what type of communication technique is used (e.g. Sync or Async communication). The interconnection interface for flexible online/offline deployment technique is used [6]. Also what channels are used in sending these data. On business level, communication framework is used to manage connecting people through different channels. It serves social and classical channels, chatting services, telecom services, etc...

Business layer is the main layer that contains most of Elearning system components and engines. Content management system, cloud support, alerting engine and some utilities like course authoring tools are included. Also the engines that add gamification, virtual and augment reality 3D simulation and other business logic engine are included in this layer.

Service layer holds the integration interfaces. It has internal interface for the system components as mobile clients, desktop clients, web sites, etc... It also contain generic SDK APIs for other 3rd parties' integrations (e.g. custom hardware or custom mobile application).

Novel Features

Gamification, augmented and virtual reality and wearable devices integration are the novel features supported by the proposed E-learning environment. The concepts are not new, but how to use them inside a learning environment is what matters here. In the following sections, we will introduce how each of them is used inside the E-learning environment.

Gamification

Gamification is the use of game-play mechanics for non game applications [7]. Each game mechanic is characterized by three attributes [8]:

- Game mechanics type: Progression, Feedback, Behavioral
- Benefits: engagement, loyalty, time spent, influence, fun, viral effect.
- Personality types: explorers, achievers, socializers and killers.

In the proposed system, there is a profile for each user. That customizable profile works as an avatar of a game. Courses scoring and scoreboards of friends and top scorers in this course are introduced. Scoring is served from a social perspective not the competitive one, i.e. a learner could contact the top scorers, in recent years to benefit from their experience.

The gamification of the user experience and how to access the information is an important part of the gamification process. It attracts learners and improves their liability to the learning system. Bounces and rewards concept is included as a part of the gamification technique used in the proposed system. Rewards and badges are received by learners not only for their achievements on the academic level, but

on other social levels e.g. helping other learners. The course is divided into levels with appropriate alerting for next steps and levels. That turns the learning process to semi-game.

Virtual and Augment Reality Augment reality is the direct or indirect viewing of augmented objects for the physical environment items, it is created by computer systems based on a sensory system input (e.g. image). Augment reality is included in the proposed system to visualize reality components through 3D objects. It enables users, using some camera system (e.g. mobile camera), to view important objects by focusing the camera on some sort of code for the learnt objects. Augmented reality is also used in creating authoring tools containing a composing tool that can be used to create educational contents, a viewer that plays the content [9].

It is also used with location based systems to view realtime information about different important educational targets. If the subject being learnt is “History”, so, going to the places covered by the course, and using the appropriate client App., it displays important information about that location using augmented reality. It is not restricted to current information, it also shows ancient data and objects on the screen for some place. It also includes a historical slide to show the ancient and current information of that place from historical perspective.

Wearable devices

Wearable devices are clothing and accessories incorporating computer and advanced electronic technologies. The proposed system integrates with some smart devices (e.g. translator headphones), and opens the door for custom integrations with other devices through a rich SDK APIs. Smart glasses, watches, medical devices and others are supported in the system to utilize their portability.

Conclusion

The huge amount of information existing in the world now, and the need to gain as much knowledge as possible by utilizing all the available sensors is the motivation for the proposed system. Learning process has been improved widely to overcome the classical learning techniques limitations. Learning sources nowadays vary a lot from reading a book, to watching an educational video, to play a game, or interact socially with other learners, etc... E-learning exists now in all different life activities through internet, computers, mobile devices and other devices. The need to update existing Elearning environments to cope with human technological rise is urgent.

In this paper we propose a novel E-learning system that maintains existing learning techniques and concepts and adds more technologies to the process to engage learners more with the system. The proposed system tries to conform to daily activities of ordinary human so that knowledge transfer and learning process becomes smoother and more efficient.

The proposed platform is highly customizable to support different learners’ needs. It supports learners with different aids needed to simplify knowledge transfer and make the learning process more fun. Gamification, augmented reality and hardware integration are the important features proposed in the system on the user interaction level. Other important features as big data analytics and recommendations are introduced on the reporting level to easily assess and fine tune system performance for learners and introduced courses.

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Distance learning in the field of Human and Social Sciences

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ABSTRACT

This paper explores the necessity and the relevance of distance learning in the field of Human and Social Sciences. The work is a presentation of our book Interculturality and Interdisciplinarity in Education, published in partnership with five universities from Russia, Serbia, UK, Japon and Romania. We present the project coordination Romanian-Japanese Interculturality, written in Japan Danube Friendship, approved by Japanese Embassy, in the field of Distance learning. We identified the challenges facing the application of Distance learning in education, studied the inter-relationship of social networks and we have coordinated some educational books. For example, Haiku Solidarity Book, Constanta, 2012, was inspired by the earthquake in the 11th March and its effect. We decided to published students works and their mentors as a sign of solidarity. These (inter)national experiences are examples of good distance learning, offering creative prospective visions to develop the system of international project. We plead for passing from the mono culture to the inter one (M. Rey). European values will lose their special situation of universal norms accepted officially; they will enter the local spiritual creations regim. The Occidental value, if it doesn't want to provincialize, will be obliged to establish the dialogue with the other ex-centric cultures, for instance the Oriental ones

Descriptors: *interculturality, poetic interference, the human values, international cultural experience, distance learning*

POETIC INTERFERENCE .1 THE EDUCATIONAL PROJECT WITH ARTISTIC-CULTURAL IMPACT: ROMANIA-JAPAN INTERCULTURALITY

Romania-Japan Interculturality Project was initiated and coordinated by The Haiku Society in Constantza, (represented by Prof. Aurica Vaceanu, Ph. D. Anastasia Dumitru, Alexandra Flora Munteanu), in partnership with the School District Inspectorship Constantza, Romania, indirect with the Education Ministry, educational institutions registered with activities (Kindergardens, Gymnasiums, Lycees, Colleges, Art and Crafts Schools, School Groups, School Libraries, Universities), Cultural Centers, Public Libraries and Museums. The first step in project formation was the information and its dissemination towards cultural and educational local and national institutions, representatives of the local community, media, including The Japan Embassy in Bucharest, about the aim and development modality of this ample procedure. In this respect I came into direct touch Seiko Takesono, cultural representative and the Third Secretary of the Embassy, through Cristina Panaite. Miss Seiko Takesono offered us the promoting materials for the Japan image in Romania, over 300 reviews and pictures, which were distributed to every implied institution in the project. The second step was constituted by the signiture and rolling of the partnerships with the institutions which accepted the place on the agenda. Through the E-mail or simply mail data about activities were communicated, participants (pupils, teachers, manager of the institutions, parents, persons of the local community, coordinators), modalities, work techniques and methods, finalities, which we ordered in the project calendar, for the correct monitorizing of the events and proposed activities.

The beneficiaries of this project are: small children, pupils, students, teachers` staff, parents, educators, men of culture, editors of reviews and books, Japanese art, culture and traditions admirers. Informing the Embassy about the initiation of this project, in Constantza, we received a letter (20th January 2009) signed by Mr. Yoshinobu Higashi, Extraordinary and Plenipotential Ambassador of Japan in Romania, through which we were communicated it would be included in the series of manifestations organized under the egida „Japan-Danube-Friendship Year 2009”, offering us the possibility to use the official logos of the events. The project has as an aim the Japanese art, culture and traditions promoting together with the Romanian ones, especially the Japanese lyrics and the visual arts (haiku-haiga). The educational and cultural-artistic activities developed consisting in readings, origami workshops, haiku-haiga and renku ones, demonstrations of ikebana, tea ceremony, exhibitions, shows (Japanese songs and dances, Japanese and European lyrical recitals, Japanese costume parade, Romanian traditional dances and costumes, exercises of Martial Art - the group Aikido, Constantza); haiku-haiga contest, demonstrative lessons, in the haiku optional/ methodic- interdisciplinarity activity (recital haiku-dance-music-graphics), with 15 music teachers, from Constantza District (30th October 2009); ginko trips; Haiku Festival, with international participation, on 22th-27th May, and the National Colloquium, on 4th-5th September 2009.

As finalities of this project: portfolios, exhibitions, CDes, the editing of numbers 12/13 Albatross Magazine, 2009; The Calendar with haiku by dr. Ion Codrescu`s pupils awarded in Japan 2008; the publication of the Anthology Budding (haiku – pupils, into Romanian, English, French), of the literary circle Buds - The Theoretic Lycee „Lucian Blaga”, in Constantza; „The Song of the Lyre” (aphorismes, haiku, haibun, in Romanian, English) and Critical Essayes, A Pleading for values, Returning to the nature, author prof. drd. Anastasia Dumitru.

In the project over 166 activities were developed, were implied over 5712 pupils and over 474 teachers, parents 289, 14 local community and 13 educational inspectors every unit having one or more ones, but everyone being unique through intention and achievement. So pupils, managers, teachers, local community, and parents were open to development of this project with self-daniel, they understood that project like an educational alternative, on cultural interknowledge with interdisciplines character (music, literature, painting, graphic, dance), because it was an opportunity to use the computer, to exercise foreign languages and discover and promote new yang talents, too.

For these special events The Haiku Society awarded with diplomas offered as sponsoring on the part of the schooling review „Cutezătorii” and „Spiru Haret” University-Constantza Center, teachers, project coordinators of the pupils implied in the project. Didactic portfolios were offered by Constantza Haiku Society with info materials of 100 pages. The project promoting was made through the local, national and international TV, Radio Romania Cultural, literary reviews, through www.romanian.kukai (Bucharest) and WWW.forumprofesori.ro teachers (Constantza), by The Association for Promotion and Development of LittoralTurism (Constantza) wich offered us informative materials (mapes, prospectus about Constantza district, Danube Delta and of all Romania, too. Last: The First Symposion of the Philology Sciences Society of the „Ovidius” University (Constantza, 5th December 2009), theme: The textorganization, argument, interpretation teachers: Aurica Văceanu, Drd. Anastasia Dumitru, Drd. Alexandra Flora Munteanu: Haiku – Haiga, an interdisciplinary domain.

For 2010, we have included: The Albatross Magazine Nr.14 editing, the realization of a book comprising the Romania-Japan Interculturality project; the Optional haiku class, the pupils `haiku anthology and the foundation of The International Association of the Teachers teaching haikuhaiga, in Constantza.

2. „LUCIAN BLAGA” HIGHSCHOOL MEMBER IN INTERNATIONAL CULTURAL INTERCULTURALITY ROMANIA-JAPAN PARTENERSHIP

The activities within the project - Romanian-Japanese Intercultural Relationship had their debut at our highschool, in November 2008, under the main title Initiation into Haiku. Twenty-five students from 5th to 12th grades, members of the literary circle Muguri (The Buds), all were fascinated by the lyricism of the Japanese poetry and the interdisciplinary connection Haiku-Haiga. The students had the opportunity to see some Power Point presentations and learnt about the writing techniques of this unique genre; they recited and discussed with the writers. At the end, being prompted with a starting line, they succeeded in creating their own poems, praised by the two guests.

Another interesting activity took place on May 27th 2009, when the members of the circle Muguri, enjoyed the presence of two guests: teacher Aurica Văceanu and the professor Irina Kogan, from Samara, Russia. For two hours, students and guests had been discussed about the importance of extensive reading, about speaking an international language, about haiku, in general, and its writing techniques, in particular. The students recited poems, they translated the Russian students' haikus into Romanian via English, and proved themselves creative as they produced some haikus of their own starting from a given line. Their literary productions were highly appraised by the two guests.

The students were delighted with this unique experience: „It's the first time we have spoken English with a foreigner at a round table,” said Miruna Bancu, a 12 years old student. „It's wonderful for us to express our thoughts by reading our own haikus,” said another student, Francisca Iancu, the winner of the 3rd place in the National Contest of Haiku, Slobozia, 2009.

Two other major cultural events took place, as well, within the same project: The International Festival of Haiku in May 2009 and the National Colloquium in September 2009, which our students attended. The Festival started at Andrei Saguna University, in Constantza, and then, during the same day, a special performance took place at Regina Maria Art College, a genuine syncretism of arts and Romanian-Japanese lyrical touches, where many young artists had been performing for three hours. The festival continued next day at the Art Museum of Constantza and later in the afternoon at Spiru Haret University, where were held conferences, debates, book presentations. The guests were writers not only from Romania, but also from Albania, Austria, Belgium, Bulgaria, Canada, Croatia, Germany, France, India, Ireland, Italy, Scotland, Serbia, SUA (Zinovy Vayman), Sweden, Hungary, Russia (Irina Kogan from The University of Samara).

The project- Romanian-Japanese Intercultural Relationship - will end up at our school with a demonstrative lesson of the optional course of Haiku, a good opportunity to assess the activities of the project. Named after one of the most valuable Romanian poets, it has been a tradition for Lucian Blaga Highschool to house cultural events. Many personalities were invited to celebrate the book and the author. The beginning was the Educational Project „Following Eminescu's Steps”, in 2000, when it was 150 years since the poet's birth. On that occasion were organised contests of literary creation and painting and demonstrative lessons. In 2001 the project „Following L. Blaga's Steps” had its debut when students from L. Blaga Highschool of Sebes came here to discuss with our students about the poet's work. In our turn, we visited the picturesque places of Lancram, the memorial house, our study trip ending up with a session of scientific communications during the Highschool's Days, 59th of May. Then came next the Educational Project „Literature and other Arts” when a partnership with I. N Roman Local Library was initiated. It was a good opportunity to combine arts: literature, drawing, music, photography and film. The artistic outcome of this project were two children's books, made in collaboration with our students under the coordination of the teacher Anastasia Dumitru: Be smart: Read, Count and Colour, „Neliniști metafizice”, Constanța, 2006 and Let's go with Santa, ed.

Europolis, Constanța, 2006, the latter won the 3rd prize at the international contest „Winter Night’s Dream”, 2008, Bistrita-Nasaud. Between 23th and 28th of March the members of the literary circle Muguri were invited at the Festival „Poets’ Spring”, a cultural event organised by The Writers’ Union of Romania (Branch of Dobrogea) with which L. Blaga Highschool has a partnership. Student Alina Iuliana Georgescu confessed: „We enjoyed being present at this celebration of poetry. It was an unforgettable experience and we were honoured to be in the proximity of writers of Dobrogea. Thus the meaning of poetry was revealed to us.”

We also had a demonstrative lesson in April 2009, on The World’s Day of Poetry, coordinator teacher Anastasia Dumitru, when our guest was Mrs Guner Akmolla, the director of the magazine Emel. Here are a few opinions of the 8th grade students: „It’s been a day when we learnt many things, especially about haiku, from the best haiku makers. We felt joy and enthusiasm. I’ve become more sensitive and apprehensive of the beautiful”, said Ioana Avarvare, Lois Cristina Bontaș added „I truly felt the poetry, we expressed ourselves through poetry, art can really turn us into more sensitive and apprehensive people, it can broaden our horizon of knowledge, understanding and imagination. What impressed me most was Mrs Guner’s translation of Blaga’s poetry into Tartar”. By these benchmarks, we believe that our circle goals: fostering creativity and sensitivity to artistic beautiful, nurturing reading, independent thinking, critical reflection and the perception literature are made.

3. INTERNATIONAL HAIKU-HAIGA ANTHOLOGY DEDICATED TO 11TH MARCH 2011 FUKUSHIMA EVENT – JAPAN.

In 2012 we published the anthology Solidaritate prin haiku/Haiku solidarity, INTERNATIONAL HAIKUHAIGA ANTHOLOGY DEDICATED TO 11TH MARCH 2011 FUKUSHIMA EVENT – JAPAN; 90 YEARS OF DIPLOMATIQUES RELATIONSHIP BETWEEN ROMANIA AND JAPAN, Ex Ponto Publishing House, Constanta Romania, 2012. This anthology was born at prof. dr. docent Irina I.Kogan proposal. She is from the University of „Nayanova Samara Rusia, at the end of the haiku festival”Haiku in Education,” developed in Constanța, Romania, between 27th-31st May, 2011 The preliminary talks referred to haiku, haiga or photo-haiku publications inspired by the earthquake in 11th March and its effects. We decided to publish kindergarden children, pupils, their mentors and well known authors as well. Because such work implies a special effort especially a voluntarian one, we got a reply as a result of our announcement on line and on mail who wants to be our partner in the project: educators, teachers, pupils, and writers in the country and abroad. We decided the anthology will be bilingual: native language, English and Romanian.

The book comprises creations of the authors from 13 countries: Canada, Croația, France, Germany, UK, Japon, Philippine, Romania, Russia, Serbia, Slovenje, USA, Ungaria. We retain only three haiku for each author and a CV of 5-6 lines. We tried to offer a page for every author or 2-3 texts where it is the case. We thank everybody who understood our intention as a sign of solidarity. with pupils, teachers, and Japanese writers.

This is a cultural-educational project and was coordinated by: Irina I.Kogan (Samara, Rusia), Dejan Bogojević (Valjevo - Serbia), Jože Stučin and Daša Furlan (Tolmin, Slovenia), Pearl Elisabeth May (Bursledon, UK), Anastasia Dumitru, Mirela Savin, Nastasia Savin, Alexandra Flora Munteanu, Florea Mirela, Mariana Sârbu, Georgeta Zaifu, Fănica Cornățeanu, Marilena Toxin, Virginia Baltag, Ioana Ghiban, Viorica Marin, Aurica Văceanu (Constanța România).

For example, a 9 years old pupil, Andrei Dumitru, from Lucian Blaga High School, Constantza, member of literary cercle Buds wrote his Haiku solidarity like that: „the planet sighs -/ God is the only liberation/ open its way!”; „In Japan/ one wave -/ so much suffering”; „Life lightning/ over the

Japonisse/ let us help them"; „Dog in pain - / waiting his master -/ only groans"; „Great deluge –/life is lost/ where's light?"; „In Japan/ sobbing people/ seek rescue." Maragarita Antonova, aged 13, from Russia, wrote: „Tiny people/ trying to escape/ among the wreckage". Elena Vlasova aged 14, from Russia, Dreams about Japan: „In my childhood I have been involved in the literary game "Dreams about Japan". We competed in teams showing our knowledge of the culture of this country, its customs, and most importantly – we competed in the ability to write haiku. We represented ourselves as Japanese: we struck the arrows on the eyes, attached two sticks - antennas into the hair - in order to understand better, we took out from mother's cabinets silk robes, kimono-like, stretched the shale over the white socks and powdered our faces in such a way that resembled the patients with a single sign of the disease - the love of this mysterious country. Its image is drawn to me in gentle pastel colors. Here the features of the smallest cozy cottages appear, lovingly surrounded by stone gardens. On the bench a little grandson is sitting and reading slowly a haiku by Bashô to his grandmother. "<...> A splash in silence ..." - A frog jumped into the water. The wind carries the spring sakura blossom scent, picked up on the way the dying song gakubivy. At that time in the fourth grade, I was surprised by the ratio of Japanese to the nature, I was fascinated by their sense of responsibility to all living. Now it is understanding, more awareness of things around you and thanks for that piece of the world, which was formed inside each of us, when we became acquainted with the culture of the country of Rising Sun. I never dreamed of Japan."

4. ABOUT CONSTANTZA HAIKU SOCIETY AND ALBATROSS HAIKU MAGAZINE

In a city by the sea, on 18th January, 1992, a nonprofit Cultural Association The Constantza Haiku Society was founded by Ion Codrescu, doctor in Fine Arts, the President together some enthusiastic literature and culture, some occasional poets together with members of the Romanian Writers' Association. In the mean time Albatross, the cultural review, in which the haiku literary phenomenon is illustrated: creations, critical, theoretical, and aesthetic essays, Romanian and authors from all over the world. The review does not address only the interested Romanian readers, but those from abroad also, having two series in publication: the first between 1992-2001, and the second one from 2003-up to now. Having as chief editor, teacher dr. in Fine Arts Ion Codrescu, in the first series and being a bilingual review, (Romanian-English), the numbers until 1999, had the English translation by Mihaela Codrescu. Consultants and advisers of English, native speakers, ensured the quality of translation: Antony Jones, Margaret Simmons M.A. Fulbright Lecturer and Tricia Walter (USA). The issues published after 2003 had the translation ensured by Alexandra Flora Munteanu, and as an adviser Angelee Deodhar of India and Onorina Grecu of Constantza. From the beginning we established the direct contact with the necessary pieces of information about the Japanese aesthetic values, through English and other foreign languages.

A permanent correspondence with Romanian and authors from abroad ensured the review with valuable articles, by Mr. Radu Patrichi, vice president of Constantza Haiku Society. They organized the lyrical texts by seasons in accordance with the Japanese tradition, but also 4 numbers per year, then two for financial reasons. If the numbers from the first series had sponsors through Ion Codrescu's efforts. In the second series the review had as sponsors the members of the Constantza Haiku Society, in their country and from abroad, through the annual contribution. They appeared at the Publishing Houses: Muntenia, Europolis, Leda, and Ex Ponto (Constanța). In the pages of the review the dictionaries of specific lyrical terms of haiku were published. Then other species were approached: tanka, tanrenga, renku, haibun or even hybrid species: haiga (image and haiku text), hashin (photo image and haiku), rengay. Together with the creations of the Japanese classics: Matsuo Bashô, Issa, Buson, Shiki and modern theorists: Ban'ya Natuishi, Susumu Takiguchi, Tadashi Kondo (Japan) near

R.H.Blyth, William J.Higginson, Earl Miner (USA) David Cobb (UK). As practitioners, experimenting with the introduction in the educational system the haiku teaching of some art elements, culture and Japanese civilization I want to name: Angelee Deodhar (India), Suncica Samec, Vişjna McMaster, Zrinka Simunovic (Croatia), Richard Schnell Seattle,s' University and Zinoviy Vayman (USA, Dejan Bogojević (Serbia), Şerban Codrin, Ion Roşioru, Ioan and Doina Găbudean, Gabriela Genţiana Groza, Olga Duţu, Alexandra Flora Munteanu, Anastasia Dumitru, Gina Barbu, Doina Misian, Loretta Băluţă Lorintz, Ina Burduţă, Felicia Jipescu, Anişoara Iordache, Victoria Fătu Nalaţiu, Georgeta Zaifu, Mariana Sîrbu, Fănica Cornăţeanu, Anca Cristina Popescu. Some of the foreign ones participated in the festivals organized by the Haiku Society, in Constanţa.

About our projects: to found in Constantza a Haiku International Teachers Association (Irina I. Kogan, dr.doc. of Samara „Nayanova” University from Russia- was her proposal at 2009 haiku festival in Constantza), with Education, Cultural and Departements; the continuation to publish of Albatross as book or on line, and to realize a cours Interculturality (in Constantza live Romanian, Turkish, Aromania/Macedonian, Russian, Italian, Magyar and Polish Rroms peoples) for the Romanian teachers (Romanian and mother tongues, moderne languages, fine art, librarians, students too, and many others, by a local foundation „Alumni”. We have a support cours Interculturality and interdisciplinarity in education–methodic guide, by Anastasia Dumitru and Aura Văceanu, May 2010, University Publish House from Bucharest, Romania; a haiku anthology of Romanian and Russian pupils by Laura Văceanu and Irina I. Kogan.

5. INMUGURIRI (Burgeoning).Antology of micropoems. The antology of literary texts „Inmuguriri”(Burgeoning) is the result of the project called Romanian-Japanese Intercultural Relationship, an event brought about by the celebration of 50 years from the resumption of the diplomatic relationships between Romania and Japan (September 1959-2009), event included in the cultural programme – Japan Danube Friendship- 2009. L. Blaga Highshool, Constantza, has been a partener in this international project, (see the article Lucian Blaga Highshool , Constantza, Haiku as a bridge between two cultures , issued in Albatros, the magazine of The Haiku Society, Vol VI, nr. 10/11 2-2007/1-2008) , Year VI.

The purpose of this project made in coloboration with 50 schools from Constantza and not only was the promotion of Japanese lyrical species (haiku, haiga, renga/renku), as well as origami, ikebana and an optional course being attended by class 6th B, whose teacher, Anastasia Dumitru, is the author of this anthology. The Haiku Society of Constantza, founded in January 18th 1992, along with its magazine The Albatros, appreciated by both the Romanians and foreigners and the Romanian Haiku Society of Bucharest got involved into international events (such as festivals: 1992, 1994, 2005; the first congress).This cultural enviroment and students' passion for Japanese poetry lead to the idea of an optional course of haiku and of this anthology.

We watered the buds with morning dew, we sprayed them with rainbow light. Now they are in full bloom– În muguriri (Burgeoning). We hope their scent will refresh your souls. We hope that all these activities have been and will be useful and that extensive reading will not become an extinct hobby. We will continue our cultural activities at Lucian Blaga Highschool, under the patronage of Blaga, since the man is a being „who apprehends the mysteries and is trying to reveal them”. Culture is not a soliloquy, we must accept to have a dialogue. „The nations' monologue must be turned into an international dialogue” was the conclusion of the International Writers Festival „Days and Nights of Literature”, 2009 edition, Neptun. To sum up, I consider that, through all these cultural activities, mentioned above, in which we got involved together with our students, we have promoted and encouraged the dialogue

among cultures across Europe, a genuine intercultural dialogue. Freshness impressive images, tenderness of feeling and mastery of rules typical for the poems that won the world. Our educational approach completes and continues the local tradition of looking for new challenge under the main titles Imagine. Create. Innovate, enrolling for the calendar of the European Year of Creativity and Innovation, 2009.

We used some methods and teaching strategies in our project, conducted in collaboration with 50 schools in Constanta, across the country to promote lyrical species. We demonstrate that the project represents a teaching alternative education, with a formative and application role. We present our results - editing anthologies of haiku, Budding, (in Romanian, in English and French), including students' poems. We tried a trans-disciplinary approach to literary texts, we worked with teachers of foreign languages, but also with other teachers to provide graphic arts.

Thus, the application is the text, seen not only as cultural discourse, but also as a picture - Haiga. In conclusion, we believe that all these cultural activities, by conducting educational partnerships through active participation in festivals (inter)national promote intercultural authentic dialogue. We are convinced that the educational projects is a good framework for deepening research and literary texts, approach multicultural education, intercultural and transcultural. We intended to offer practical suggestions, exercises applied, necessary in modernization and upgrading of teaching, useful methods for teachers and students interested in successful exploration and production of literary texts.

European values will lose their special situation of universal norms accepted officially; they will enter the local spiritual creations regim. The Occidental value, if it doesn't want to provincialize, will be obliged to establish the dialogue with the other ex-centric cultures, for instance the Oriental ones.

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Supporting E-learning in Teaching English as a foreign language in Higher Education

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Introduction

The use of network technology to deliver training is the latest trend in the training and development industry and has been heralded as the „e-learning revolution. E-learning is part of the biggest change in the way our species conducts training since the invention of the chalkboard or perhaps the alphabet. The development of computers and electronic communications has removed barriers of space and time. We can obtain and deliver knowledge anytime anywhere. (Horton, 2000: 6)

In an effort to indicate the role of e-learning in higher education and the field of language teaching, this paper reviews research literature on e-learning. Specific attention is given to why organizations use e-learning, what the potential drawbacks to e-learning are, what we know from research about e-learning and what the future of e-learning may hold.

This paper aims at presenting a comprehensive review of the research literature on e-learning and discussing answers to the following questions:

- (1) What is e-learning and how is it being used in higher education organizations?
- (2) Why are organizations using e-learning?
- (3) What are potential drawbacks of using e-learning?
- (4) What has empirical research found regarding e-learning effectiveness, efficiency, attrition, and appeal to learners?

Definitions of e-learning

A multitude of definitions of e-Learning already exists in literature.

For many authors the adoption of electronic media in a learning scenario is already sufficient to constitute e-Learning. This definition is clearly too broad. For example the use of a microphone during a lecture should be excluded by a proper definition from being e-Learning. So, the simple use of electronic media is not enough. (E-Learning Consultant, 2003) An alternative definition of e-Learning has been that eLearning is aggregation of all kind of learning which use the computer for medial support of the learning process. Similarly, Baumgartner, Häfele and Maier-Häfele (2001) suggest that eLearning is the general term for all kind of software supported learning. Both attempts are not very useful because they are also too loose and do not demand enough. E-learning can be defined in this paper as the use of computer network technology, mainly over an intranet or through the Internet, to deliver information and instruction to individuals.

E-Learning in Higher Education Environment

Despite the fact that e-Learning exists for a relatively long time, it is still in its infancy (Tavangarian, 2004) Most e-learning in higher education environments today is asynchronous in nature. Asynchronous e-learning refers to elearning that is „pre-recorded“ or available to employees at any time of the day, potentially from any location (Rosenberg, 2001).

Less common is synchronous e-learning in higher education environment, or e-learning that is „live“ and that requires all learners to be in front of their computers at the same time. While these kinds of training seem quite distinct from each other and from instructor-led training, the distinction between them is often blurred because many companies use a mix of delivery options for their classes.

Blended classes, or „blended learning,“ use some combination of technology and classroom based learning and is becoming a very popular form of training. (Elliott, 2002; Zenger and Uehlein, 2001). As with asynchronous e-learning, there is a continuum of types of synchronous e-learning. The most basic type of synchronous learning involves real time „chat“ sessions where employees log on at the same time to discuss training topics.

A more complex type is a synchronous session where learners from diverse locations log into the training at a set time, and an instructor facilitates a discussion while showing slides or writing on a „whiteboard“ that appears on the computer screens of the learners. During these sessions, learners can ask questions, sometimes verbally, of the instructor. Why should higher education environment use e-learning?

Higher education institutions are choosing e-learning for a variety of reasons framing the advantages of using e-learning. These benefits can be summarized in the following:

1. E-learning provides consistent, worldwide training: Elearning appeals to higher education institutions that have a strong need or desire to deliver consistent training across multiple locations.
2. E-learning reduces delivery cycle time: higher education institutions also use e-learning when they are pushed to deliver training to many learners quickly. Because elearning classes are not constrained by instructor and classroom capacity, more learners can be trained in less time.
3. E-learning increases learner convenience. Another benefit of e-learning is increased learner convenience. Provided that they have the required technology, learners have access to asynchronous e-learning at any time. To facilitate such just-in-time use of training, synchronous courses are frequently archived so that they can be accessed when needed by learners.
4. E-learning reduces information overload: E-learning also has the potential to manage the growth in the amount of information that learners in higher education stage need to learn. This growth has often led to information overload during training and learning, resulting in ineffective training when learners cannot retain all of the information presented to them. By conducting part of the training asynchronously, part of it synchronously, and only the most interactive part in a classroom, the information can be delivered over a longer period of time. This is thought to improve retention.
5. E-learning improves tracking: Another potential advantage of e-learning in higher education environments is their ability to track learner activities and mastery of the material. Many training and instruction institutions, before elearning, did not track such data because of the effort required to do so. With e-learning, tracking and storing can be automated. This is particularly beneficial when training is required for compliance.
6. E-learning environments lower expenses: Most of the international higher education institutions are also turning to e-learning as a cost-saving measure, particularly when they want to reduce travel and classroom costs, and time off-the job, associated with off-site training.

Potential drawbacks of using e-learning

1. The Up-front cost of applying e-learning in higher learning institutions: The Up-front cost was the most frequently mentioned drawback of applying e-learning in higher education institutions. Specific costs include development costs to design and build the actual courses as well as hardware and software costs to allow users to access the training effectively.

2. The lack of interaction among trainees in many higher education e-learning courses: previous literature and research studies show that the lack of peer-to-peer networking makes e-learning less attractive to its learners and potentially less useful.

3. The lack of other skills: the use of static and non-interactive e-learning in higher education stages may create a mindset that electronically-encoded. In other words, the concern is that top management will become preoccupied with the capability to push information and will forget that training involves more than information provision; it requires practice, feedback, and guidance, and more; learning other social skills like cooperation, social interaction and planning. E-learning and Foreign language

Instruction in higher education stage:

We live in an age in which text messages, photos, audio and video files are transmitted from one cell phone to another in seconds, latest mobiles and iphones allow us to connect to the internet through wireless network; e-mails, instant messaging, chat rooms, UseNet groups, blogs and wikis have revolutionized the way we share information and communicate with each other. Rapid evolution of these modern information communication technologies has greatly changed every aspect of life including language pedagogy, language learning and language use. The introduction of information communication technologies in language teaching has opened new horizons for language teachers to have more interactive and learner-centered classroom environment.

Challenges and recommendations:

In their continuous trials of following and using the modern trends in teaching English as a foreign language, language educators face a number of challenges in applying elearning in the higher education institutions. A wide number of these challenges and strategies can broadly be categorized in three areas; technical, administrative and academic.

Technical Challenges:

There are several technical challenges that hamper instructors' as well as students' activities in an information communication technologies learning environment. "Lack of basic technical skills" of both students and teachers alike is one of the most frequently cited technical challenges in literature. Some staff members feel stressed and embarrassed for an exam which requires technical equipment of any sort". An unexpected technical issue, especially during an exam, further increases this stress.

Students' lack of digital competency is also considered another technical challenge that hinders their learning in an elearning environment along with the mechanical difficulties that interfere with their abilities to express their thoughts.

Some other challenges mentioned in previous studies are "crashing of system, fluctuation of electricity, slow internet, files corruption, suitable programs not being installed like graphics, animation or media players, etc". The studies suggest arranging extra classes or training workshops for both students and teachers to get the maximum advantage of the applying elearning in foreign language teaching in higher education.

Administrative Challenges:

Administering an activity or an assessment which requires technological infrastructure is another significant challenge that faces institutions of higher education. "Lack of elearning resources for all classrooms" and "lack of full-time staff to monitor the electronic equipments" are the main challenges cited in related studies.

As a strategy, the previous studies suggest that teachers should make sure that an adequate amount of

classroom learning and independent e-learning is used in advance of an electronic-based assessment. Otherwise, it is unfair for the medium to be used as a testing tool.

Pedagogical Challenges:

The previous two challenges make the task of foreign language teaching and learning more challenging. The foreign language trainers' lack of knowledge to design language tasks with technology and lack of confidence to use technology while teaching is considered as the basic pedagogical challenges that need to be addressed to enhance ICT application in foreign language teaching classes. Spending a substantial amount of time and effort restructuring web-based language activities to adopt for online delivery for students with very limited educational background and digital competencies is reported as another pedagogical challenge that might face e-learning environments in higher education. This sometimes goes at the expenses of focusing on building the target language skills.

The previous studies recommend building the lecturers' and the learners' ICT skills and adding up the bank of elearning resources in order to facilitate language educators in multitude of ways such as designing web-based language activities, tailoring language tasks to suit module learning outcomes, assessing students' language skills electronically, etc. When introducing new technology to the classroom, as elaborated by a keen e-learning practitioner, it is critical to ensure that there is a sound pedagogy behind the move, not just a desire to use new toys. Students can be overwhelmed with too much technology, or confused by badly used or badly setup technology.

One more pedagogical challenge is that Lecturers confront another difficulty of monitoring learners' progress in an online activity. Some students feel that the networked conversation are disorganized, and even feel frustrated because of the quick evolution of ideas and multiplicity of entries on the computer screen simultaneously".

Most of the recent studies recommend educators in higher education institution to apply the blended form of learning which equips traditional language teachers with a variety of e-learning tools such as Discussion Boards, Classroom Response System (CRS), Voting Pads, Moodle/Virtual Learning Environment, Blogs, etc. Students only need quite a bit of encouragement to actually use these technological sophistications and teachers need a bit of momentum built up on them before they become an integral part of learning process".

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