Promoting Social Awareness via E-Education

SUZANA CARMEN CISMAS
Department of Modern Languages and Communication,
The Polytechnic University of Bucharest
313 Splaiul Independentei, sector 6, 060042, Bucharest ROMANIA
suzanacismas@yahoo.com

GRAZIELA VAJIALA
Chair of the Advisory Group on Education of the Council of Europe, President of the National Anti-Doping Agency
37-39 Basarabia Bd sector 2 022103 Bucharest ROMANIA
g.vajiala@anad.gov.ro

GABRIELA ANDREIASU
Director of the Testing and Social-Educational Programs Department, RNADA,
37-39 Basarabia Bd sector 2 022103, Bucharest ROMANIA
g.andreiasu@anad.gov.ro

Abstract: - Education envisages social awareness, aiming at better understanding the contemporary globalised society. E-education is a recently emerged means for pursuing this goal and for facilitating communication on modern knowledge and on available alternatives. The concept of individual development connected with education promises different types of liberty, among which the freedom of choice holds a key position. A prerequisite to effective social adjustment is the awareness of alternatives, doubled by an active attitude towards the inability of contemporary educational institutions to generate social and cultural awareness. This article discusses standardized & topic-based EU documents, such as the linguistic passport and the athletes’ biological passport, within the context of rule violations, indicating useful web resources for the target groups.

Key-Words e-education, social awareness, rule violations, web resources for target groups, standardized and topic-based EU documents: the linguistic passport, and the athletes’ biological passport

1 Introduction

Academic environments have a profound impact upon shaping young characters throughout their life. Schools provide contexts, strategies, materials and guidance for perceiving and dealing with different cultures, race & religion issues, updated job requirements on the current labour market, healthy leisure and performance standards in many fields. Learners have the opportunity to interact with each other, and gradually learn active and adequate socio-cultural attitudes alongside with widely recognised values, like truthfulness, obeying the seniors, creative self-expression and fair-play, impossible to acquire under different circumstances than the ones provided in school. Thus, characters are built all life long.

This diagram identifies the categories of population involved in promoting social awareness by e-education, pointing to the fact that learning is essentially a collaborative activity, which is best accomplished by maintaining a comfortable social climate in the study group.

In order to be capable of functioning effectively in both working and networking activities, students need to constantly maintain high degrees of social awareness, materialized in knowledge about their individual roles, positions, responsibilities, status, and group processes generated by the links within the group.

To define terms, we may say that social awareness means to be conscious of the social situation in a community or in a shared environment which can be either physical or virtual: people’s duties, tasks, actions, viewpoints, rank, input, social connections and group dynamics. Social awareness encompasses knowledge of social situations in general and social contexts at a certain moment.

It all requires close investigation of the group structure, interactions between members and their associated resources. Social awareness in real world is often achieved by collecting different cues from the environment.
2 Problem Formulation

The role of educational institutions in creating awareness is not satisfactorily accomplished nowadays and increasing efforts are being made to keep in step with the new developments worldwide.

The diagram below indicates categories of stakeholders involved in partnerships and commitments set to meet this goal.

In a culturally diverse and changing world, social awareness is essential to graduates' interpersonal relationships, professional competence, and responsible citizenship.

Therefore, graduates must be able to understand and address the problems on debate, involving social institutions, cross-cultural matters and group dynamics, social traditions and change, cultural diversity, and human development behaviour.

2.1 Social awareness outcomes for learners

The outcomes attempt at acknowledging the fact that understanding ourselves implies understanding our psychological, social, economic, political roles.

Learners should therefore demonstrate:
- Increased knowledge of certain aspects of human development and behaviour, group dynamics, social institutions, social change, and cultural diversity.
- Implement basic methodologies to understand and explain the above.
- Employ strategies to monitor public issues and to act effectively as a citizen.
- Enhance their ability to function competently in their profession.
- Widen and diversify interpersonal interactions at all levels, including constructive criticism provision and communication.
- Understanding and facing a variety of human behaviours in the framework of various functioning social institutions.

2.2 Social Awareness courses

Their design covers the following needs:
- Have as core subject matter human development and behaviour, group interactions, and established social institutions.
- Offer theories for understanding these topics.
- Offer established approaches and methodologies.
- Be identifiable in the general social education curricula with an equivalent at other institutions.
- Be taught by faculty with qualifications and background (graduate training and teaching experience) in the subject matter, meeting the standards for university level instruction in that discipline.

All level schools need to organise seminars to share the impact of different issues with the students and guide them towards devising their own active attitude. Such seminars may be conducted by professionals with various areas of expertise. Awareness campaigns have to become part of the curriculum, as education is not just about getting a certificate, but also about creating greater social focus and enhanced freedom of choice. In this respect, collaborative virtual environments offer substantial potential for social awareness support.

2.3 Inter-dependence between Social Awareness, Education, Environment, Science and Technology

The system should be moderated in such a way as to make society a space considered worth living in, at all times. It should also act as a catalyst for improving living standards via science and technology.

- Prevent child labour and implement gender equity.
- Giving educational&health awareness&support.
- Encourage learners to continue schooling.
- Educate next generations to face future challenges in technology, environment, and global markets.
- Build safety culture in daily life.

Social competence and character development are not fully achieved in school or enforced by definite contributions on the part of the authorities.

They are lifelong learning experiences. Just as lack of practice erases previous knowledge involved in solving intricate equations, social competence must be practiced constantly, or the skills will not be available when one most needs them.

The types of social and ethical problems learners face across school years change dramatically, so practice and problem-solving skills are essential to the individual and to the society.
3 Problem Solution

By definition, the collaborative virtual environments are computer-based, distributed, virtual spaces where people meet and interact with others, agents or virtual objects. CVEs have been widely used in educational settings of different types, ranging from K-12 to higher education.

Collaborative Virtual Environments should be designed so as to support social awareness in educational context, in view of the collaborative basis of acquiring knowledge; therefore, learners need to focus on the social situation in the activity group. Empirical evidence has shown that the physical organization of universities and traditional tools such as ICQ do not provide sufficient support for social awareness.

3.1 Use of E-sources

A number of important educational institutions advocate in favour of increasing social awareness and promote easy access to such sources. In return, they get more visibility, which, perhaps, results in more numerous students and possible benefits in the form donations for facilities/provision of materials. In this way they may also get the validation of another social institution - school/college/university. This validation is important as it further legitimises the social reality already constructed by the media. The role of schools in creating awareness is paramount. It should be a part of the educational agenda.

3.2 Standardizing documents

The EU militates for implementing a common set of standards and measurements for all member states, integrated in a modern and coherent framework, aimed at conveying the same ideas to any reader, irrespective of the tradition, culture, or area they originate from.

It is the case of Athlete Biological Passports, and Linguistic Passports, illustrated below. The intention is to provide readily available information on key functional issues, while favouring rigorous individual self-assessment at the same time.

One clear example is cited above: the host institution, the World Anti-Doping Agency, provides educational materials in multiple formats, for athletes and the general public, as well as for all learners involved in physical education activities, to be able to practise clean sport and maintain a healthy life.

This is a functional attempt to deconstruct the core notions and focus on the essential, stable, static and coherent items in a multilayered, fragmented, reality.

The features selected for the passports transcend current politics of identity, difference, recognition and focus on multiculturalism. Furthermore, the representation of identities within a world-systems paradigm is constructed.

Modernity is seen as being a convergent result of globalisation. This has led to a focus in research on self-definition, and self-identification. It has also led to a new awareness of pluralism and diversity.
and articulation of a cultural politics in which culture is bound up with power and resistance.

Identity perspectives have strengthened research methodologies by creating empowering and self-reflexive scientific designs, concerned with producing emancipating knowledge.

Pedagogically speaking, the current authorities seem to prefer unified evaluation grids, based on measurable standards. On basis of such documents, critical pedagogy can be practised: education is viewed as a political, social and cultural enterprise.

In practice, the culturally divergent fragmented condition calls for policies of multiculturalism and multilingualism in education.

3.3 Assessing performance

When respected and supported, educators can master the fundamentals of the discipline of ethical awareness and promote it in classrooms.

However, the whole school system must take on the challenge of establishing an atmosphere where learners find models for responsible social decision-making and find a supportive context for making such decisions themselves.

In other words, the school as a community is responsible for promoting respectful decisions, more than any individual professor or law-enforcer, standing alone.

The education of ethical and social awareness must be successfully integrated into both public and private education.

Given the current environment, the whole curricula can generate practical vehicles for performing this integration.

Education for fair play helps elucidate moral dilemmas, mitigating the emotional impact associated with moral conflict and confusion.

3.4 Sanctions for infringement

Unfortunately, moral attitudes seem not to be efficiently implemented on a global scale – family, school, and workplace. In fact, one could even argue that such habits of mind are often learnt through mistakes. The more one practices ethical awareness in conjunction with other students, the better s/he will get at it. If all inevitable ethical mistakes could be contained or corrected, if they could stop causing irreversible damage to the others, then school will have achieved its goal, preventing learners from becoming ethically confused or lost.

However, widespread temptations stem from inadequate role-models and crave for social status.

Experience can inform on teaching such skills in the future, with an eye toward creating strong, ethical adults who have learnt that discipline is a vital issue in school life, with great impact on the future life.

This example illustrates rule violations in sport, anti-doping provisions infringement, followed by a description of the distribution across country, and completed with an inventory of sanctions, as stipulated by the International Code.
Such information offer learners better understanding of how humans behave, as individuals, as part of groups, and as members of larger social institutions.

4 Conclusion

The educational problem for a contact university is that learners, who are mobile, do not have access to consistent social resources tutors and lecturers for academic support as they drift from formal to informal learning environments. The alternative for these learners is to engage in a mobile learning activity through social interaction with knowledgeable peers who share a background. Learning activities are influenced by social awareness and change in their environment. Mobile learners use social awareness to facilitate the ubiquitous social interaction as they traverse varied learning environments, modelling their own actions for the provision of personalized academic support. We may conclude that social awareness is a useful characteristic of a mobile learning environment meant to support ubiquitous mobile learning.

References: