The phenomenon of changing the professions into computerized ones has become very large and it cannot avoid the field of education. Being fascinated by virtual reality, both students and teachers, must understand that interdisciplinary subjects (native language/ICT, socio-humanist sciences/ICT) create the frame necessary for the student to involve himself, as a permanent partner, in teaching and evaluating – a method of improving the school efficiency.

The theoretical character of the humanist classes tends to become a practical one. The approaches projected in an interdisciplinary manner offers a faster and more efficient and use of the methods, procedures and didactical means, be it traditional or modern, finding a flexible and balanced way of using them in the same didactical context.

The e-learning class of Techniques of typing a (non)literary text by means of ICT stimulates the students in a continual and efficient process of learning encouraging the development of life abilities, social participation abilities and cooperation and interpersonal relations abilities. The contents proposed are tackled through new strategies of efficient learning such as: 1. Constructivism, 2. Learning based on resources, 3. Collaboration learning, 4. Problem solving, 5. Learning in an interdisciplinary project (individually and in groups)/using the e-portfolio (individually and in groups). This work proposes to emphasize the opportunities of using the e-learning instruments in the pre-university education and to prove from the teachers’s point of view, the way in which there can be realized the (auto)(inter)evaluation of some digital curriculum products/e-portfolios, starting from a set of characteristics articulated on a series of criteria such as relevance, accessibility, validity, attractiveness, flexibility, the open/generative character, participation/socialization.

Argument

Given the fact that the NTIC are imposed as methods of reaching ideas, of refining intelligence, of acceding through them to other values of knowledge, we consider that both teachers and students have to place themselves within new
situations of learning, which conditions the contemporary educational processes.\footnote{Cucos Constantin, 2006, \textit{Informatizarea in educatie. Aspecte ale virtualizarii formarii}, ed. Polirom, Iaşi, p. 34}

The integrated curriculum “\textbf{Techniques of writing the (non) literary text by means of the ICT}” was projected for the philological classes, taking into account the following aspects:

- It emphasizes the formative part of learning;
- It stimulates the creative thinking of the students through a variety of demands;
- It makes the student administrate his knowledge and needs analysis;
- It suggests different approaches of literature and of the techniques of working on (non) literary texts;
- It ensures a flexible character to the curriculum, in order to discover and emphasize the differences in the personalities, the intellectual abilities, the dominants(the type/types of the dominant intelligence), the students’ motivations;
- It facilitates the information and ability traffic from one subject to another (Romanian/ICT);
- It trains the student into collaborative activities, of explaining their own process of knowledge;
- It aims the self evaluation and self correction of the activities by the student.

\textbf{Optimising communication by means of NTCI - a cross subject competence}

\textbf{General/Specific objectives} of the curriculum ensure the continuity of the teaching-learning activity within the first 2 years of high school, referring to the improvement of the pleasure to read, development of certain activities of hearing/writing (non)literary texts, by using ICT. \textbf{The activities of learning} are adapted to the particular conditions of the class and of the students’ characters. \textbf{The curriculum} offers multiple possibilities of formative, diagnose, summative and creative evaluation. The \textbf{learning contents} are grouped in modules and the one which refers to the \textbf{receiving and producing the journalist text} supposes a \textbf{practical journalist component} within the Iasi media.

This optional course proposes especially:

- The insurance of external coherence, on the grounds of using inter- and trans subjects;
- The insurance of a systematic, open and flexible character which should allow the best integration of the initiative of the head teachers of the course, in order to realize the partnership in the system (Romanian and ICT);
• Reaching a level of the students’ achievements in the next 2 years of high school, so that they should be able to face evaluation tests within or outside the school.

The integrated curriculum Techniques of Writing the (non) literary text by means of the ICT\(^2\) has in view the movement of the accent towards the interpretative and applicative level in order to develop important abilities for life – abilities to use new technologies for communication, organizing abilities, and abilities to cooperate and to be in interpersonal relationships. Thus the trans subject ability represents the improvement of oral and written communication by using the new informational technologies. The students are facing different learning situations through which we aim at developing the abilities of thinking and creating, by means of ICT, (non) literary, oral and written texts, which can apply to the standards of textuality: cohesion, coherence, intention, acceptability, situation, inter textuality.

The specific competences which are pursued the Romanian teacher are:

1. To acknowledge and compare different types of structures in scientific, juridical-administrative and literary texts;
2. To receive adequately the meaning of some messages sent through the media (written/audio/video);
3. To write a scientific, juridical-administrative and literary texts by means of ICT.

The ICT teacher will have in view the following specific competences:

1. To discover the Hard and Soft instruments, necessary for a media worker;
2. To develop the abilities of using Hard and Soft instruments, necessary for a media worker;
3. To be aware of the specificity of the literary language compared to the language of the other arts.

The learning contents\(^3\) are organized into 2 parts:

A. Language and Communication
1. Style; Style particularities; stylistic dimension; Stylistic function;
2. System; Norms; Speaking;
3. General Norm, Socio-cultural norm, individual norm; Internal norm;
4. Oral language, written language;
5. Scientific style;
6. Juridical-administrative style – specific marks;
7. The publicist style:

\(^2\) A course performed at the philological classes from the upper cycle of high school, projected for the period 2006-2008. Teachers: Elena Manuca, Sevastian Alexandru

\(^3\) the contents A 1-5 are studied by valuing the speciality articles from: Gramatica limbii romane, București, Editura Academiei, 2005.
a) Cultural and historical context (the media in the 19th/20th century);
b) Socio cultural function of the media (function of informing, interpreting, connection, culture, entertainment);
c) Free of speech and the right to information. Rights and responsibilities of the journalists;
d) Methods and techniques of collecting the information. How do they collect the news?;
e) Fundamental techniques of writing a journalist text;
f) Journalist genres: the news, the account, the reportage, the interview, the investigation.

8. Audio – video
a) The radio news. The television news bulletin;
b) Radio interview – the art of communication;
c) Radio talk show;
d) TV interview;
e) On line journalism: the internet – means of collecting and spreading the information.

It is recommended, for a contrast analysis, where needed, as assistant texts, examples from the journalism of the 19th century/after December 1989

9. Literary style
a) Relevant marks of the literary style;
b) Traits of the poetic language. Poetic language and literary – artistic image;
c) The literary text as a structure;
d) The literary text as a sign;

B. ICT – the following contents are referred to:

1. Accessing the information under all forms, in different stages: searching, receiving and downloading, processing with SOFT instruments (text, image, sound, film, graphic, animation), creating the information using SOFT for the sensors, mixing. The students will know the rights and the obligations regarding the production, processing, spreading and trading the information created.

2. Creating the information through:
a) Survey;
b) Interview;
c) Reportage;
d) Processing a lecture;
e) Organizing a contest, an exhibition;
f) Animation and advertising;
g) entertaining the talk within radio or TV show;
h) literary blog;
i) forum;
3. **Fitting the information** to different types of (non) literary texts

The diversity of the forms of existence of the information, of the modalities of processing and sending it forces the teachers to diversify the area of the themes suggested, so that the elaboration and the writing of the (non) literary text by means of ICT should be a basic part of this course. By using the **evaluation** based on **multiple choice tests** in order to check the appropriation of the operational concepts; **written tests** to recognize and analyze the stylistic particularities of the (non) literary texts, **debates, inter subject project** (individual and in group)/e-portfolio, the students will have to prove the abilities and the competences acquired during high school. Thus, we have in our view:

- Exercises of stylistic analysis on the texts proposed in order to use the appropriated analysis instruments;
- Debates over the texts which have been studied, regarding the role of the identified parts;
- The students’ acquaintance with the working techniques within the written/audio/video media, after they acquired at the optional course a number of general notions about journalism;
- Organizing trainings with the participation of professional journalists, training stages offered to the students implied in the project;
- Creating a virtual library where the students have access to all the multi media products realized during the didactical experiments where they were implied: newspapers, school magazine, audio-video material, educational soft, multimedia CDs;
- Launching media contests that should challenge the teenagers to realize written/audio productions, advertising videos, photo collages, short movies, all these having an interesting topic: social, culture, tourism.

**Opportunities and limits of evaluation in e-learning**

Besides the e-learning inherent advantages/facilities, there still remains the evaluation of the results and the performances of formation, which is a big defiance of the virtual education⁴. We are trying to prove, from the teacher’s perspective, the way in which the (self)(inter) evaluation of digital **curriculum products/e-portfolios**, starting from a set of definite characteristics on a series of criteria such as: **relevance, accessibility, availability, attractivity, flexibility, the open/generative character, participation/socializing**.

- The set of tests are applied either in the meantime, or at the end of each learning unit, under security conditions.

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⁴ Cucos Constantin, op.cit. p. 143
• given the fact that the BLOG instrument is new, it cannot require the application of initial evaluation, but there is only stage evaluation – one evaluation in absentia and/or in praesentia and the final evaluation - where the presence is compulsory – both being conceived as constructive occasions of real learning. Through the real/virtual interactivity between teacher and student, the evaluation is also a modality through which the student can realize what he is learning. The evaluation of a blog can be realized by using criterion grids of (self) (inter)evaluation. These evaluation instruments will refer to several aspects which the e-portfolio emphasizes:

  - information, reflections, suppositions under the form of a text, image, sound, film, animation and their combination which reflects the culture the student author;
  - working experiences and abilities by using the ICT;
  - the design of the e-portfolio dictated by the culture, artistic sense, talent and imagination of the author.

We can evaluate:

  - each element, watching their evolution in using them from one stage to another;
  - the level of competence of the student, by reporting his products to the proposed objective:
    - The progress realized during the collection of the products.

These methods can be combined. We can, for example, evaluate both the reached level and its development during the period. The following characteristics are essential and can represent elements of evaluation of an e-portfolio:

  - A small number of article-theme\(^5\) (6, 8 and up to 12); if the e-portfolio consists of a large number of pieces, it is hard to make a selection between the relevant and the irrelevant products;
  - The student’s belief and trust that the aim\(^6\) for which he is working in creating the e-portfolio is correct and useful in his acquisition of new working information and abilities;
  - The personal reflection which accompanies the products included in the portfolio and which can organize the whole information, products which draw the attention over the author’s sensibility, availabilities, talent and pleasure of working in an e-learning environment.

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\(^5\) Themes: The crisis of lecture among teenagers; The influence of the written and audio video press over the teenagers; Correctness and mistakes in the written/audio/video press; The challenges of the (un) canonical writers; The disturbing (in)formational role of NTCI

\(^6\) The aim of realizing an e-portfolio is:

  - Prove the developing process of a (student’s) competence along the time
  - Create a collection of personal products on a certain theme
  - Provide information for the qualitative evaluation of the whole class
  - Realize a collection of products that are to demonstrate the training to pass to a superior level of education
Both the development e-portfolio and the competence e-portfolios prove the development level of such ability.

The stage evaluation supposed:

- Checking the level of acquisition and formation of working abilities in the ICT area in order to write (non) literary texts, so that the demands of the modern forms of communication and work for a possible journalist might be accomplished;

- The knowledge level of the basic informational techniques (processing the texts, searching the internet, e-mail addresses) and understanding the principles which govern the use of ICT in education;

- The analysis of the way of using the new ICT communication forms and the basic knowledge regarding the legislation concerning the author rights and the rules of etiquette, acquaintance with the software necessary to the selected communication forms and understanding the problems related to the ICT development;

The group checking was also made through survey at http://roinfocds.blogspot.com/20066/11/sondaj-de-opinie.html, the question expressing our preoccupations regarding the theoretical and practical research and they also showed the subsequent direction of approach. The final by-annual evaluation http://roinfocs.blogspot.com was realized through individual presentation of the BLOG e-portfolio by each student, in front of the evaluation commission and of their mates, a presentation followed by (self)(inter)evaluation through technical, design and idea debates of the BLOG e-portfolio.

Conclusions

Like in every stage, each invention of informational order has imposed a new paradigm of achieving learning. Having understood that we are on the verge of outrunning the teacher centered education, we believe that the role of the teacher today is to project experiences of motivating, collaborating and valuable teaching and, in this context, to become his tutor, by activities of watching, guiding and facilitating the students. Therefore, they will be able to value the opportunities of the new educational environment to form the intellectual and spiritual competences in accordance with their expectance horizon or with the expectances of the society.

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Bibliografie


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