

New Horizons for e-Learning and Open Education. A Comparative Transfrontier Project at the University of Bucharest.

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Abstract: The paper analyses the strategies in a programme concerning the integration of social software technologies in drawing up literary translations as instrument of the European integration and cultural communication. Initiated by prof. dr. Lidia Vianu (English Department of the Faculty of Foreign Languages and Literatures - the University of Bucharest) in cooperation with *poetry pf*, a growing showcase of poets writing in English, the project represents a fundamental research in the domain of literary texts translation. The paper analyses the way in which this project connects the formative aspect of the research with the institutional aspect, with the problems of professional conversion, of flexibility, of competence (not only linguistic competence but also, generally, cultural and social competence), of the open learning and of the problems risen by the eLearning.

Key-Words: translation, Internet, globalization, information, communication, eLearning, poetry, language, knowledge

1 Introduction

The many languages of Europe are an integral part of our culture, heritage and individual national identities. As English increasingly dominates as the international language especially on the Internet, there is a difficulty in finding and navigating online in our own native languages. In the longer term, without a major place within this new medium of choice, our languages may slip from day-to-day usage. Consequently, we must support the development of local content industries, encourage our own native-language national broadcasters, and ensure that information is translated into multiple languages. We can also harness technology to help achieve this goal, through the use of Information and Communication Technology [6].

The information society also requires pervasive change in our approach to education. As some of the jobs of the future are yet to be invented, it is unlikely that tomorrow's workforce will stay in the same job or even the same sector for long. Students will require generic and transferable skills in the areas of literacy, communication, research, science, languages,

technology, as well as the development of an open mind and adaptability.

Our formal education system is changing from being teacher driven to student driven. A key goal of the formal education system can consist in more information easily accessible through a simple Internet search than could ever be imparted by a teacher, providing context that allows students to decipher relevance and meaning. That helps students turn information into knowledge.

Technology is changing the way classrooms operate, integrating multimedia textbooks, online research, and students presentations with the assistance of ICTs, making learning more interactive and participatory. The success of these programs is partly due to innovative design, and partly due to the fact that students find it natural using technology in day-to-day situations [9].

In the University of Bucharest teaching English language and literature is taking a new character as a result of the need for many advanced students to use the language as a tool in the study of literary translation subjects. The idea is argued that both pragmatic and rhetorical

competence involve the speaker - writer in the meaning-making process.

Here, there is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of language in order to show the student how the language system is used to express literary facts and concepts .

There are some provocative parallels between the communications changes enabled by networked computers and those enabled by the printing press in its early days [8]. Each defining technology represents an important breakthrough in the ability of humans to communicate with each other; each enables important changes in how we preserve, update and disseminate knowledge; how we retrieve knowledge. Building and sustaining a global community requires that we redesign an intellectual infrastructure that has remained so firmly wedded to the knowledge dissemination technology of past centuries[10]. To do so we must challenge the preeminence of paper as the transport and storage medium of knowledge. As it is known, the printing press era was dominated by unintended consequences of applications of the technology and we are already seeing the dominance of unintended consequences in some areas of networked computers. Despite the strength of the parallels between the two eras, it would be unwarranted to conclude that the network era will progress as did the printing press era. However, the strength of the parallels does suggest that:

- networked computers could produce profound cultural changes in our time,
- unintended consequences are not only possible but likely to upset conventional extrapolations of current trends (or even historical parallels)

New resources will continue to appear and we must remain vigilant for opportunities to use these additions to nurture and extend our community. Fortunately, the Internet itself makes it possible for us to quickly bring these tools to the attention of the community.

With the Internet and associated services, we can readily create an infrastructure to support a global community [10].

The integration of ICT (Information and Communication Technology) in drawing up literary translations as instrument of the European integration and cultural communication represents now one of

the most important problems of the Romanian academic education. The project of the University of Bucharest, which I will refer to, represents not only a learning problem. It becomes a problem of the whole Romanian culture, a problem with social and political effects, if we consider the long standing of its research evolution [12].

2 A Fundamental Research

Some possible Internet resources, and their potential are highlighted by the project *Poetry pRo* – a translation project which was started as part of MA activities at the English Department (Faculty of Foreign Languages and Literatures, University of Bucharest) in February 2008. The project is the result of the collaboration between Lidia Vianu, professor of contemporary British literature at the English Department of the University of Bucharest, and *poetry p f*, a growing showcase of poets writing in English, some fully accomplished with several published collections, others at the start of their poetic careers.

Prof. Dr. Lidia Vianu is the founder and creator of several English-language projects. She is professor of Contemporary British Literature at the English Department, Faculty of Foreign Languages and Literatures of the University of Bucharest, director of CTITC (Centre for the Translation and Interpretation of the Contemporary Text), director of MTTLC (a MA Programme for the Translation of the Contemporary Literary Text), director of the online translation and eLearning review *Translation Café*, director of the collection *Text in Context* (The University of Bucharest publishing house). Lidia Vianu is well-known for her books of literary theory and her many interviews on *Desperado Literature* is very exciting. The *poetry pRO* project began with the *Translation Café*, an ongoing debate-venue, where Lidia Vianu's MA and PhD students and her faculty's Creative Writing courses were invited to translate English writing into Romanian, the resulting translations being published in an on-line review. Last year this project was continued with a successful collaboration with *poetry pf*, site founded by Anne Stewart (U.K.) that was principally intended to be a showcase of modern poets, and to provide a focussed point for members to take advantage of the visibility and searchable presence the Internet provides.

The object of this project is the fundamental research in the domain of literary texts translation and the propagation of the results in this activity so

that this can contribute to the process of Romanian integration in Europe. The project connects the formative aspect of the research with the institutional aspect, with the problems of professional conversion, of flexibility, of competence (not only linguistic competence but also, generally, cultural and social competence), of the open learning and of the problems risen by the eLearning [15].

The purpose of the project is to provide a scientific basis for the transition management for a European society founded on knowledge. The project means a profound understanding regarding the cultural challenges and also the complex socio-economical ones and the interdependences that Romania is confronting with on the way to European integration and European Union in the integration process of the new countries. The books published as part of this project at the online publishing house under the patronage of the University of Bucharest, the ICR (Romanian Cultural Institute) and the British Council will improve the data basis for the policies in the cultural, social and political domains. We must not forget that literature, culture have often been and will be the better emissary in the dialogue with other nations.

3 A Comparative Transfrontier Research

The translation of Romanian literature into English and British literature into Romanian and their propagation on internet represents a modality of national identity, of European integration and of active globalization. The project which implies a fruitful collaboration among Romanian and British poets with broad participation of MA and PhD students at the English Department, Faculty of Foreign Languages and Literatures, University of Bucharest, is supported by: the Romanian Cultural Institute, the National Broadcasting Corporation, the Romanian literary journal, *The Time* etc.

The project belongs to a comparative transfrontier research (including several European countries) and offers a very efficient working instrument and also important transfrontier and trans-regional opportunities for learning. Here are some of its objectives and associated activities:

- Teaching orientation to the problems of the literary translation.
- The management of the collected information

- The building of an efficient link between the members of the project through the selection and the translation of texts.
- The management of the concrete results: the transformation of the literary translation activity results in electronic bilingual volumes.
- The development of the Master's degree programme for literary translation
- The establishing of the connections between academic, high-school education and press, publishing houses.
- The making of a text corpus
- The choice of the solutions for the best translation and their publishing in reviews abroad: the management and spread of the research results
- The selection of texts
- The elaboration of a first version which will be discussed and approved by the whole staff
- The integration of the information in European circulation
- The checking of the compatibility of the linguistic material with the electronic format
- The transposition of the material in a graphical electronic form competitive with the one on paper

The educational work in this project started out by defining a conceptual framework to describe activity patterns and intervention strategies for facilitators along the contextual constraints of cross-cultural collaboration in digitally mediated environments. Facilitators were intervening into current teaching and studying practices with the aim of advancing competencies in certain areas of challenge, namely self-directing personal learning projects, collaborating with peers and social networking. The final educational intervention model that is heavily based on the experiences from the field studies describes strategies as to how facilitators may intervene in order to advance competences.

The project defines an open virtual learning for Europe's higher education. Driven by continuous socio-economic changes, such as the increase of knowledge intensive jobs or the demand for new skills and competencies, the project started over two years ago with the vision to create an open virtual learning environment for specific competence advancements. An additional motivation for the project has been to contribute to the establishing of

an inclusive information society in an enlarged Europe. During the course of the project the research team of professors and students followed a design-based research approach with a strong focus on designing for real life trials, getting feedback from practitioners and feeding this knowledge into advanced pedagogical concepts and new technological developments.

4 New Horizons for eLearning and Open Education

A large number of educators and theorists recognize the ubiquity of media culture in contemporary society, the growing trends toward multicultural education, and the need for media literacy that addresses the issue of multicultural difference [17]. There is growing recognition that media representations help construct our images and understanding of the world and that education must meet the dual challenges of teaching media literacy in a multicultural society and sensitizing students and publics to the inequities and injustices of a society based on gender, race, and class inequalities and discrimination. Recent critical studies see the role of mainstream media in exacerbating these inequalities and the ways that media education and the production of alternative media can promote a healthy multiculturalism of diversity and more robust democracy. They thus confront some of the most serious challenges and problems that face us as educators and citizens [16].

The teaching of writing and translation, for example, is enhanced by engaging students in analyzing cultural rhetoric and difference in various domains of social discourses [20]. All cultural texts that influence how we see the world, and the practice of critically dissecting these writings helps us to see how the cultural forms represent different modes of writing with their own biases and perspectives. Attending to the representation of difference within the broader field of society and culture can enable students to avoid manipulation by cultural rhetorics and to empower students to find their own voices. Critically dissecting cultural materials also empowers students to reflect upon their own commonalities and differences, and to respect their differences from others, while becoming critical of those who would suppress differences or present some differences negatively and stereotypically.

A critical media literacy is necessary since media culture strongly influences our view of the world, imparting knowledge of geography, of technology and the environment, of political and social events, of how the economy works, of what is currently going on in our society and the world at large. Literary translation is also a form of cultural pedagogy, teaching dominant values, ways of thought and behavior, style and fashion, and providing resources for constituting individual identities. The project are both crucial sources of knowledge and information. It is a form of education, imparting cultural knowledge, values, and shaping how we see and live our social worlds.

The project of the University of Bucharest, which I refer to, this wide-spread bilingual publication of poetry has opened new horizons for eLearning and open education, representing an ideal database for the improvement of language knowledge, for the identification of the language registers and the optimization of the competence to orientate oneself in contemporaneity and in translation of the literary texts.

The idea of the project is to be known first of all through electronic propagation, because it has at the present time a wider public and a much stronger response than the publishing in regional reviews, no matter how prestigious they would be.

Because the project is new, its originality keeps it safe from any violation of the research deontology, but this does not mean that a detailed documentation has not been done and that other researchers' experience in close domains has not been used.

Nevertheless, the purpose of this project is to open a path, and in this research process great attention is paid not only to the rights of intellectual property but also to other persons obligation to quote the project whenever they use its results.

This is the reason why the fundamental research of this project, ranged in a priority domain of CNCSIS, connects three kinds of activities:

- the translation of the literary text in a widespread language,
- the transposition of this translation, by the most competitive Information and Communication Technology, on electronic support and the publishing online,
- the using of the results of this difficult research for the purpose of promoting the

European integration and cultural communication with the whole civilised world.

The fact that the translation and the version are the most efficient ways of teaching and learning a foreign language should be highlighted. This becomes more obvious after a time when this essential modality of learning was shaded. Handbooks of version have no longer been published, the method has no longer been used in high-school education and even in the academic one in other centres than Bucharest. This project reintroduces the supremacy of a teaching method and offers a support, a database that makes possible the practice of translation by eLearning.

The novelty of this proposal consists in the fact that translation is no more a teaching modality but one of European integration, of language knowledge universalization. Through the proposed texts, the whole Romanian intellectual, social, political universe [5] (all indirectly present in the literary text but very powerful) have access to the communication with the European culture and more. The version becomes not only a favourite technique for teaching but an Information and Communication Technique.

The project responds to a necessity for the integration of the learning in the contemporary society that always researches efficient Information and Communication Techniques. Academic and high-school education tries to communicate directly with the society, to contribute to the cultural integration. In this respect, one of the methods is the use of version for helping Romanian poets of the last decade to communicate with their contemporaries from other continents [11]. It is a national necessity of the Romanian culture and society to participate to the European life and to the globalization process. And to illustrate this idea, I point out the fact that each member of *poetry p f* was invited to send poems for the project. Over 60 submissions were initially received and more continue to come in. Professor's Vianu team of professors and their students are in the process of translating the poems as part of their course-work. As each poet's work is translated, it is published in the online review *Translation Café* [2](roughly fortnightly during term).

Also the *Translation Café* is a virtual hotbed of discussion as the students delve into a multitude of English cultural references, seeking exactly the right Romanian equivalent, with English-speaking writers contributing helpful responses

and suggestions to the discussions. The *Translation Café* is also literally virtual, as it is a cyberspace venue.

Moreover, prof. dr. Vianu has also arranged with the Romanian National Broadcasting Corporation to put out some 30 or more 10 minute radio shows, each one devoted to one of the participating *poetry p f* poets. As part of all these activities, recording and broadcasting continues.

The cultural necessity is doubled by another that belongs to the Information and Communication Techniques. Information Techniques are vital for the world which we live in. A culture that cannot communicate with the others, a nation that does not have its specificity and that is unable to communicate this specificity and to integrate in Europe, in the world, takes the risk to isolate itself and die through ignoring [14]. The importance of the internet for the poets that do not have the possibility to hear their voices abroad is immeasurable. The techniques of teaching and using literary translations can help them, can help the Romanian culture to emerge from the shadows to dialogate with the other cultures, and the English language – the Latin of the modern world – is the most indicated to convey the national message to the whole world.

5 The Information Age and the Printing Press

With the invention of the printing press in the second half of the fifteenth century, print shops and printing trades arose. What is important is to take into account the social role which grew to be crucial in this new world of printing was that of the master printer. His was the business of running a print shop, and finding and promoting potential authors.

The printing press developed out of a scribal culture [8] surrounding the hand-copying of texts. This scribal culture could only go so far in furthering the distribution of information and ideas. Texts existed, but were largely unavailable for use by the common people. There were very few copies of books as each copy of a book had to be laboriously hand-copied from a previous copy. Relying on scribal culture for access to and distribution of knowledge caused many problems. Texts were often inaccurate as scribes made mistakes while copying them. Since a single scribe usually had access to only one copy of the text he was copying, he had no way to know if he was duplicating mistakes other scribes had made before

him. The effect of copying mistakes, or non-exact copies, led to numerous "versions" of the same text. Also, scholars who wanted to use various texts had to travel in order to have a good variety of material to study. The majority of people could not afford, nor did they have the time to pursue scholarly pursuits. In her book, *The Printing Revolution in Early Modern Europe*: Elizabeth Eisenstein writes that one needs to recall the conditions before texts could be set to type. No manuscript, however useful as a reference guide, could be preserved for long without undergoing corruption by copyists, and even this sort of 'preservation' rested precariously on the shifting demands of local elites and a 'fluctuating incidence of trained scribal labor...wear and tear...moisture, vermin, theft or threat'. [8]

Under such conditions, scribal efforts did not preserve many valuable texts. Plenty did not survive. Just as the printing press essentially replaced the hand-copying of books in the Renaissance, people using computer networks are essentially creating a new method of production and distribution of creative and intellectual written works today.

Eisenstein points out that the printing press dramatically increased the total number of books, while at the same time decreasing the number of hours of labor necessary to create books. She argues that this made the transition from hand-copied manuscripts to machine-produced books one of a revolutionary nature, and not evolutionary as claimed in much of the literature about this transformation. Understanding how the printing press unleashed a communications revolution provides a basis to assess if the establishment of worldwide computer communication networking is the next communication revolution.

From the very beginning, computer communications networks started to emerge from computer communications research communities in the early 1970s, the personal computer (PC) was developed by students, hobbyists, and proponents of the free-speech movement on the West Coast of the United States. The personal computer became widely available at prices many people could afford. The PC made the power of the multipurpose computer available to a wider cross section of people who otherwise would not have had access to time on a larger minicomputer or mainframe computer which were then owned by universities, businesses and the government. The personal computer movement made computers

available to the mass of people in the United States. As computers are multipurpose [18], they can be used to accomplish many things. A PC can be made to duplicate the functions of a printing press, with the user having little or no professional printing experience. In the past, a skilled printer combined movable type and engravings (woodcut, or otherwise) to mass produce copies of a page combining varied images (text, graphics, etc). The personal computer brings this power from the master printer to the average individual - both in price and availability. The personal computer linked to an electronic printer (first dot-matrix and daisy-wheel, later laser printers) and even more recently to scanners which convert images into usable data - make the production and reproduction of information a common task available to all. Even if one does not own a PC, one can rent time on one in a store. Copy shops (in themselves part of the continual process that made publishing ubiquitous) have begun to have PCs available to rent time on. These advances make the act of publication immensely easier. The personal computer, printers and scanners, however, do not solve the problem of distribution.

The lure of being able to produce numerous copies of books cheaply, was that an author's words could be spread around the world. This proved to be powerful. In the course of this work his workshop became a center of intellectual excitement. Printing and the distribution of printed works grew rapidly [8]. The printing revolution fostered the spread of education. Books were used by apprentices and students to learn more than was offered by their teachers. The Net similarly makes multiple resources available for people interested in learning. People can access more information resources and, even more important, other people. This increased accessibility of people to each other means we can all gain and learn from the interests and knowledge of others, more so than from any single teacher. In the last quarter of the twentieth century, a global computer network has emerged which gives users the ability to post and distribute their views and news broadly and inexpensively. Comparing the emergence of the printing press to the emergence of the global computer network will reveal some of the fascinating parallels which demonstrate how the Net is continuing the important social revolution that the printing press had begun [7]. Legal decisions are now being made available on the Net so that anyone with a computer and modem and net connection will have access to them. Also there

are legal newsgroups on Usenet where various problems are examined and discussed. With the development of the Net, information access becomes much more varied and widespread.

Moreover, the new technologies changed the way books were written. The establishment of printing shops in the major European cities formed a common meeting place for scholars and authors from across the continent.

The great number of printing presses and printing shops enabled more people to write books and produce works that would be duplicated by the presses. When these new authors traveled they would gather in printing shops to meet other writers and scholars. Thus the printing press facilitated the meeting of minds pursuing intellectual pursuits. The interconnection of people led to the quickening of the development of ideas and knowledge. These progenitors of the printing trade were in the forefront of the sweeping intellectual changes which the presses made possible. Similar connections among people are taking place on the Net today at a much faster rate. And, just as the printers were in the forefront of the printing revolution, so today the developers of computer communications software and hardware and net users are the first to experience the increased connectivity with other people around the world afforded by the computer networks [19].

The local public library, along with libraries around the world, other data banks and knowledgeable people are becoming accessible via the Net, for some net users even from their homes. Only a few libraries currently offer electronic access to any of the actual texts of their holdings, but that is rapidly changing. Undertakings such as Project Gutenberg and various digital library initiatives are trying to make library resources available from any computer hooked into the Net.

This provides a helpful perspective for understanding the value of the Net. The culture that is currently characteristic of the Net supports the principle that much of it should be available openly for the rest of the world to use. There is a collective communal democratic aspect of it, too. The simple fact of the matter is that every single person who is connected to the Net and has Usenet access can make a post to Netnews and every net user can send electronic mail to any other person who is on-line. A revolution in human communications is happening. People around the world are connecting to each other via the new computer telecommunication networks. The Internet,

in a significant way [13], is a continuation of the important technological development of the printing press. The printing press might seem to be an unlikely choice for such a comparison considering the similarity that might be seen with the Net. That is why it is important to compare the current networking developments with the history of printing to understand why the printing press should be seen as the forefather of the currently developing computer networks.

Under the auspices of the *Poetry pRo* project which we have referred to, numerous English poets have been published. In order to illustrate the achievements so far, I indicate the recently issued anthology which synthesizes all these efforts. It is entitled *And the Story Isn't Over...* [1] and comes with a CD. Most of the poems have previously been published by magazines and in collections so the anthology presents a fair sampling of what publishers currently see as good poetry. It is '... an unusually large number of good poems for an anthology' as the poet Katrina Naomi has remarked. In the anthology there are names of poets such as: Alice Beer, Judi Benson, Gary Bills, Helen Burke, Elizabeth Burns, Maggie Butt, Caroline Carver, Stella Davis, Brian Docherty, Barbara Dordi, Pat Earnshaw, Kate Foley, Katherine Gallagher, Gabriel Griffin, Chris Hardy, Maggie Harris, Alison Hill, Louisa Hooper, Angela Kirby, Philippa Lawrence, John Mackay, Mary MacRae, André Mangeot, Graham Mummery, Katrina Naomi, Ruth O'Callaghan, Carolyn O'Connell, William Oxley, Jeremy Page, Peter Phillips, Rod Riesco, Maggie Sawkins, Hylda Sims, Anne Stewart, Michael Swan, Davide Trame, Deborah Tyler-Bennett, Nigel Walker, Rik Wilkinson, Merryn Williams

At the same time the following translators should be mentioned: Ionela Maria Adam, Iulia Anchidin, Oana Cristina Andreoiu, Daniela Bojica, Ileana Botescu-Sireteanu, Ruxandra Buluc, Gianina Casleanu, Simona Elisabeta Catana, Corina Chelmus, George Cojocaru, Dana Constantinescu, Reliana Andra Craciun, Angela Craescu, Cristina Florea, Eliza Ghitulescu, Andreea Hadambu, Oana-Teodora Ionescu, Dan Mateescu, Roxana Mindrican, Gabriela Moldovan, Ana-Maria Muntean, Elena Raluca Nebunoiu, Dana Nicorici, Cristina Nistor, Daniela Oancea, Steliana Palade, Florentina Yvonne Penciu, Fabiola Popa, Brandusa Raileanu, Ana-Paula Sezonov, Alina-Ioana Stan, Ioana Teodorescu, Hilda Vekony.

Thus the translator, the informatician, the editor, the reader and the writer become, through this project, citizens of a United Europe.

The participants to the project have had as goal the building of an understanding climate and mutual respect concerning the unity and the European cultural diversity [4] because they bring information not only about the Romanian literary values but – implicitly – social, political elements, problems and desiderata of the Romanian intellectuality abroad. The integration activities are critical for the outcomes of the project. They deal with the requirements and educational perspective of each of the services resulting from the Language Activities, the integration in a learning environment of these services, their usage and their validation through which the further development and adaptation of the services can be directed. Therefore all partners are involved in at least part of the integration activities. In this way the Language Activities are enveloped by activities that ensure common ground in use cases and pedagogically sound scenarios that steer the design and development of the services and guide the validation; a technical infrastructure for the creation and integration of the services and a validation structure that ensures rigorous evaluation in realistic settings, with several languages supported.

I should highlight that this project is only the beginning of an activity of European integration and long standing eLearning. In a further stage, after the prime texts will be selected, translated and edited on internet and in international reviews, possibly even at international publishing houses – that has happened before – a textbook will be elaborated to help any educational centre – academic and high-school – and any other cultural organism to use the experience and the *know-how* of this project.

The present project represents the first stage in the elaboration of a handbook of European integration through the translation's strategies of the literary text. As prof. Lidia Vianu has pointed out, this textbook, very much needed in the conditions in which the book market has no materials about the association between philology and informatics for the communication of the poetry universe, would lighten the access of many intellectuals to the European culture. It will be, equally a handbook of fundamental research of the translation and communication strategies, but also of cultural and social enlivening attribute. I must emphasize the important social dimension to this cultural project

and to the research in the educational process. The benefit does not belong to the Romanian culture but to the European one. Because Europe, at its turn, is a confluence of national specificities and it gains a lot if these national cultures make the effort to come into dialogue. It is not only the interest of the Romanian culture to communicate with Europe but it is also the advantage of the European culture to enrich with contemporary literary voices translated by this project and rendered accessible by the editing with IT means.

6 Conclusions

In today's society, individuals and organisations are, on one hand, confronted with an ever growing load of information and content and, on the other, with increasing demands for knowledge and skills. To cope with this, we need to link content, knowledge and learning, making content and knowledge more accessible, interactive and usable over time by humans and machines alike. A new intellectual infrastructure can lay the groundwork for a fundamental shift in the way scholarship is created and disseminated and transform the basic notion of a university. Scholarly societies have evolved from communities centered around a medieval European city or town to loosely coupled regional networks. While there are some signs of the emergence of an international community, the considerable barriers of time and distance will be essentially insurmountable while we remain wedded to a technology, printed matter. Academic communities need to become global and diverse. They can, and should, take the lead in using technology to create a broad, dynamic, productive community. From this point of view, the advantages of the project which I have presented are:

- First, the overall research cycle can be reduced. Researchers will be able to search the literature more rapidly and exhaustively (e.g., electronic full-text searches), tap expertise more efficiently and effectively (e.g., electronic mail and bulletin boards), and have papers reviewed more rapidly. As a result, the quality of research will improve, and published research will be more current.
- Second, the cost of accessing information will be lowered. Electronic distribution can lower the tangible costs of information acquisition as paper and postal costs are avoided. More importantly, the intangible costs of traveling to libraries, searching for

journals, requesting interlibrary loans, and so forth can be substantially bypassed. Most researchers will be able to connect to Internet resources from their office and home.

- Third, the productivity of editors, editorial staff, and reviewers can be improved. These people are critical to the adoption of new technology because they are major stakeholders in the present system. Any change must be more convenient for this group and must increase its productivity.

This project, which is only the beginning of a larger activity, will have to redesign the reviewing process to reduce the workload of editors, perhaps one of the key bottlenecks in the existing system. We can now effectively cooperate over the Internet using bulletin boards, electronic newsletters, and electronic exchange of messages, papers, and files. However, we have only begun to exploit the Internet's potential to move us from a series of loosely connected regional communities of academics and practitioners into a fully interacting and participating society. We can create a highly dynamic web of interactions that have no boundaries. We can use the Internet to weave scholars and practitioners into an information system of electronic community.

Therefore, the expected effects of this project are:

- Significant advances in the ability to offer customisable access services to literary and cultural digital resources, improving their use, experiencing and understandings;
- Reinforced capacity of organisations to preserve digital content in a more effective and cost-efficient manner, safeguarding the authenticity and integrity of these records;
- Significant reduction in the loss of irreplaceable information and new opportunities for its re-use, contributing to efficient knowledge production;
- Leading edge research in Europe strengthened through restructuring of the digital libraries and digital preservation research landscape.

Europe, with its unique cultural heritage and creative potential, is well placed to exploit this paradigm shift, becoming a key actor in the knowledge economy. Much of the digital content still requires human intelligence to interpret and act upon it.

Moreover, an increasing volume of digital content is highly interactive and is unlikely to remain accessible and understandable over time. Creation and management of intelligent content needs to be more effective. We must be able to manage the workflow from the acquisition of reference materials to the versioning, packaging and repurposing of products, as well as its distribution, presentation and consumption. Digital library services, which are anchored in the digital content infrastructure, enable us to create, store, personalize and use over time cultural and literary content.

The theme approached by the paper is to emphasize an exceptional cultural achievement and at the same time to highlight the importance of IT means and its generous contribution to the educational process. The Integration of the Information and Communication Technology in literary translations as instrument of European integration and cultural communication, must be seen from two viewpoints. One, apparently the most stringent, is the practical one, that of translating the literary text and its communication by electronic means.

The second – that belongs to the fundamental research – implies the effort to systematize and explain the procedures and the strategies used [3], to further transmit the experience concerning the confluence between literary translation and European integration, so that this experience could be useful for other Romanian academic centres and also for other countries. Briefly, the project does not have only an applied character, as it can be seen at first sight. It is mainly a research project for the integration strategies by means of ICT and the literary text translation.

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