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The Teacher Mission into Online Class

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Abstract

In the context of modernizing, the traditional course changes its forms, becoming online course. The professor, holder of the course becomes "master of the course". Traditional classroom learning is expensive, the length of time is high and the results are different. Lessons on the Internet or on computer as well as more recent updates are goals easily attainable by the teacher. E-education does not mean computer use by student and teacher waiver. Conversely role of the teacher on e-learning platform is very high, he is the coordinator of all that is happening in virtual class. When the student is accessing an e-learning platform, the first thing he finds is the course in several forms among which the course written and the course presented by Professor which may be live or taped. There are the evaluation tests at the end of each course that will help the student to learn and to assess, in consultation with the professor. In the process of learning, assessment is very important, along with the course, contribute to the formation of the student by helping him to acquire the matter. The tests are made by the teacher during the course or at the end of each lesson and chapter form self-assessment tests, simulators, which are intended to induce the student to assimilate the matter and also to get used to electronic tests under the guidance of the teacher. Professor remain "master of the course", author of the course and the questions in the self-assessment tests and evaluation, author of all objects that are on a platform of e-learning related to his teaching.

1. Online Course in the Context of the Modernization of Education

In the context of modernizing, the traditional course changes its forms, becoming online course. The professor, holder of the course becomes "master of the course".

So the traditional course gets the e-course and traditional assessment the e-evaluation, present today most fervent on e-learning platforms such as WebCT, Blackboard, Moodle, Learning Management Systems, and others.

We mention here some of advantages of electronic education such as: improvement of quality of education, reducing the cost of teaching and assessment, optimizing the accessibility.

Thus, lessons, course and evaluation may be distributed in all kinds of video format, slides, word documents and PDFs.

Traditional class was replaced by the virtual classroom, making the student easy to communicate with the teacher through messages, chat, forum, etc.

These lessons can be accessed with your computer from anywhere using the Internet in defiance of the barriers of time and geographical. Courses delivered using learning platforms are an affordable solution that offers learners the opportunity to learn more easily and efficiently, helping even the busiest people to pursue a career and gain new skills.

Traditional classroom learning is expensive, the length of time is high and the results are different. The alternative offered by e-learning is cheaper, faster, and with better results. The traditional purchase of school textbooks requires money as well as to purchase them in the more recent editions. Lessons on the Internet or on computer as well as recent updates, are goals easily attainable by the teacher.

Thus, we can say that the lessons made using the calculator, media opportunities or recent gamification methods, illustrating them with pictures, graphs and animations make lessons more appealing, easier to follow and learn better, more sustainable.

E-learning is being used by large companies working at great distance, making the staff around the world able in their businesses.

The presence of specialists from various fields that a teacher might ask is more easily achieved with smaller pimples than in traditional learning. The course can be accessed at home live or recorded.

With all the advantages that we've seen, we can say that electronic education has shortcomings, sometimes an occasion of debates among teachers or even their refusal to experience.

Thus, due to the fact that trditional classroom missing, online class determin the student, in front of the computer, feel lonely without the ability to access the teacher or classmates like in class tradiţonală. Therefore have developed social media, discussion forums, chats, email and others.

Due to work with the computer, the student may have pobleme eyes health, poor condition and other problems of this kind is therefore recommends regular breaks, proper body position in front of the computer and the other rules of hygiene.

We can say that online learning is easier because the lessons have parts with graphics and Visual images and every lesson has tests that can be attached to learning and satisfy the urge to learn through repetition, visual or writing.

The teacher's role is not diminished. The Professor is the author of everything that spend online. He is the author of lessons, graphic images, and animations of diagrams.

If the lesson have keywords, objectives and formative tests is due to the teacher who conceives and forms the entire structure of the lesson.

Because of the issues that I have mentioned above, we appreciate that e-lerning is education shape that will expand in most of the schools and universities that represents the education of future.

2. The Teacher the Master of the Course

2.1. The Course, the Fundament of Online Learning

E-education does not mean computer use by student and teacher waiver. Conversely role of the teacher on elearning platform is very high, he is the coordinator of all that is happening in virtual class.

When the student accessing an e-learning platform, the first thing he find is the course in several forms among which the course written and the course presented by Professor which may be live or taped. There are the evaluation tests at the end of each course that will help the student to learn and to assess, in consultation with the professor.

Both, the written course and that presented by the teacher would usually contain, graphics, images, animation to help the student to understand the role and essence of lesson. Students can communicate via forums, chat or email each other or with the teacher.

Students can communicate synchronously or asynchronously, making comments of the course. These comments related to matters can be taken by the teacher and clarified if necessary and included in formative and summative evaluation.

2.2. The Mission of Teacher into Online Class

The teacher not only communicate with the student, being the author of the learning environment but he claims "action of learning understanding" in three categories "the competence of learning", "creating communities for learning" and "the formation of knowledge".

The lesson is learning center by three elements: organized learning, facilitating learning community, and making cognitive learning.

To achieve education is needed the teacher, the course and the social environment.

The online environment provides greater opportunities for the presentation of the course for the students, people with different needs and expectations.

E-learning can cause radical changes of traditional approach of course, this creates a series challenges for practitioners, which supports new pedagogies, new technical skills and adapt these changes in their teaching role.

Teacher-led online discussions can generate learning communities in order to ensure ownership matters by student. Students can ask questions of teacher or may consult each other. On learning platforms forums have been reported posts of students and teachers in order to clarify the current lesson, to understand and assimilate it.

We can say that modern e-learning is based on interactivity and collaboration and the use of social pedagogy.

The student online learn through constructivism, namely acquiring knowledge through individual reflection and social interaction.

Development of Information and Communication Technology brings changes for teachers. Thus, modern teacher uze this technology in traditional class, or he is teacher on elearning plafom being responsible for everything that happens in or virtual class.

The teacher plays a crucial role in behavioral and cocnitive education. In career guidance is emotional support and evaluator. Also, the teacher indicate that students can make performance, encourage them, direct their inclinations. He is

the manager of student feedback and of motivational demands.

The essential role of the teacher is "doctor in content" and also "learning favorizator" in order to determine the student to understand and assimilate knowledge.

The student is challenged to train through the e-education that is based on the assimilation of knowledge through constructivism. The student is actively involved through collaboration and negotiation by trying to acquire knowledge and integrating them with experience.

The moderator or online teacher has several tasks that must be able to do, he is a kind of coach and moderator that facilitate perception and acquisition of knowledge, Caraiman, 2006 Stigmar 2005 Salmon, 2004 Bonk and Dennen, 2003.

An important role that the teacher play is the social, in order to attract students in the training and learning. It is bound to create an atmosphere conducive to study. He manage the feed-back and he is the main factor that motivates students assimilate the matter.

The role of manager is that provides business plan, presentation of the content format, timing, course objectives, participation of work and comnue student-teacher activities, organizing evaluations at the end of each lesson or chapter and final assessment which usually determines how well were acquired knowledge. The assessments are labeled with notes or ratings.

Intellectual role of the teacher makes him master of the course. He must know the theory and present the course live or registred or writing in the e-learning platforms. He is the realizator of pools of questions where are selected tests for formative and summative evaluation.

The teacher is obliged to train students to assimilate matter and acquire specific course skills.

These skills are primarily related to understanding the particularities of the course, to be enterprising and creative, and to have the ability to interact with peers or teacher, and provide feedback.

Professional skills determine the student to assimilate the material and technical skills help him to fulfill these functions.

Training students on an e-learning platform should consider: the theoretical parts and the practical parts submitted online must be performed. These are supported by synchronous and asynchronous communication between student and teacher and students between them.

3. The Questions Bank and the Assessment Tests

3.1. Questions to Learn

In the process of learning, assessment is very important, along with the course, contribute to the formation of the student by helping him to acquire the matter.

After the lesson has taught the student is placed in front of the fact to solve the first formative tests. It is placed at the end of each lesson, and then at the end of the chapter being one of the feedback of the students.

Evaluation tests for students must be make correctly, a good test is the right of any student.

For every lesson is formed a lot of questions what constitutes a pool of questions with afferent lesson topics. The bank have the function of generator for formative and summative tests at the end of each lesson and chapter, at the end of the course.

Pool includes true-false questions, multiple choice, multiple answers, completion, fill in the blank, numeric response, questions that can be chosen with the aim of integrating the best subject of matter taught.

The style of questions and their combination is at the hand of the teacher. He shall decide whether questions are chosen randomly, or fixed, if any student have the same test, or different, points for questions and scoring total, partial scores of the problem, the number of questions in a test, their style and the time allotted for solving.

3.2. Questions to Rating the Learning

At the end of each chapter are gathering pools of several lessons and thus set up the database for partial summative assessment.

Afferent pool of all chapters make up the database for the summative evaluation. This constitutes the bank of questions for final evaluation at the end of the year or of the course in which the student receives a note or grades which denotes the degree of assimilation of the learned course.

The tests are made by the teacher during the course or at the end of each lesson and chapter form self-assessment tests, simulators, which are intended to induce the student to assimilate the matter and also to get used to electronic tests under the guidance of the teacher.

Valuation formative tests may require students to learn, to review the matter, to seek references or to demobilize until they leave the course.

Therefore, the questions must be worded carefully, Professor having a decisive role in making them. It will have to put all the art that's able and the experience of the classroom to lead student to assimilate the course and read the bibliography. They may include questions easy and heavier, that determine the student read the current bibliography or given references. They are made up to support learning and not to nonplus him. In the literature the "Formative Evaluation" is known as "assessment for learning" and the "summative evaluation" means " assessment of learning".

The student on a virtual platform will constantly communicate with the teacher and fellow forum, email, chat.

To support the understanding and assimilation of matter, the teachers can organize tests that fosters dialogue and cooperation between students. They may be present in the chat or the forum at the same time or at different times exchanging views among themselves and with the teacher.

The banks of questions and tests are made, usually, by teachers, or at their direction, aimed at an effective formative and summative assessment. They can be guided by the seven rules in making of the the tests.

I. the established strategy must engaging the student;

II. after the learning of the theory, the student must be motivated to undergo self-assessment tests and to solve them;

III. students must understand the target of the course and the evaluation criteria that will determine good feedback;

IV. the student will receive an answer from the teacher to clarify any problem, dialogue being at the highest price;

V. the student will be motivated in his convictions, it is permanently stimulated to make progress;

VI. a very important link in the assimilation of knowledge is self-evaluation and feedback, dialogue with the teacher without constraint and without reservations;

VII. use feedback to improve teaching;

According to performed studies, formative assessment should have greater weight than summative to help and support learning the students. 'Formative assessment' and 'assessment for learning' are frequently used in opposition to 'summative assessment' and 'assessment of learning'.

For students and practitioners a formative evaluation is important because it takes over the General information and the activity of the teacher to integrate and assimilate.

Gibbs and Simpson (2004) propose a model for self-regulated learning '. For a more effective educational they propose 7 principles which determine the students to study, and use feedback:

I. Students must mobilize to study and learn being convinced that the assimilation of the matter lead to performance;

II. The teacher has the obligation to motivate learning by creating self-assessment tests that will be solved by students alone or in groups;

III. Engaging students as self-correction so they can understand matter and its learning goals generating high quality feedback;

IV. Communication with teachers should be very good, the latter being in turn have to provide the feedback;

V. With the help of the teachers, students need to be convinced that studying the course acquire motivational beliefs and culture improvement;

VI. Making available the student feedback, self-evaluation, to dialogue with teachers and dialogue with peers;

VII. Improve teaching through the use of feedback.

We can infer in addition, the learning is made through hearing and reading of the course, the students will use the formative evaluation and feedback that lead to coordination by using more and more auto-evaluation, as shown in Sadler, D.R. (2010) and Nicol, d. (2010b).

We can interpret that feedback is debt of learners, which is not true, the teacher being interested in for improving teaching, assessment overall of the course that he is responsible. At the same time it is obliged to know the outcome of the tests and the formative and summative evaluation and react to these, the main objective being the learning of the course.

New research about learning affirms that students must know the skills, strengths and deficiencies using feedback to remove them on the latter.

Feedback and self-control are part of the formative evaluation, the teachers are the ones pursuing and encouraging

the browsing of those two forms.

Self tests are "needful" for students who want to become your own source control.

4. Conclusion

In the context of modernization of education, the teacher's role does not disappear, being replaced by computer, but is amplified by this.

Professor remain "master of the course", author of the course and the questions in the self-assessment tests and evaluation, author of all objects that are on a platform of e-learning related to his teaching.

He is a tutor and coordinator of all that is related to the course or online. He is responsible for preparing of the student, for communicating with him, for his results.

The course traditionally does not disappear, but it strengthens and improves their essence, changing only his form.

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