

# Beyond “Google-Search”. Students’ Uses and Gratifications of the Internet within Learning Activities

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**Abstract:** *This research study aims to analyze students’ Internet use within the learning activities in one of the Romanian state universities. There is evidence that Internet has overcome television in several areas, including the entertainment one. Taking into consideration these facts and previous researches on Internet impact, our research focuses on the way that Internet is used as a learning tool. Is the teacher the main promoter for the Internet use to learn? Does the teacher have the necessary competencies to recommend and to tutor the student in his individual learning activities? How the student’s efforts are appreciated when using Internet in the learning process? The research focused on the student’s perception of the teacher’s competencies, especially on the communication and media ones. What are the classes that are perceived by the student as indispensable for the use of the Internet and the new media? How is the teacher representing his/her own didactic activity when using the Internet? Finally, we analyze whether the students recognize the plagiarism in the on-line resources they are using. The main hypotheses is that due to the low level of teacher’s control on the students’ individual activity, it results a high use of the plagiarism in the students’ activities of learning and of studying. What are potential causes of the students’ plagiarism? How is the plagiarism perceived and evaluated by the teachers?*

**Keywords:** students’ Internet use; plagiarism; media impact; learning process.

**Cuvinte-cheie:** utilizarea Internetului de către studenți; plagiat; impactul media; proces de învățare.

## Introduction

Beside family, school, church, cultural institutions (museums, culture centres, etc.) or associative structures, mass-media represents one of the most important education factors (Rotaru, 2008). Furthermore, media represents a true social institution offering models that are alternatives to the classic ones (Silverblatt, 2004). This is even more obvious when we talk about, and live in an informational society, where the mass information and communication media have reached considerable progress. The great variety of these media (from the written media – books, newspapers, journals – to the electronic ones – the computer) require certain utilisation

skills, on the one hand, and certain conducts of self-defence content use, on the other hand. The purpose of these media is to influence, to attract and to grow media consumption. The effects of the use of mass communication media were declared noxious in an entire series of research for many times (for example, the theory of the “magic bullet”, the representatives of the Frankfurt School, etc.). The functionalist “Uses and Gratification” theory changes the perspective: the question is not what media are doing to individuals, but what the individual can do with the medium (Drăgan, 1996, 179). The media use becomes an act of perception according to the individual needs and necessities; it fulfils certain tasks for each individual, and the media is used according to their function. All these perspec-

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tives were *in se* measure of their time, as they coincided with the scientific development and research on communication.

There are numerous studies and researches focused on the media consumption among the youth, especially the Internet. In the European Union, cross-border researches were conducted regarding these topics (Livingstone et al., 2010). Social media have also encountered an increasing number of users (Horizon Report, 2014) that are mapping the new cyberspace social relations which are developing new types of community (Boyd, 2014; Rotaru, 2010): virtual communities.

The Romanian researchers have joined these debates and taken initiatives. In the last ten years, they have shown a constant preoccupation in this respect. Such a study on the impact of the media use in education highlighted the fact that the Internet ranges first among the media used by pupils (aged between 11 and 16) for the purpose of learning new things, acquiring knowledge, but also as evasion or spare time activity (Active Watch: The Use of Media in Education – Romanian Report, 2009).

One of the topics stirring a major interest was related to an X-ray of the media consumption, an analysis of the weight of the communication media used, in the context of media violence (Drăgan et al., 2009; Drăgan et al., 2008). Moreover, some investigations were focused on the study of the media impact upon the youth, especially upon children and pupils (Bunescu and Negreanu, 2005; Rotaru, 2010). Other orientations referred to the introduction of an optional topic entitled “Mass media competency” in the curriculum of Social Sciences, in the 12<sup>th</sup> grade of high school, in some high schools of the country (Toma et al., 2004). Recent studies have also analyzed the students’ social interactions within the virtual space during the period of student years, in a comparative and quantitative manner (Nadolu and Nadolu, 2013).

### **Analytical framework**

Our research presents a quantitative survey conducted in a Romanian state university regard-

ing the use of the Internet by the students in their learning activities. It is no longer a debate that the media pressure on the youth is overwhelming, uncontrolled and constant. It is a proven reality that the Internet, as a mass communication medium, has replaced television in terms of consumption and credibility (Rotaru, 2010). It is used as one of the most important entertainment means among young people. In this context, the investigation aimed at finding to what extent the Internet is used as learning medium, as support for the didactic activity. The first direction of research was oriented towards the use of the Internet in the learning activity, as support for the training-educational process. In this analysis context, we monitored the degree in which students admit to plagiarism from on-line sources, starting from the hypothesis that a teacher’s low control degree leads to an increased use of plagiarism in the learning activity and in completing learning tasks. What are the causes of plagiarism? How is plagiarism perceived by teachers? We investigated if this practice exists in close connection with the degree of Internet use, or if it is triggered by a lack of control/competency from the part of the teacher.

Consequently, we asked some further questions regarding the teacher’s role in this process: is the teacher a promoter of the Internet use? Does he possess the necessary competencies to recommend it for individual study? How are the students’ efforts appreciated when they use this medium? One of the research hypotheses was that the teacher plays a determining part in the students’ scientific guidance regarding the Internet use in the learning activity. In the relation between the teacher and the “*copy-paste*” phenomenon, we think there are much more profound causes than the superficial interpretations of blaming students when it comes to the use of technology or Internet. Starting from these interrogative directions, the research was also focused on the students’ perception about the teacher’s competencies, especially the communication and media skills, by the use of the new information and communication technologies. In this respect, what are the subjects the students

perceive as indispensable in the Internet use? How do they represent their own learning activity related to the use of Internet?

Plagiarism represents one of the main temptations of youth in accomplishing their didactic tasks. The causes leading to this form of fraud are manifold, ranging from causes related to the young persons' cognitive maturity and critical thinking to those related to the teacher's professional competency and professional ethics (Alde-man and Green, 2011). Some causes are found in the youth's poor awareness of the modality and forms of quotation, the lack of protection of intellectual goods from the part of diverse authors, in the multitude of information (so called "the informational paradox", Dobrescu and Bârgăoanu, 2003, 100), ideas and "goods" circulating freely on the Internet, that are part of the usefulness and charm of virtual communication. The "copy-paste" phenomenon has invaded the educational space in these past years, along with the informatisation of the educational system. It is a practice used by young people of all ages, learnt from the first steps in the use of Internet and social media (Boyd, 2014). The easy reproduction of the digital content, by free downloads or other modalities, led to the multiplication of the *electronic plagiarism*. It represents one of the most complex pathologies of virtual communication. Most training programmes lay stress upon creativity and originality. But where is the frontier between being creative and using a source of inspiration without mentioning it? The answer is found in the sphere of plagiarism. The harsh sanctions, under the form of exclusion from the system, are only punctual measures that do not lead to the resolving of the deeds or the comprehension of the operation mode. The repetition of the deed is very likely. The problem is ensuring an optimum of creativity through the correct clarification of the operation mechanisms (of 'copy-paste'), through the training and exercise of professional and communicational competencies (both for the youth – student and the adult – teacher). We think that certain measures, such as the use of "anti-plagiarism" software in universities, are only superficial measures meant to

cope with the phenomenon. The problem should be treated on a more profound level that must consider the context determining the student to resort to this form of learning task fulfilment and to the forms of fraud through plagiarism: compilation of texts, incorrect citing, copying the entire text, lack of ethical principles, lack of control – the quality of the assessment process. We consider that through (electronic) media education we can identify an intervention space for an educational mediation (Parola and Ranieri, 2010), regarding a critical and creative use of the Internet for all the categories of stakeholders in the educational space.

The research aimed at conducting an investigation regarding the use of the Internet in the students' learning activity.

The research referred to the following main *objectives*:

O1 – to identify the main uses of the Internet in the students' learning activity;

O2 – to identify the students' perception about the usefulness of the Internet in the learning activity (perception of their own activity and of the teachers' competence of using the Internet as a didactic instrument);

O3 – to identify the students' degree to accept plagiarism ("copy-paste") as educational practice triggered by certain contexts.

## **Presentation of the research methodology**

The main *research technique* was the questionnaire. In the pre-testing phase, a semi-structured interview was applied to a random sample of 20 students enrolled in different specialisations at the University "Eftimie Murgu" of Reșița, in order to identify and establishing the main series of indicators and variables of research, respectively. The final instrument was elaborated with a number of 14 items containing mixed and pre-coded questions. The questionnaire consisted of three levels of indicators: introductory questions (see *the uses of the Internet – generalities* – 5 questions), students' perception of the Internet use within the learning activities (see *the In-*

*ternet in the learning activities* – 6 questions), the students' perception of the teacher/professor competency of using the Internet as a didactic instrument (3 questions), and identification data of the respondents (speciality, year of study, age and gender). The structure of the questionnaire was elaborated based on the close type of questions, in order to facilitate the answers. There were only two open questions where the students were asked to freely enunciate the risks/difficulties they confronted on the Internet and, secondly, the subjects they consider most appropriate for using the Internet within the learning process. In view of a good deployment of the research, the respondents were assured about the anonymity of their answers, and about the importance of their sincere answers in the analysis of the problem under scrutiny. The questionnaire was applied by using the self-administration method to a random sample of 75 students majoring in three specialisations within the Reșița University: social sciences, economics and engineering, in the 1<sup>st</sup> cycle, i.e. bachelor studies. This sample was divided in three categories of 25 students of all three major specialisations. The sampling process was conducted during the courses of Communication (the 1<sup>st</sup> and the 3<sup>rd</sup> year of bachelor studies). The Communication course is an optional course that the students of all the University's specialisations enlist freely. The type of self-administration of the survey was 'written' and it was applied for 10 to 15 minutes during the course activity. The researcher was available for any information needed to fulfil the task. We chose this category of students as their average age fell within the young population. The average age was 21. The research investigation was performed in the period February – May 2013. The final questionnaire was applied during April and May, before the students' exams periods and other types of evaluation.

### **Presentation of results and interpretation of research**

Starting from the main objective of the re-

search, the results are the following, according to the respective level of indicators:

1. *The use of the Internet – generalities*: the degree of interest for this communication medium; frequency of use; main activities on-line; *locations* of use; persons who determined the use of the Internet.

2. *The Internet in the learning activity*: perception of the Internet usefulness in the learning activity; main activities and subjects of study with formal educational character involving the use of the Internet; the frequency of the didactic learning tasks leading to the use of the Internet; the main difficulties encountered in the use of the Internet in the learning activity; acceptance of the use of the "copy-paste" command and the context activating it; the perception of the personal assessment of school success resulting from the use of the Internet in the learning activity.

3. *Students' perception about the teacher's Internet use competencies in his didactic activity*: frequency of the main didactic activities the teacher performs with the help of the Internet; perception of teachers' appreciation degree about the student's activity when the latter use the Internet in its learning activity.

### ***The use of the Internet – generalities***

Numerous studies and investigations proved an increased interest of the youth of all ages for the Internet (Turkle, 2008; Livingstone et al., 2010; Wang et al., 2008). The results of the present investigation also confirm the high interest of young people, in this case being over 80% of students which use the Internet as communication medium. Students use the Internet more than two hours each day in proportion of over 58% of the interviewed persons, and the lower percentages are encountered among the students majoring in social sciences (only 20%). The most important activities students carry on online are: documentation (40% – social sciences, 68% – engineering) and socialisation (32% – social sciences, 16% – engineering, 40% – economics). Most students use the Internet from home (over

73%), from school (generic name for the training location) registering an average of values of 4%. This shows the students' preference for the on-line activities in the family environment, from home, where there are better comfort facilities. Moreover, a possible explanation could be that in the educational institution there is no free wireless network and the only place where students can have free access to the Internet is the library. Furthermore, most of the interviewed students do not have portable facilities of Internet access (laptops, tablets, mobile phones), only 8% of them possess such hardware.

Moreover, over 82% of the persons interviewed mentioned they used the Internet in their learning activity out of their own initiative and not urged by teachers or parents (insignificant answers were recorded). These results are in line with the theory of *self-service* education (Moeglin, 2003) under the circumstances imposed by the development of new technologies and of the "pedagogy of the cultural industries". Some students declare they were guided by friends also, which can be explained by the traits specific to the psychological age (when parents' and teachers' authority is diminished, compared to that of friends).

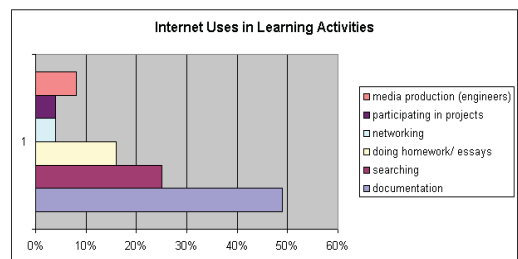
This group of indicators aimed at orienting the study vis-à-vis the problem under investigation and at establishing the core theme of the research: the use of the Internet in the learning activity.

### ***The Internet within the learning activity***

The second set of indicators started with an item referring to the personal perception of the Internet use utility in the learning activity. We used a close question, with pre-coded answers. The students from all specialisations considered the Internet to be useful in their learning activity (over 70%). The main activities with educational character they carry on with the help of the Internet are documentation (as action guided by teachers) – 49%; search for information on a new topic (own initiative) – 25%; doing homework/elaboration of reports – 16%. The graphic plot-

ting of the results can be seen in *Figure 1*. As it may be observed in this figure, we underlined that the only students that use the Internet in creative, originally manner are the ones from Engineering. This fact may be explained by their exercised competency in using new technologies, including the Internet, even if it is not a very high score registered (only 8%). As indicated above, it is our opinion that activities oriented on documentation more than those oriented on creation are more likely to conduct to plagiarism.

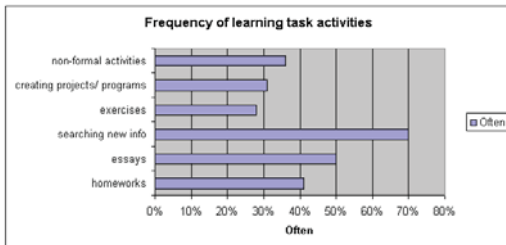
Among other activities carried on by students, with lower and variable percentages from one major to the next, we may list networking, educational forums in a certain field of interest – 4%, elaboration of projects/programmes – 4% (only for the social sciences majors); production of own creations (for instance, the creation of the personal site/blog, the realisation of a programme, the web presentation of the university/faculty, editing of an on-line journal or newspaper, etc.) – 8% (only for the engineering majors).



**Figure 1:** *Internet Uses in Learning Activities*

From the viewpoint of the frequency of accomplishment of didactic tasks in the students' learning activity involving the use of the Internet, the results show that among the most frequent tasks we find the following situation, on the average, among the students from the three majors: activities with character of analysis and documentation (homework – 41%, essays – 50%, search for new information – 70%); activities with applied-creative character (practising competencies/programmes learnt in school – 28%, realisation of projects/programmes – 31%, non-formal activities/tasks – 36%). These re-

sults are detailed graphically in *Figure 2*. The questionnaire's question was elaborated using a three step scale ('rarely', 'sometimes' and 'often'). In the figure mentioned are presented only the results that have been registered as often activities by the students from all three major specialities, in order to have a clear representation. The weight of the activities with applied-creative character is much lower among the students majoring in social sciences, recording similar percentages among the economics and engineering students. We consider that this can be explained by the much more applied character of the subjects from the curricula, unlike those from the specialisations afferent to social sciences, where there are preponderantly theoretic subjects. However, the analytical-documentary activities occupy a core place in the students' learning activities, which we can consider an explanatory variable of the "copy-paste" activities in the performance of their learning tasks.



**Figure 2:** *Frequency of the learning task activities*

In the classification of the learning activities with analytic-documentation character and applied-creative character, we had in mind the study conducted in the field of media literacy (Hobbs, 2004) and the programmes of training in media literacy (DeBenedittis, 2003; Rotaru, 2010).

Among the subjects considered to be the most appropriate for the use of the Internet, the economics students list 'informatics' – 48% of the answers; the engineering students think these are 'physics' and 'chemistry' – 24%; and for the students majoring in social sciences, the answers fell within a range with slight variations, but the

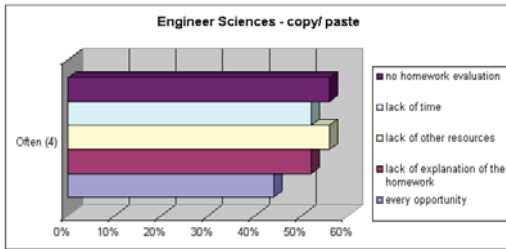
highest percentage of answers were represented by 'foreign languages' and 'psychology' – 20%. This item was elaborated as an open question.

Among the difficulties/risks freely enounced by students, those related to the quality and lack of information on the Internet were the most frequently mentioned by the respondents of all majors. There were no significant differences among specialisations. Moreover, students also listed the documents download speed, the lack of dedicated software, the issues related to the written communication (expression, grammar). Not the plagiarism was enlisted as a risky activity on the Internet, nor the copyright issue was mentioned by the students of all three major specialisations. From this point of view, we observe a lack of the Internet culture preoccupation, in the sense of exercising the Internet ethics.

As for the acceptance of the "copy-paste" activity, the respondents were asked to allot scores from 1 to 5 (where 1 is never and 5 is always) to a menu of contexts/causes that would trigger the plagiarism activity in the accomplishment of the work tasks assigned by teachers. The context menu that the students had to marked is: "whenever I have the opportunity"; "when I do not understand the to do homework"; "when I do not have access to other resources"; "when I do not have enough time"; "when I know that the homework is not checked". We resorted to this type of scale as we intended to avoid the reaction of prestige, the fact that the "copy-paste" activity is real, was proved in the pilot interview in the pre-testing stage of the research, on the basis of the researcher's didactic experience and also by the answers previously registered in the questionnaire. Furthermore, the use of a 5-step scale offered the respondents the possibility to choose the answer appropriate to the situation applying to them. For a better understanding, we decided to present separately the significant results for each specialisation.

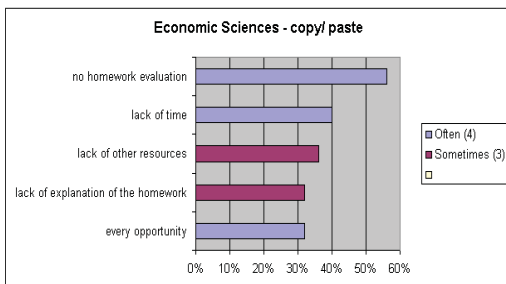
The results are the following: the students majoring in engineering (*Figure 3*) use the "copy-paste" command often (score 4), whenever they have the opportunity, in proportion of 44%; when they do not understand the assignment to solve –

52%; when they have no other resources besides the on-line ones – 56%; when they do not have time – 52%, and when they are aware that the homework is not checked by the teacher – 56%. The lack of teacher control and the lack of resources appear to be the principal causes for the use of the „*copy-paste*” command by the students in Engineering. The other possible causes did not registered high scores (5 – always) or 1 (never).



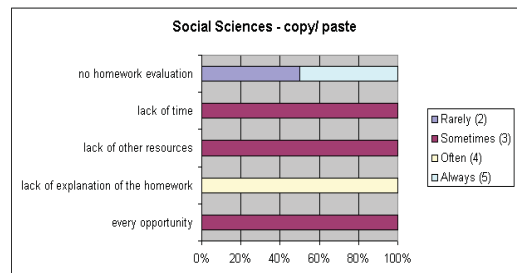
**Figure 3:** Engineering majors and the „*copy-paste*” command

The students majoring in Economics – *Figure 4* – also use the “*copy-paste*” command often (score 4) whenever they have the opportunity in proportion of 32%; when they do not have time – 40% and when they know that the assignment is not verified by the teacher – 56%. When they do not understand the homework to solve and do not have other resources, they declared a balance (score 3) of frequency in the use of plagiarism – 32%, and 36% respectively. As it may be observed, the lack of teacher’s control in students’ learning activities may explain the students’ plagiarism. Also, the students of Economics did not marked the extreme scores of the scale (1– never) or (5 – always) for the causes of using “*copy-paste*” command.



**Figure 4:** Economics majors and the “*copy-paste*” command

A different situation was recorded from the answers of the students majoring in Social sciences – *Figure 5*. They declared that when the homework is not verified, they always resort to the “*copy-paste*” command (score 5 – always) – 20%, and the same percentage is recorded also for the score 2 (very rarely). This answer indicates a polarisation of the students in the two types of manifestations due to the socio-psychological characteristics of the respondents. Furthermore, the recorded scores show a balance given by the high number of answers for the median area (score 3), and also for the relatively equal percentage, insignificant, distributed along the entire scale. The students majoring in social sciences granted the highest percentages for the score 3 (sometimes) when they have the opportunity – 20%; when the resources are absent – 20% and when they do not have time – 20%. The score 4 (often) was given only when they did not understand the homework – 20%.



**Figure 5:** Social Sciences majors and the “*copy-paste*” command

We mention that the percentage of non-responses was under 2% of the total sample of students. These results make us consider that this pathologic form of accomplishing didactic tasks is manifested frequently and it is admitted as such by the students, irrespective of the type of didactic activities and the frequency of Internet use. The main result indicates that the most important role in fighting against this pathology has the teacher. If we correlate the students’ answers, we may observe that the teacher’s profile is clearly determined, and it does not matter his/her speciality. We argue furthermore that is a duty above a competency, a duty that involves ethics and general human values.

This fact can be caused also by the professional competency of the teacher, the professional ethics and the relation teacher – student in the process of fulfilling the learning tasks.

### ***The students' perception about the teacher's Internet use competency in the didactic activity***

The students from all specialisations in the sample perceive the teacher as a frequent user of the Internet in his diverse didactic activity. This indicates a certain informational and technological competency of the teacher. The teachers uses the Internet often in the following situations: bibliographic resources, with references – 57%; additional documentation – 50%; elaboration of homework, reports, projects, designs – 46%; presentation of the courses of lectures – 38%; accomplishment of assignments in non-formal activities – 36%. Only in the presentation of educational software we recorded a moderate use, of 40%, as an average of all answers.

Furthermore, 42% of the students declared that the teachers appreciate their activity very much when they use on-line resources or educational software in the fulfilment of their learning tasks. We consider that these answers could be significantly correlated with the use of the “*copy-paste*” command as the positive feed-back provided by the teacher, combined with the admitted plagiarism activity of students raise serious questions related to the role of the teacher in the training-educational process, the professional competency and the possible “informational paradox” he may exhibit. This is, thus, one direction of analysis triggered by these results. Such hypotheses can be verified by ulterior researches.

### **Conclusions**

From the methodological point of view, the research presents certain limits, due to the local context, the subjects sample and the complex correlations among different variables. The purpose of the research was only to open this line of research in a Romanian state university, in the

context of intense debates on the topic of plagiarism when it comes to ensuring quality in the Romanian higher education. From the perspective of the sample size, the research is exhaustive and it has an exploratory character. Further investigations may open new directions of analysis by interpreting the correlations among certain independent variables and the use of the Internet in the learning process both locally, in the education institutions, and globally, on a macro level. A possible analyze may connect the use of social media as a mean of communication and feed-back between student and professor, in order to prevent and combat the plagiarism behaviour; the impact of LMSs (Learning Management Systems): Blackboard, Moodle, Click2Learn etc., preventing the *online plagiarism* and encouraging student's honesty (Richards, Busch and Germanou, 2011). We consider that a refined research is needed next, in order to investigate the student's use and access to these learning systems. Our research addressed the investigation to the traditional classroom environment which is most common for the learning process within the university courses.

From the epistemic viewpoint, the originality of research resided in the initiation of an investigation about the issues of plagiarism as a negative consequence of the inappropriate use of the Internet in the student's learning activity. The UG communication theory was used as a corner stone, a ground theory. Of course, the problem of plagiarism may be discussed from other theoretical perspectives: the behavioural ones, the socio-constructivist ones, or the game theory perspective. The research, however, raises some question regarding the necessity of the teacher's media competency. The dangers the student is exposed to due to the poor exercise of youth competencies regard, first of all, the scarcity of the means and procedures of performing self-assessment and sufficiently fine and accurate evaluation of personal necessities; second, the necessity of a hyper-knowledge for the identification of the necessary resources (it is necessary to provide at least general orientation frames, and this role is preponderantly assigned to the teacher); and also the loss of motivation and

interest for learning, in the context of the teacher's "replacement" by the new technologies or over saturation, in the context of the excess of media and informational consumption.

The issue of media literacy and especially of media pedagogy also describes the deepening of the comprehension of reading, watching and accessing different media sources in a critical and accurate manner. The need for media literacy is also an acknowledgement of the development of new media and their impact on daily life. The process of literacy is composed, on the one hand, by a necessary "catching up" for the great majority of the adult population who do not possess minimum competencies for using such technologies, and on the other hand by the initial education of the youth in the field of the aptitudes of reception, selection, assessment, etc. of the media content. I consider such an endeavour, beyond the mere literacy acquisition, only a first stage, falling within the vast range of media pedagogy (Rotaru, 2010).

Plagiarism, under all its forms, is admitted by the students as being used in the learning activity. The recent researches have underlined that plagiarism is a phenomenon that affected most of the students' careers more than once (Gibson and Blackwell, 2011). The fact that it exists as such, irrespective of the frequency, form and degree of use, represents a line of the education system reform, both individually, and institutionally. It requires ampler intervention strategies, and, at the same time, focused on concrete situations. We think that the positive reforming vision may trigger more efficient results in the long run, so that it can reach the creative dimension of the human nature. In the Romanian National Higher Education System there are 56 state universities and 37 private ones that are fully recognized by the National Ministry of Education. At least as a declarative level (internal rules and regulation) most of them declare openly their fight against plagiarism, especially against the scientific plagiarism of its professors. There are some anti-plagiarism software implemented in order to verify the students' final thesis, but the soft is not always implemented properly due to several causes: it is not always mandatory for teachers and students;

it is expensive as there are checked only some of the free information that is available online; there is a lack of informational competency of both teachers and students; and nonetheless, the lack of will. The Romanian Quality Assurance Agency for Higher Education has suggested some criteria of preventing the plagiarism, but such an issue is superficially taking into account when one faculty specialty or university is being reanalyzed, once of three or five years, from the perspective of the quality of its study programmes. The system may be characterized by an avoiding strategy from one public institution to another, when plagiarism occurs. There must be initiated further studies, in order to picture the depth and the reality of the plagiarism as a behaviour (individually), or as a phenomenon (social perspective) that characterizes the Romanian Higher Education Area.

For that reason, in the context of contemporary society, I consider that it is necessary for the educational system to train and develop teachers' media competency. I suggest that the problem may be confronted at an individual level, as the plagiarism takes place in the class or within the learning process. It is an individual choice that has personal causes, first of all. Furthermore, the active acquiring and use of media (Internet and social media), efficiently in the training-educational process and in non-formal education, may constitute an important indicator of the teachers' professional performance. In my opinion, the training and exercise of media competency represents a thorough answer given by school to the challenge of the new media and the (to the) influences of the excessive media consumption on the young generation. School, as a factor of major importance in socialisation, has the obligation to take into account such aspects of social life, in order to reach the educational goals and ideals.

We hope that this paper can open a line of research in the field of the students' Internet use in the learning activity and can initiate more thorough investigations about the issues of *plagiarism* correlated with the use of the Internet in the training-educational process.

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