



TEACHING AND LEARNING ECONOMY THROUGH NEW TECHNOLOGIES: THE EE-T PLATFORM

Georgeta Ion

University of Bucharest, Department of Educational Sciences;
Bucharest, Romania

georgeta.ion@g.unibuc.ro

Popescu Cristina

University of Bucharest, Faculty of Administration and Business
Bucharest, Romania

Popescu_cr@yahoo.com

Ilaria Mares

University of Bucharest, Department of Educational Sciences;
Bucharest, Romania

ilariamares@hotmail.com

Abstract

This paper presents a research project carried out by a consortium formed by 10 institutions from 8 European countries. The project is entitled: Economic e-Translation into e from European languages, and it is funded by the European Commission in the framework of Lifelong Learning Programme Erasmus-sub programme. The main aim of this project is to create a dynamic triangle of knowledge between research, postgraduate education and innovation, by promoting the joint application of ICT tools and innovative strategies in several connected fields which could benefit from this interaction, such as: research on history of economic thought, study and teaching of economics, history of ideas, European studies and on the study of European specialized languages. In addition, through the EE-T Project the partnership will assess the impact of economic translation, thanks to an historical and linguistic analysis in order to fully understand the circulation of different approaches to the history of economic thought in Europe.

The project is addressed to Researchers in History of the Economic Thought; researchers in Languages for Specific Purposes Specialized studies, Educators in HET, linguistics, Experts in Pedagogy, and Graduate Students.

In this paper we will present the first results of the research activity consisting in the identification of economic text in the Romanian language and in the creation of the database. In this matter, we have identified a number of fifteen representative books on Economics that really made a statement in the economic field, in general. Students have shown a great interest in respect to the history of economics and to the key issues that have determined great economic thinkers to make several statements that, in the end, had a historical impact worldwide. We consider that the creation of an on-line platform, such as the one proposed in the EE-T Project, will bring our students and the overall academic community closer to the main issues related to past and present economic information, and will achieve a higher level of knowledge, with regard to the use of on-line learning instruments at the university level.





1. Introduction

In the new knowledge society [1] university systems rethink their structure and objectives in function of new social requirements: the processes of globalization, the technological development, the rapid obsolescence of knowledge, the need for lifelong learning, changes in the production of knowledge and the importance of online learning and work, among others [2] [3].

As a response to these demands and needs, the European Union has been promoting several initiatives, which attempt to promote changes aimed at achieving improvements in higher education, to favour the participation of students, to develop their abilities and to enhance the participation of the local and global educational community [4].

The appearance of new technology represents a new opportunity to evolve from teaching–learning processes (T/L) focused on the teacher, to others which are more student-focused and set in more interactive learning environments.

Web 2.0 technologies are the foundation of the new pedagogical model, where the instructor has become a facilitator of knowledge and is no longer the «knowledge holder» [5]. In the same line, Laurillard [6] analyzes the transformation of the instructor, who becomes not only a mere source of knowledge, but also a facilitator, given that he/she provides a conversational framework for the evolution of learning.

Despite substantial advancements made in universities at the European level there still are four key obstacles to a coherent diffusion of ICT [7]:

- (1) The use of ICT based on individual initiatives and not as a basic component of university teaching.
- (2) Ignorance among teaching staff with regard to the potential of ICT and its new uses.
- (3) A lack of quality with regard to the teaching material based on ICT.
- (4) A poor legal framework (in the production of teaching materials) for aspects related to copyright to promote the reuse of learning resources.

2. The project

In this context, a consortium of European institutions lead by the University of Pisa proposed a project entitled: Economics e-Translations into and from European Languages, funded by the European Commission under the Lifelong Learning Programme – Erasmus sub Programme. The project represents an innovative approach to the History of Economic Thought in Europe.

Its objective is to highlight the impact of translations of economic texts, written during the 18th, 19th and 20th centuries, by using new technologies, which, will provide a new way of promoting innovation and knowledge transfer and an opportunity to develop new educational approaches. Moreover analyzing economic texts translation may help the academic community in developing a more comprehensive view, with regard to the international circulation of economic ideas and economic languages, right after the global economic crisis demonstrated the dangerousness of the unconditioned application of economic models.

In this regards, is relevant to underline that the EE-T Multilateral Project has been shaped in order to support the change that, the EU is trying to foster trough its Europe 2020 Strategy for a smart, sustainable and inclusive economy [8]. The Platform is a new digital interactive educational tool, which, will help to establish an interdisciplinary collaboration between all the targets groups (researchers in History of Economic Thought, in Languages for Specific Purposes, experts in pedagogy and Graduate students). Moreover the EE-T Platform will promote direct experience of translated economic texts, while offering online guides and lectures, collective text analysis during student-tailored workshops and, among other things the comparison between translations.

3. Results

In this paper we focus on the advantages and disadvantages of the EET platform as facilitator of T/L activities.



The EE-T Platform mainly addresses to higher education teachers and researchers in the field of History of Economic Thought. It is a unique perspective in this matter, and it is an innovation in respect to the possibilities of creating an E-learning platform.

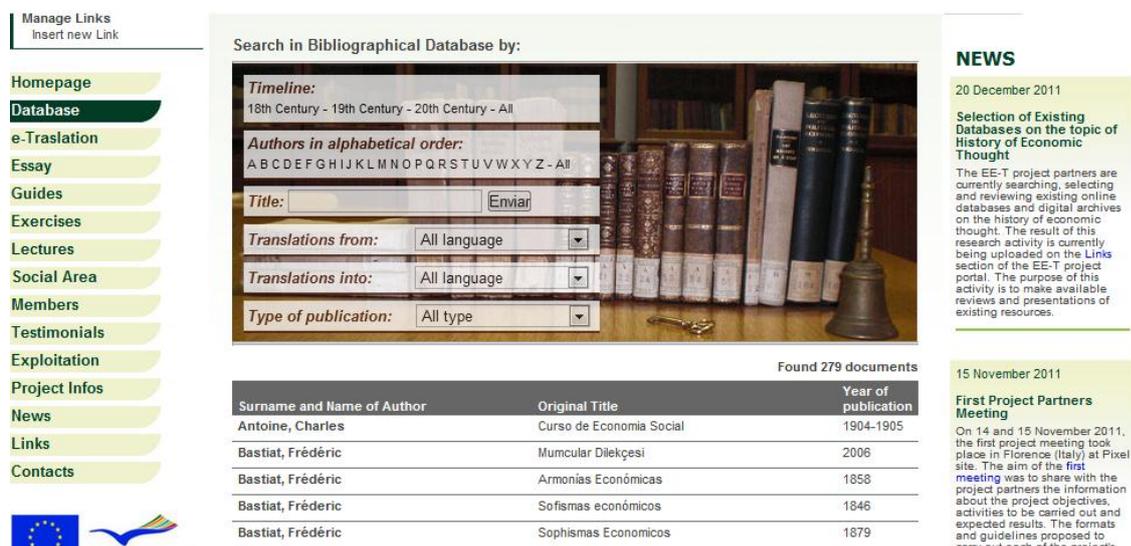
During all the phases of the EE-T Project all partners will develop different typologies of materials, some of them are already available in the Portal and, the others will be subsequently uploaded, with respect to the project agenda.

Through the use of the drop-down menu, the Portal users will be able to access to a wide range of tools, proportionate to their academic, teaching or research needs.

The Database gives access to the bibliographical information related to all the translated texts, which has been collected by all the partners. The research can be conducted on the basis of: timeline, author, language of the translation. Furthermore the drop-down menu will give access to the database of translations of economic texts, to the link to their digital editions and to the online collection of translated economic e-texts. Moreover users will be able to have access to essays, created by the project's teaching staff, on the historical, social, theoretical and linguistic aspects of translations of economic texts. In addition the project Portal will give access to several educational tools as for example: guides, for the use of the database and for the linguistic, semantic and textual analysis of economic e-texts translations; questionnaires and exercises related to the guides. In the social area of the menu, all users will have access to an on-line forum which will represent innovative tools for discussions related to economic translations of e-texts. As we can see in figure n.1.

The EE-T project partners are currently searching, selecting and reviewing existing online databases and digital archives on the History of Economic Thought. The result of this research activity is currently being uploaded on the Links section of the EE-T project portal. The purpose of this activity is to make available reviews and presentations of existing resources.

Figure1. The bibliographical database of History of Economic Thought texts.



Manage Links
Insert new Link

Homepage
Database
e-Translation
Essay
Guides
Exercises
Lectures
Social Area
Members
Testimonials
Exploitation
Project Infos
News
Links
Contacts

Search in Bibliographical Database by:

Timeline:
18th Century - 19th Century - 20th Century - All

Authors in alphabetical order:
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z - All

Title:

Translations from: All language

Translations into: All language

Type of publication: All type

Found 279 documents

Surname and Name of Author	Original Title	Year of publication
Antoine, Charles	Curso de Economia Social	1904-1905
Bastiat, Frédéric	Mumcular Dilekçesi	2006
Bastiat, Frédéric	Armonias Económicas	1858
Bastiat, Frédéric	Sofismas económicos	1846
Bastiat, Frédéric	Sophismas Economicos	1879

NEWS

20 December 2011
Selection of Existing Databases on the topic of History of Economic Thought
The EE-T project partners are currently searching, selecting and reviewing existing online databases and digital archives on the history of economic thought. The result of this research activity is currently being uploaded on the Links section of the EE-T project portal. The purpose of this activity is to make available reviews and presentations of existing resources.

15 November 2011
First Project Partners Meeting
On 14 and 15 November 2011, the first project meeting took place in Florence (Italy) at Pixel site. The aim of the first meeting was to share with the project partners the information about the project objectives, activities to be carried out and expected results. The formats and guidelines proposed to carry out each of the project's



Analyzing the e-learning Platform, it is generally known that the subject raises many controversies due to its advantages and also disadvantages.

With regard to the EE-T Platform in terms of advantages, the main ideas are:

- The texts, combined with the expertise and the appropriate analysis provided by the teaching staff and researchers in the field of History of Economic Thought might be used in class, with bachelor and master students from a diverse range of fields; in research analysis in terms of economic development; in fields closely related with the history of a country, and so on.
- Being an on-line platform, the access will not be restricted to potential users in terms of time and space, mainly because it can be accessed in real time anywhere else in the world and at any time;
- It can be used in universities, in order to ensure a compatible environment for Economic learning students.

As disadvantages, the focus might be on the fact that, by providing full and unlimited access to such texts, people could become tempted sometimes to use the information posted there for illegal purposes. Furthermore, the administration system, in terms of providing or not full access to public, and also the freedom of posting different information directly on the platform, can sometimes fail, and redundant feedback from users could get on the platform.

4. Conclusions

The EE-T Platform offers opportunities to develop more learner-centred teaching methods, entailing a restructuring of roles and responsibilities, which, in turn, requires that both the teaching staff and students develop new skills. Teachers ought to abandon the conventional role of suppliers of information to become those who create the conditions, and the suitable environment for learning to become possible: providing the activities, projects and resources necessary for fulfilling the established objectives and guiding students through the more related itineraries [4] [3]. For students, the skills developed will be related to autonomous learning, decision-making, personal initiative, responsibility for attaining established goals and selection of methods and learning resources. Finally we could conclude that the main improvement resulting from the implementation of the EE-T Platform option has been the production of specific learning materials for economics.

Reference

- [1] Bergen Communiqué, "The European higher education area—achieving the goals", Bergen, Norway, European Commission 2005
- [2] Attwell, G. "Web 2.0 and the changing ways we are using computers for learning: What are the implications for pedagogy and curriculum?" 2007 <http://www.elearningeuropa.info/files/media/media13018.pdf>.
- [3] Crosier, D., Purser, L., & Smidt, H. Trends V: Universities shaping the European Higher Education Area, Brussels, EUA, 2007
- [4] Bosco, A. and Rodríguez- Gómez, D. "Virtual university teaching: contributions to innovation in higher education. The case of Online Geography at the Universitat Autònoma de Barcelona." Innovations in Education and Teaching International, 2011, vol. 48:1, pp. 13-23.
- [5] Anderson, P. "What is Web 2.0? Ideas, Technologies and Implications for Education." JISC Technology and Standards Watch, 2007 www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf.
- [6] Laurillard, D. "Rethinking University Teaching", London, Routledge, 2002





- [7] Pls. Ramboll Management. "Studies in the context of the e-learning initiative: Virtual models of European universities", 2004, Draft final report to the EU Commission, DG Education & Culture http://www.elearningeuropa.info/extras/pdf/virtual_models.pdf
- [8] European Commission, "Communication from the Commission: A strategy for smart, sustainable and inclusive growth", COM (2020) Brussels 3.3.2010, pg.9.
- [9] Burkle, M. "Apprenticeship Students Learning Online: Opportunities and Challenges for Polytechnic Institutions" Comunicar, 2011, vol. XIX, n.37, pp. 45-53.
- [10] Coates, H. "A model of online and general campus-based student engagement." Assessment and Evaluation in Higher Education, 2007, vol. 32, n.2, pp.121–141.
- [11] DEAL, A. "Podcasting. A Teaching with Technology White Paper." Office of Technology for Education & Eberly Center for Teaching Excellence, Carnegie Mellon University. 2007 http://connect.educause.edu/files/CMU_Podcasting_Jun07.pdf
- [12] European Commission. "Higher education in Europe. Europa – Gateway to the European Union." 2004, http://europa.eu.int/comm/education/policies/educ/higher/higher_en.htm
- [13] Kitagawa, F. "Universities and regional advantage: Higher education and innovation policies in English regions." European Planning Studies, 2004, vol.12, n.6, pp. 835–852