Developing an Interactive Model of Academic Communication

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Abstract. This study results both from a theoretical perspective and from a practical need to adapt communication to the educational needs of students attending academic institutions. With regards to the theoretical point of view, the study follows the main steps of the literature, making a synthesis of the main ideas found, marking their usefulness. Practical perspective is based on a research study conducted on a total of 400 professors and almost 1000 students of the Academy of Economic Studies. This study aims to grasp the evolution of educational needs and identify the most effective ways of communicating. In addition, this study, in order to have an image as close to reality, the findings of revealed are based on quality management and results of studies performed at the Academy of Economic Studies, thus following the interviews held with staff of the organization.

1 Introduction

Little evidence shows that the introduction of technology into education can improve learning, unless it is accompanied by key terms of education, including the ability to ensure high quality teachers and improve teaching practices and systems accountability, competition, and local decision-making systems.

What kind of information currently exists and how is it managed and organized? Who needs, in terms of audience, to regularly communicate information? Who currently creates and disseminates information? Who will be responsible for and manage the accountability of the communication strategy? What needs to be communicated? Who does information need to be communicated to? To whom has a vested interest in receiving or giving information? When does information need to be communicated? What is the intended culture that is needed or wanted? What internal communication tools or mediums are already available? Are there any factors that will impact the success or failure? These are just some of the questions that this study tries to answer, providing a strong base but also rigorously conceived and scientifically oriented practice.

This research highlights a study showing changes in behavior and teaching experience, which demonstrates that the competitive educational environment and teachers' selection procedures can lead to increased demand, local decision making and longer term support addressed to development of teachers.

2 Backgrounds

It used to be that most students went to college immediately out of high school, left home for the first time to live on campus, and completed a degree in four years to commence to the world of work in their chosen profession, perhaps never to return to the university again, unless to get an advanced degree. Today, fewer than 65 percent represent this traditional student who is 18-21 years old. The growing college populations are adult students over the age of 25 who are non-residential, working full-time, perhaps with a family from diverse backgrounds.

Research studies have shown important leadership role in implementing educational media technology in them (Costello, 1997; Tooms, Acomb & McGlothlin, 2004). Other studies have discussed how teachers in leadership positions have influenced the use of technology in education (Gold, 2004, Riedl et al, 1998.).

Web 2.0 is a loosely defined area of web application features that facilitate information sharing and participatory applications, interoperability, user-centered design, and interactive collaboration on the World Wide Web. A Web 2.0 site allows users to interact and collaborate with each other in a social media dialogue as creators, respectively authors or mentors of user-generated content in a virtual community from a perspective in which the interaction is extremely limited; these being situations rather adjustable and predictable, the one-way communication is absolutely superficial, in contrast to sites where users are limited to passive viewing of the content that was created for them. Examples of Web 2.0 includes social networking sites, blogs, wikis, video sharing sites, hosted services, web applications, etc.

Web 2.0 is characterized by a variety of different ways, including an emphasis on user generated content, data and content sharing and collaborative effort directed by a well defined entity with the use of different types of social software, new ways to interact with web-based applications and use the web as a platform for generating, re-purposing and consuming content desiring a minimal deployment requiring maximum impact.

This research integrates specific search technology – a catalyst for improving international education has resulted in tests generated by combining products, contexts, and applications.

Research shows that students already use this technology, but they still expect to go to a university where the use of these instruments is present. If teachers are able to harness the power of Web 2.0 technology, would be expected that the participation, involvement and discussion in class to grow. Even if you want to switch from a traditional education model to a more dynamic one and marked by modern technology, different from the traditional work system, this approach does not happen again.

Web 2.0 applications used in order to improve interaction between users of Web 2.0 technology principles, could be applied to reshape the knowledge management practices. Web 2.0 approach of knowledge management applications can be a real solution for the crisis of knowledge and has the potential to improve information sharing and knowledge creation. However, little research activities have been performed in this field. This study aims to identify Web 2.0 applications to support organizations in dealing with certain knowledge management practices and clearly to improve communication between members school, in this case, Academy of Economic Studies. A further issue is how Web 2.0 for knowledge management applications can be classified and how they correspond to different aspects of knowledge management strategy of an organization obviously, considering the nature of content characterizing specific information.

Discussion forums available on university learning platforms are designed to enable students to communicate with their colleagues and mentors in order to share their opinions about certain aspects of practice and educational content. However, students with whom I talked often prefer to use university resources – not to hold them – when it comes to talk to people as they were often seen as being more flexible and advanced.

Students who studied in universities before the 1990s tended to follow a traditional educational mode, as a result of intelligent technologies that were not so developed as today, and were much less accessible to students of that period. This is a barrier that challenges today the teachers who are reluctant in terms of Web 2.0 technology to streamline communication with students or even their own colleagues. Psychologically, this is understandable but it is not efficient in terms of the educational process. Even if our finding can be regarded as a criticism of the educational system, we consider it necessary to overcome these barriers and access to intelligence and technology usage in practice they are actively considering, that those involved in following the implementation of effective educational methods to ensure educational ideal.

From this idea we started the research that we present below. Although originally conceived as a research addressed to a limited number of students (300) studying at Academy of Economic Studies, afterwards we extended this

study and I got to ask for a larger number of participants, both students and teachers.

Intensive users of technology tend to express a desire underway to develop specific skills such as computer programming, and to keep abreast of technological developments, and especially seek to mediate the educational approach and communication with teachers using Web 2.0 technology, making it more transparent and as visible as possible, so they develop an improved and true picture of their professionalism and believing they could become more attractive to potential employers.

Teachers and others responsible for decisions that concern their academic and career young, becoming more aware of their activities and interests and so the possibility exists that you can provide support more applied to their specific educational needs in real time and impact of a more important quality.

Discussion forums available on university learning platforms are designed to enable students to communicate with colleagues and tutors, in order to share their opinions about certain aspects of their work but also to send and receive guidance and informational materials. However, university students, we talked often, preferred to use non-university resources when it came to talk to people as they were often seen as more flexible and advanced. With regard to such uses have tended to develop more sophisticated methods of online communication with Non between adolescents has, students e-mail collaboration college, cell phones and Facebook. A variable to be considered in this respect is due to the technological evolution and the emergence of new applications that were not current students during adolescence. Students from universities, however, also frequently noted the importance of developing a Facebook collaboration experience, with a large number of students regularly contribute to online groups, studying the same course, the same company or college. These environments eliminate communication barriers between academics located geographically in different and distant places. At the same time, promotes communication, enhancing the cultural content of each community and the opportunity of speech, expression and valuing each individual, and each idea. It is a space that invites expression and encourages respect, value and tolerance. It is admired lately regarding the transmission as it proofs to be efficient in terms of unifying ideas that are current opinions, manifested both social and the scientific community.

Students' experiences, opinions, and attitudes relate to the role of technology in their lives and, without exception, consider them as an integral and necessary means to achieve success in education, and will prove to be key aspects of their working life. However, it is interesting the fact that these views are different from the teachers, depending on their age but depending on the content and the specific subjects that they teach or who develop competent. At the same time we want to highlight other interesting components we observed. The use and visible involvement in terms of Web 2.0 technologies has become an informal criterion of evaluation of teachers by students, which he considered more popular ones familiar with this technology and their closer. It is necessary therefore, for educational goal as close to ideal, a permanent monitoring and communication of educational needs of students to develop teaching techniques and styles, built in operational and psychological easily approachable manner directed as much in the direction of meeting the primary goals the university. Last but not least, it is clear that human resources specialists monitor the labor market presence and the use of these technologies from a multiple perspective. Ability to use ICT is an obvious criterion for attracting specialists in the collaboration in research contracts, by this means watching the professionalism of university teachers, but in time to watch and performance same students for head hunter who will hire most efficient and most professional of the latter. Both directions followed, of course illustrates global and organizational level through a more professional and more or less open to innovation of the university itself.

3 Main focus of the research

The structure of this study aims to conduct an analysis of current environment and the

communication followed from several perspectives. At the same time, these topics are approached: Internal communication and the need of such strategy; Internal communication and long-term success; Benefits of effective communication; The key elements of effective communication (both internal and external); Issues to consider; Creating the plan for a better communication and Measure effectiveness.

Education and training are strategic tools that a society needs to continuously apply in order to sustain a global competitive advantage, create a better standard of living and / or development. To this effect, Distance Education has increasingly been used in most parts of the world as a viable alternative to the conventional education.

Internal communication in the organization of the didactic aims efficiency and harmonization between faculties and departments and, not least, contributes to the development of organizational culture. Transmitted contents are profoundly educational and with regard to the management on the work and Academy of Economic Studies. Decisions taken at administrative level are communicated in a transparent way and fast computing methods.

In modern society, organizations have developed specialized systems for environmental monitoring, from which they launched various strategies of adaptation to the environment. Public relations and institutional structures through which they materialize is a privileged way of communication between organization and environment, respectively, subsystem organization meets this function.

Most experts consider public relations as the most viable key to effective communication relationships between the organization and its publics. They argue that it involves the creation of bidirectional communication flows from the environment to the mutual benefit organization.

External communication is to convey the message to target groups outside the organization. External communication occurs a few questions, as follows:
- Who shall (to the person (function) of the organization that sends messages outward)?
- Who can apply?
- What message sent?
- When sending a particular message?
- What communication channels used?
- What are the resources, especially sources of funding?
- It is effective to use financial resources for communication? There is waste? In fact, communication can work in a frame and unorganized.
- How can be assessed the effectiveness of a communication process?

All these questions and concerns represent interests of the organization to achieve its purpose in the most efficient method. Last but not least, is necessary to follow training specialists in this area as keys to effective management. Open to the community, relevant messaging in the most effective forms, adopting a neutral position but strong scientific evidence are just some of the challenges facing professionals today. We believe that there are specialized in this field and that means effective educational decentralization process and community involvement in addressing modern methods.

Internal communication also provides employees with important information about the position they occupy, working organization, external environment, or information about other colleagues of theirs. Communication can help to motivate employees, build confidence, create a common identity or increase personal involvement, it gives individuals a way to express feelings, share their hopes and ambitions and achievements to celebrate and remember. Communication is the way that individuals and groups understand their organization, what is and what it stands for.

Given the size of investment in instructional technology in education, it seems reasonable to investigate the integration of technology into teaching and learning. Although most of the faculty has adopted information and communication technologies like power point slides and internet into their teaching, they are still reluctant to adopt more complex computer-based activities or other teaching pedagogy innovations, such as active learning techniques involving video-conferencing and groupware solving of assignments.

Internal communication takes place on several levels. The first form of communication is interpersonal or "face to face", and organizations trying for years to develop presentation skills, communication and writing of leaders, managers and supervisors residents in this regard. Group communication takes place on the teams, units and interest groups of employees. This level focuses on sharing information, discuss issues, coordinate tasks, problem solving and the formation of a consensus. Communication within organizations is centered on the vision and mission, management policies, initiatives and knowledge and organizational performance. These communications are sometimes a formal cascade approach in which leaders communicate with their subordinates hierarchical levels, although social media begin to change communication at this level.

Ideally, both internal and external communication appeal to both traditional methods and new channels of communication (by making use of the intelligence technology). As a particular case, we can mention the greater efficiency associated with the company's external communication strategy surprised in a relational context – with its stakeholders, under the asset consisting of the personal value message.

In addition to the theoretical approach and analysis of data from research conducted, this study aims to suggest new methods of effective communication. This fact involves first identifying the organization's communication needs.

Most successful strategy for internal communication is identified as most appropriate to individual business. Strategies may consist of a single medium such as a newsletter or intranet, or to use a multi-approach. Some typical environments include intranet, e-mail bulletins, newsletters and on-line or printed materials. Regardless of the approach used, there must be a consistent message.

The usefulness of this study lies in the approach that makes sense, following the steps of effective communication: have a long-term focus; communicate clear values and goals; be comprehensive; use appropriate methods of communication; launch consistent messages; commit to involve the management team reinforcing perceptions delivered via the communication strategy.

The structure of this study aims to conduct an analysis of current environment and the communication followed from several perspectives. At the same time, these topics are approached: Internal communication and the need of such strategy; Internal communication and long-term success; Benefits of effective communication; The key elements of effective communication (both internal and external); Issues to consider; Creating the plan for a better communication and Measure effectiveness.

From this perspective, this study, builds its own novelty which provides a consistent number of innovative ways being useful not only for the academic community but also for the whole society.

Using technology as a teaching tool is not new. As each new technology has been introduced into society, its use in education has been tried and tested. For over 50 years research studies have examined how the use of these tools affected learning. From the advent of radio to motion pictures to interactive television, the expectation of making learning more robust using technology is being advocated. Each innovation has successes and failures, but few have shown any significant difference in measurements of learning (such as on exam scores, standardized tests, achievement tests, final exam scores).

It seems that Colleges of Education faculties would be the leaders in promoting changes in teaching and learning and utilizing multimedia technology to accomplish it.

Breaking down the barriers to the infusion of technology into higher education classrooms, not just those that are classified as distance education will require a commitment by college and university administrators to provide support to faculty, staff, and students. Support for faculty and staff is not limited to money and technical support, but must also include support for training, released time, acknowledgement of intellectual property rights, and academic credibility for tenure and promotion.

The recognition that the university must address its students varied needs and expressed learning desires. Further, the university must recognize its changing role in the instructional marketplace. Companies such as Real Education, Convene, and Blackboard are targeting these students. For an industry that is less than three years old, the competition is sharp and growing at supersonic speed (Blumenstyk, 1999A). Connect University, a new distance education program being developed by Classroom Connect, is rolling out in the fall of 1999 and will compete with teacher training institutions to provide in-service training for teachers. They will custom build in-service modules for school districts and/or schools that will be available 24 hours a day, 7 days a week, and 365 days a year.

Higher education is beginning to change in response to these challenges. A new type of university emerged in the last 25 years which John Daniel (1996) thinks will hold lessons for the renewal of all universities. Called "mega universities" since they enroll over 100,000 students each, they provide a powerful response to access and costs.

Examples include The China TV University System, The Korea National Open University, The Indira Gandhi National Open University in India, Universitas Terbuka in Indonesia, Payame Noor University in Iran, University of South Africa, Universidad Nacional de Educacion a Distancia in Spain, and The Centre National d'Enseignement a Distance (CNED) in France (which is the largest distance teaching institution in Europe). Perhaps the best known example is the Open University in the United Kingdom which many observers consider the pioneer in distance education.

According to Daniel (1996), "The reputation of these mega universities varies by country, and none can yet take the credibility of their distance education methods for granted. This makes the mega-university especially relevant to two current issues in higher education: the debate about quality and the potential of technology."

There is research evidence to show that feedback from a computer can improve pupils' learning. From this perspective, this study,

builds its own novelty which provides a consistent number of innovative ways being useful not only for the academic community but also for the whole society.

With Web 2.0 data sharing the web also becomes a platform for social software that enables groups of users to socialize, collaborate, and work with each other.

Learners who have continued into higher education are increasingly required to use technologies independently for study and research related to their course. Several higher education learners mentioned the necessity to use their computers more intensively since entering university.

Differences in actual use of technology and attitudes towards technology appeared to correlate to some extent with different kinds of courses (academic, vocational or creative) being studied in traditional versus new universities. Students in the new universities studied a far wider range of subjects that involved the computer-aided design of images, games and music, art, photography, and virtual engineering, vocational academic degrees involving business, travel, IT and teaching, along with more traditional academic degrees such as psychology and biomedical science. This emphasis on vocational technology-powered study also appears to go along with what appeared to be a smoother and more direct transition into employment.

Our appliances desire to initiate this study occurred because of concern regarding the future development of performance in education at the Academy of Economic Studies. Naturally I worry about this as a result of that conduct for many years an intense activity in developing quality educational activity. Our study aimed to identify the current context existing in the university. Equally consider this study as a way of identifying the current status in terms of Web 2.0 technology.

We developed a specific questionnaire with a total of 23 questions focused directly on the awareness of Web 2.0 technology and the purpose of using this technology but the content transmitted by this means. So I highlighted the role of defining the communication met this technology. I did not ultimately a hierarchy in

terms of sociological data on the nature of the target group to whom I sent this questionnaire.

We recognize that there are certain limitations of this research. We consider that the first limit that administration of the questionnaire via e-mail is not relevant as such are excluded those not intelligent technology and is not relevant study for our organization. So we decided this questionnaire and application directly classically. Even if this method was highly resource intensive had an important role in terms of relevant study. The group that received this type of questionnaire is represented by 150 people at the Academy of Economic Studies. I traced this to cover every variable.

Another limit that we have taken into account very much is the psychological side of this study. Given that respondents are frequently trained in research and are often compelled to answer questionnaires, it is natural that they strive to address the research with less serious.

Our survey revealed that out of the respondents interviewed 88,64% have access to PCs. About 64% followed the lecture method to teach, 12% used only instructional technology while a majority (72%) used a hybrid mix of both methods.

In spite of 62% respondents having access to instructional technology tools, it was found that most of the respondents did not prefer using the various information and communication technology tools for the purpose of teaching. Internet and databases are the most preferred information technology tools used as teaching aids.
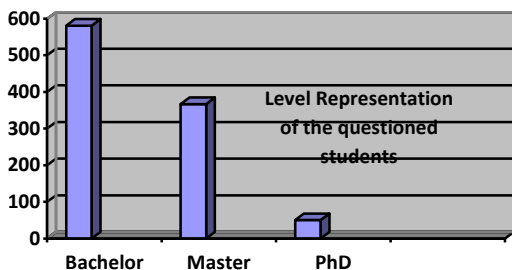

Figure 1. Level representation of the questioned students

The Academy of Economic Studies of Bucharest is promoting the reform of the education system based on the institutional strategic plan, applying the recommendations of the Bologna Process along several action lines. The Academy of Economic Studies of Bucharest has reorganized the studies offered according to the following system: 3 years (Bachelor's degree in Economics - 180 credits) +2 years (scientific Master's degree - 120 credits) + 3 years (PhD's degree).

I find it necessary to include in our research a balanced number of students at each level depending on the overall representation of each level.

Figure 2. Graphical representation of the target group by gender

The group surveyed in the present research is representative for the students and teachers from the Academy of Economic Studies. In the graphical representation above, is observed the predominant feminine population of students. We observed a greater openness regarding their involvement in research and hence to a conclusion one can draw on their concerns regarding the future educational environment.

Population of students from the Academy of Economic Studies of Bucharest is represented to a greater extent in the feminine. Academics structure is similar to representation by gender, even though this may seem somewhat surprising and contradicts academic studies according to which the prevailing male teachers. The Academy of Economic Studies of Bucharest institution has now 10 faculties, over 49000 students and course attendants; 35500 - graduation cycle, 9400 - master programs, 2500 - PhD enrolled, over 1600 in academic schools and post-graduation courses and 2000 didactic staff and technical and administrative personnel. It is interesting to observe that I have not noticed any change in preferences in terms of favorites and prevailing Web 2.0 technology used by students, regardless of their study. In

other words captured percentages are similar in their case. The table below realized that students put more emphasis on elements of communication (such as Facebook or Twitter for example) at the expense blogosphere is not so much publicized.

Table 1. Percentage representation of using Web 2.0 technology in the Academy of Economic Studies

Facebook	Hi5	MySpace	Flickr	Twitter
96%	3%	1,3%	26,33%	49,36%
Youtube	LinkedIn		Blogs	Wikis
93,66%`	48,12%		28,74%	62,98%

But I think that this situation can be variable as students evolve and their concerns will change as will be included in the labor market. It is a hypothesis that can be validated in time and think it can be registered the transfer of their interest beyond the strict socialization plan as shown in the table above, the more professional areas.

Given that students are more flexible program than those who are already involved in the workforce, they use more Web 2.0 technology and this was noticed even aspect research front, as shown in the table below.

Table 2. Percentage of using the Web 2.0 technology

Daily	Weekly	Monthly	Yearly
78,56%	21,24%	1,12%	0,78%

Even if the factor that mediates access and use Web 2.0 communications technology was considered as a contributing factor but also as a barrier by its absence or reduced performance due to capacity limits, we observed that most of the respondents possess or have accessed the technology needed to access Web 2.0.

Table 3. How do they access Web 2.0?

Home	University library	Mobile device	Public places	Other
86,23%	18,66%	68,12%	44,18%	12,33%

Frequently to access your home Web 2.0 technology, followed by mobile instruments which demonstrates their desire and interest to be proactive in communication and their need to always have current information.

Even if we saw this huge concern in terms of both internal and external communication, the classical communication, face to face, is still present and predominantly demonstrating

classic validation still need the access information directly and immediately to the sender.

Table 4. How do you communicate with the professors/students?

Classic communication	Through the Secretary office	Via e-mail	Using Web 2.0 technology
68,66%	43,65%	32,46%	28,19%

There are some arguments in favor of this indicator as it really results in pedagogical and psychological theories. Need a mentor and closer to its representation as a model but an indicator of content validity of the information transmitted is a desire to support classical maintains communication with the teacher. Involvement in classical communication is evident in students from rural areas (78.24%) than those in urban areas (44.36%) who developed a much more dynamic and technologies that are anchored in economic terms time.

It is interesting to note that contradictory or even according to which initial information is taken from the virtual, they are validated (checked) by subsequent users in traditional fashion by appealing to the direct relationship with the sender information.

Psychologically this approach illustrates a greater confidence in the validity of information provided directly by the transmitter, so there is some "spillover" of confidence, personality assimilated transmitter.

Of course all these iterations are a natural barrier to keep in mind and access to technology. For efficiency and to maintain a high level of trust in communication mediated through technology, Web 2.0 is required to constantly update the content but also aspects of photography. Otherwise, interest and confidence in these ways tends to diminish because then it will be replaced with the classical model of communication. Even if Web 2.0 is required quickly, it also implies costs and efforts. Universities are concerned about this and take into consideration long-term profit gain image as well as educational performance. Last but not least academic prestige may be influenced in a positive exposure and

transmission of messages to the academic community but also to society. Opening of this is academic and an effective method of communication that aims to attract prospective students by providing educational offer and job prospects but that may be after graduation.

Regarding teachers addressed, most have expressed interest in using Web 2.0 technology to communicate information characterized by a professional character, immediately followed by social environments. They feel open to students and community as absolutely necessary and welcome Web 2.0 technology. There are also teachers (17.3%) who continue to use a classic model of communication closed but not allow them greater visibility in the community. Even in the election management functions, candidates are communicated effectively and permanently active community through Web 2.0 technology.

Interestingly it was found that in spite of the faculty members feeling that the use of instructional technology tools was beneficial for students, there was found to be no significant relationship between the pedagogy followed and perceived usefulness of instructional technology tools. The survey revealed that new age technology teaching was partly intimidating. A large population found it easier to prepare lectures on transparencies rather than use the computer. Most of them also felt that instructional technology was highly training intensive and they needed guidance for using instructional technology as a teaching Aid. Many faculty members felt that given a choice they would still prefer to use the lecture method for effective instruction in class. But on a positive note they also felt that they had more time to devote to intellectual enhancements as instructional technology has resulted in saving time for the respondents. Only a small percentage believed that instructional technology was more easily adopted by faculty who had IT/Engineering background.

A very large population was of the strong belief that effectiveness of the lectures is still person oriented and not technology oriented, given the flux of technology enabled teaching environment in the country today. An overwhelming majority felt that instructional technology enhanced their global orientation as it exposed the faculty to the best practices in the rest of the world.

Advanced methods of research are necessary for the completion of most university courses, and learners are displaying a range of different research behaviors beyond the typical uses of Wikipedia and Google, each harnessing the Internet in different ways. Such individualized methods of keeping ahead with research have the potential, in theory, to constitute the kinds of skill that might eventually appeal to future employers. University learners also express a heavier reliance on learning platforms than their post-16 counterparts, as well as developing more advanced methods of collaboration and knowledge sharing with peers. Thus university learners can be seen as often developing significantly in their technology practices beyond what is typical for students in post-16 education, in terms of using technology for research, academic work, and social collaboration. In addition there are the differences in technology use between those studying for academic or creative based courses: whilst those studying for academic degrees in both types of university used the computer more intensively for activities related to their course or college and balanced these with social networking (particularly Facebook) and hobbies, the majority of those studying for creative degrees often also displayed an intensive use of technology (although as previously noted, this was not always welcomed), integrating this use into their own personal enjoyment practices, and blending this with part-time employment.

Thus as particularly was the case with a number of the new university learners, a blurring of boundaries between required study, entertainment and work can be seen to emerge.

These new universities also seem to be encouraging learners to promote their work online via the upkeep of blogs (as part of a Personal Development Program). Whilst encouraged to carry this out online due to the enormous potential for publication, learners are given the option to formulate a blog on paper. Importantly, the university is also touching

upon the laws of copyright by allowing such personal blogs to be printed online.

4 Solutions and Recommendations

Research studies have shown important leadership role in implementing educational media technology in them (Costello, 1997; Tooms, Acomb & McGlothlin, 2004). Other studies have discussed how teachers in leadership positions have influenced the use of technology in education (Gold, 2004, Riedl et al, 1998.).

Web based seminar (webinar) is the next step as we believe at this time. We believe that such can be depended upon as a more effective communication for and impact, but there is a limit in terms of control and access to this information while it is technologically mediated, any malfunctions can occur and therefore may be lost stages educational process. Image of the teacher is changing and as a result of the nonteaching staff of the act. Last but not least, even if initially it may seem a more economical time for the teacher, feedback may require a much larger temporal involvement on his part later. Thus, to avoid this limitation, is the message needed clarity and logic of ideas discussed.

Web 2.0 technologies are attractive, allowing student greater independence and autonomy, greater collaboration, and increased teaching efficiency. Teaching evolution is essentially the desire to meet the educational needs of the community. It is obvious that individual's access to technology and adaptation requires intelligent educational system in this respect. It is important need to allow communication with the educational community communication model for a perfect purpose.

For this reason we support a more efficient communication, rethinking how it is used today. It is very important to educate our professionals in education how to assess material that may be collectively created and that is often open to ongoing change; the choice of types of systems for institutional use; whether it is best to host the services within the university or make use of externally hosted services elsewhere; integration with institutional systems;

accessibility; visibility and privacy; data ownership; control over content; longevity of data; data preservation; information literacy; and staff and student training

A solution for developing Web 2.0 technology use in the Academy of Economic Studies of Bucharest, I believe that lays a few steps. First requires a larger awareness of the role of Web 2.0 technology. Later training is required of specialists to assist them later for anyone wishing to use this technology and will work especially as some advice in this field of technology.

5 Future research directions

Future research directions up this and several training workshops for professionals in education are needed. Future studies performed while workshops are recommended to evaluate the ability of teachers to use and evaluate different technologies.

When teachers are aware of and made of and use of technology in education applicability, they can help facilitate incorporation into the curriculum. A positive attitude from management education can have a positive impact on technology use in practice at the school.

Discuss future and emerging trends. Provide insight about the future of the book's theme from the perspective of the chapter focus. Viability of a paradigm, model, implementation issues of proposed programs, etc. may be included in this section. If appropriate, suggest future research opportunities within the domain of the topic.

Many exciting applications of information technology in classrooms validate that new technology based models of teaching and learning have the power to dramatically improve educational outcomes. But, classroom computers that are acquired as panaceas end up as doorstops. Unless other simultaneous innovations in pedagogy, curriculum, assessment, and school organization are coupled to the usage of instructional technology, the time and effort expended on reinforces many educators' cynicism about fads based on magical machines. To further the study, it is

imperative to further research into whether teachers who use technology are smartly predisposed to democratic, collaborative, problem based pedagogy, or does technology bring these behaviors into the classroom? Does improved student learning occur only when technology is introduced along with different teaching practices? What teaching practices are best suited to maximizing the potential of technology to improve student learning?

6 Conclusions

Most experts in organization, management and leadership states that effective communication is based on effectiveness in any organization. They say there can be too much communication. Some leaders misinterpret the communication to be the same as bureaucracy, therefore, the aversion to a high degree of communication. As leaders and managers mature, they realize the need to send and receive information and efforts on effective communication (both internal and external) increase substantially.

In conclusion, we believe that social media is a shift from technology-based perspective from which social anthropologist Anna Kirah would call a people-centered approach to technology and we need to address technological phenomenon in a matter disciplinary. It is admired as individuals regardless of age tend to align in terms of educational, using each other through existing technologies and how they are adapted to support organizational goals and in particular the university. I argue in this article that the interaction of internal and external communication and must be viewed together in a strategic manner and even more importantly, communication in the virtual environment via Web 2.0 technology to become an ongoing concern at any educational organizations, performance oriented. Workplace, including disciplinary is also innovation in the Gregory Bateson, a difference that makes a difference, in other words, any investment in technology and human resource long-term success. Today we live in an era marked by the development of powerful computer technology and allow the

use of effective communication and relationship information as quick as it is desirable to be communicated. We recognize that there are obvious limits to the information system level, many of which are due and as a result of too much volume to be controlled or hierarchical in terms of truth value or uniqueness.

Universities have had to address a wide variety of issues in implementing their systems. These issues, which require decisions by institutions, include:
• Whether to host systems themselves, or rely on externally (commercially) hosted systems taking in consideration both security and financial issues.
• What types of tools to implement in order to improve the actual educational context (Wikis, blogs, e-portfolios, social bookmarking etc.).
• Whether to put the tools to make them more generally available.
• The level of visibility to the outside world, and in particular how to allow / enable people from outside the university to contribute and to find future prospective markets to address too.
• How to monitor the systems for inappropriate and offensive use, and deal with such use and also to prevent the system for being corrupted.
• How to encourage uptake and use knowing the specific of the actual market and users.
• Whether to automatically enroll all members of the University or do it by request regarding their own interest even if this way they might lose the ones that don't know much about this technology yet.
• Whether to make activities student or staff led or to find a bridge of collaboration for them.
• How the use of Web 2.0 tools will affect learning and teaching and how this will improve or not the actual communication.

Web 2.0 will continue to have profound implications for students and teachers in formal, informal, work-based and lifelong learning as well as outside educational activities organized and focused. Web 2.0 will affect how universities go about the business of education, learning, teaching and assessment, through contact with school

communities, widening participation, interfacing with industry, and maintaining contact with alumni as well as very much in terms of relationship with other universities but not least will contribute significantly to the image of the university community.

The learners' experiences and views on the role of technologies in their lives without exception consider that they represent an integral and necessary means of achieving success in education, and will prove to be essential aspects of their working lives. As indicated in the Introduction, not all share an equal level of enthusiasm for placing their uses of digital technologies or the Internet at the centre of their lives, and not all wish to achieve the levels of skill or sophistication that supposedly mark out the "digital native" stereotype. But all students, whether in post-16 education or higher education, use office suite software and the Internet as a matter of course in their work, and expect to do so in their future jobs.

As they advance into higher education, a considerable proportion integrates the use of specialist software into their studies, whether studying in traditional or post-1992 universities. It tended to be the case, though, that those studying for more traditional kinds of subject, in traditional universities especially, tended to hold digital technologies at a slight distance, recognizing that their academic credibility did to some extent require that they continued to acknowledge the primacy of traditional modes of study. This was not the case for many of those studying vocational subjects in the post-1992 universities especially, who were more likely to embrace digital technologies both as a means to achieving their goals in terms of study and future employment, and as embodying a core element of expertise within their areas of interest.

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