

Traditional Learning Models, E-Government and E-Learning in the New Economy

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In the new economy there are various forms of training for human resources. In this paper we are trying to make a parallel into new forms of training and traditional ones. We will discuss about this in the new economy context.

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Traditional training and learning initiatives within companies have focused on time consuming and costly classroom-based models of tuition. As such, training becomes an immediate and obvious target for cost cutting in times of recession, even though such cuts are a false economy long term.

Technology, and the rapid pace at which it develops, is a major factor contributing to the development of the new economy. Advances in the speed and memory of microprocessors have opened up new worlds in technological development. Procedures that used to take hours or weeks to complete can now be performed in minutes or even seconds on high-powered desktop or notebook computers.

Technology has also improved telecommunications systems. It is now possible for companies all across the globe to quickly communicate with one another. Such rapid communication has made the international marketplace a reality. In order to remain competitive in this rapidly changing environment, companies are rethinking how they do business as a means to improve productivity and the quality of their products. They can train their employees to understand the most effective ways to interact with customers and to be aware of the best practices of the most successful companies in the field.

In today's internet-enabled global economy, the need to react to changing market conditions and opportunities has never been more important. In this climate it becomes a top business priority for organizations to ensure that they can communicate market-sensitive

and performance-sensitive information to their entire workforce as quickly as possible.

For most companies, training and learning initiatives take the form of traditional classroom-based models. At its most ideal the 'Oxbridge model' of small or one to one tuition groups with pupils and teacher is the richest in terms of passing on information and empowering the interactivity that is at the heart of truly effective learning approaches. The bigger the class, the less rich the interactive teaching-learning experience. A classroom with 40 students and one teacher cannot have the same richness, but it does have a more cost-effective reach. The 'Oxbridge model' simply does not scale because to set up a course, human resources personnel will expend time and money sourcing a venue, tutors and course content, arranging travel, allocating accommodation, possibly ensuring that contract staff are organized to cover for the permanent staff who have to leave their day to day jobs to attend the course.

The reasons that traditional classroom based learning has remained the predominant model is one of familiarity and the basic lack of a viable alternative. Everyone has experienced this approach at school, college or university.

But advances in networking technology mean that the potential for a paradigm shift in learning models is now viable.

New technology enables organizations to embrace a blended model of learning, taking the richness of the classroom-based model and empowering it with the reach afforded by

advances in networking and communications technologies.

eLearning is defined as a strategic solution that is deployed as part of the wider business strategy throughout the entire organization and now is seen as a complete solutions offering, not a reactive, point offering. Its basic function is enhancing skills and abilities of the workforce, a way to cut costs without cutting back on the continued support and development of the human resource.

The benefits of elearning can be itemized easily:

- Cost Reduction
- Personalization of Learning
- More Effective Scheduling
- Immediate Dissemination of Vital Information
- Cost Effective Staff Motivation
- Assessment Made Easier
- Increased Collaboration and Access to Information

Teachers need to see the world behind the text created by the Internet. The physical reality of working with students, in real time, across time and space is a staggering idea. The world it creates in the interpretation and application of its living text is beyond anything ever experienced in the world of learning and education. A new understanding, a transformation of our being takes place as we reinvent ourselves based on new experiences, new understandings and new relationships. Our world behind the text is understood differently than through traditional means of communication and, in turn, this understanding creates a completely different world in front of the text.

The Internet allows us to understand and interpret ourselves differently. Our self is refigured again and again in reflection and relationship to the other. Who we are, nationally and individually, changes as we participate in a borderless world where ideas regarding anything imagined can be accessed and interpreted by all. We can create worlds, cultures and recreate traditions in an attempt to base our understanding of ourselves on understanding others rather than on making judgments based on media and stereotypes.

Qualification issue and training issue in eGovernment. While eGovernment has a potential to substantially change the current way public section is operating and functioning, new qualification requirements arise for users, managers, decision makers in public administration. As a result, effective training programs should be worked out to meet this potentially big demand from public sector.

A well known approach is *educating personnel in information systems in public administration*. In contrast to trainings, education programs are well suited for learning fundamentally new subjects, though the focus on information systems design and implementation results in a neglect of more e-government specific qualifications like those related to customer orientation or engineering and this provides comprehensive qualification in information systems and public administration. In contrast, graduate programs avoid some practical problems like the long absence of qualified personnel from the job.

In addition, the internal qualification base has to be fostered and apart from training on the job the most popular are trainings for internal personnel. They are a mean to teach skills necessary to perform primary tasks in e-government as well as for training experts. Though computer scientist help building up internal technical know how they tend to lack qualifications in the integrated design of organizational and technical systems, customer orientation as well as controlling and steering.

We have to work together in different and various forms of collaboration in order to ensure a good development for trainings in e-government.

Conclusion

Our experience shows that it is possible to develop and organize e-Learning courses with modest technology and in environment with different levels of economic development.

e-Learning can strongly support education and the transferring of resources between economies.

Today's most successful companies realize that their employees are their greatest asset

and they are increasingly investing in educating of their employees so that they can grow and change within the company.

Training opportunities varies considerably from company to company so, when researching potential employers, it is important for job seekers who care about this to investigate the level and type of training provided to employees.

Human resources training programs for e-government and e-learning methods must be developed even further as the trust for this new ways is building up.

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