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MANAGEMENT INFORMATION AND DIRECTIONS FOR SCHOOL DEVELOPMENT

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Abstract: Information management issues and learning was the subject of many studies and researches conducted by specialists in psychology and pedagogy. Of renowned authors who have contributed to understanding the aspects of information management concepts and management of learning may be mentioned H. Gardner, JL Holland, H. Siebert, I. Jinga, I. Negreț, I.T. Radu, M. Jigau, M. Golu, I. Al. Davies, Adriana Baban, etc..
Information management covers the identification, evaluation and appropriate use of the information available to us at a time to solve problems and make optimal decisions. Management information and learning has direct implications in educational area, but acquisitions in this area can be transferred and used successfully in other contexts.

Key words: information management, learning style, decision, problem

Introduction

This paper is an attempt to highlight the importance of information management skills and learning for personal, social and professional students. Information management issues and learning was the subject of many studies and researches conducted by specialists in psychology and pedagogy. Of renowned authors who have contributed to understanding the aspects of information management concepts and management of learning may be mentioned H. Gardner, JL Holland, H. Siebert, I. Jinga, I. Negreț, I.T. Radu, M. Jigau, M. Golu, I. Al. Davies, Adriana Baban, etc..

Information management covers the identification, evaluation and appropriate use of the information available to us at a time to solve problems and make optimal decisions. Management information and learning has direct implications in educational area, but acquisitions in this area can be transferred and used successfully in other contexts.

The explosive development of new technologies based on advances in computer science, propose a relevant general education in Romania. The center reconfiguration of scientific knowledge, the information is considered part of knowledge, power and potential for social change and education. Information involves înțelegrea data symbols, which sometimes have no significance between them. Meanings appear in the instruction and training, research and education process, by processing and distributing them to the understanding of students. "The information underlying the judgments, experiments imagined by the human mind, in order to obtain new knowledge." (Păunescu, F., Badea Dincă, N., 1985, pp. 46)

Information management and learning is one of five thematic modules that are grouped according to learning contents: 1. Self development, 2. Communication and social skills, 3. Information management and learning, 4. Career Planning 5. Quality lifestyle. The curriculum for counseling and guidance curriculum proposed in this respect, offer education for teachers and school counselors. Conținurile presented is characterized by continuity, accessibility gradual and practical utility. Thus, from class I, introduce a series of learning activities during each school year until twelfth grade, are becoming increasingly complex, depending on age-specific pedagogical features.

All these behaviors are aimed at training, called the communication behaviors, their counterparts, in the words of Pierre Bourdieu, in some groups of objectives: objectives identity, territorial objectives, relational goals, objectives conative. Information becomes thus focus our role in forming attitudes to convince, involved in finding solutions to service problems, couple or family with an important role in finding a job.Management of information focuses on personal, social and professional students, helping them to understand the connection between what they learn and useful for real life skills and knowledge acquired.

Thematic framework objectives corresponding to these modules are aimed at developing the capacity of self-discovery and positive attitude towards themselves, develop networking skills in different contexts, develop skills to use information for learning, acquiring skills for career exploration and planning; practice management skills of a quality lifestyle.

Benchmarks and custom learning content in each thematic module form a coherent structure, built on the principle of spiral learning, each year strengthening the aspects previously accumulated, gradually adding new issues specific to each age level.

Thus, throughout the school, through learning and information values and attitudes are promoted following: respect and confidence in others, recognizing each person's uniqueness, responsiveness to the emotions of others, valuing interpersonal relations, critical and selective exploitation of information, adaptation and openness to new learning, motivation and flexibility in developing their educational and professional path, responsibility and availability for decisions and actions on your career, interest in lifelong learning in a changing world and the knowledge society, quality oriented life now and in the future.

A good manangement of information leads to the acquisition of knowledge and skills that will help students become responsible actors and contribute to school life, community, family, group of friends, to transform the learning in an ongoing process.

Management information and assistance on career

We propose below, the presentation of sessions that can form an intervention program on career choice, specifically the eighth grade.

a. The importance of literacy and information

The first meeting is the self-made (by the way classical and atypical forms), to examine how the selection of subjects, the arguments underlying the intervention plan, expectations of each participant, the following general themes have meetings, proposals are and suggestions.

Objectives: to practice different ways of the self, to know the objectives of the intervention participants; to accept the differences caused by the uniqueness of each individual, to express their expectations about these activities, to show an interest in involvement in the program.

Exercises of the self and intercunoaștere:

- Today I want to be perceived as ... for that ...! - Students are invited to submit through symbols / metaphors and justify your choice (eg "Today I want to be perceived as a sun because I feel I have more cădură and light to give those around me!") ;
- If I were ... I would! - Another version of the first year: "If I were flower / animal /

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color / toy / actor / star / musical instrument / sport would be ... . "

- How do I see? How do others see? How I wish I? - This exercise can be done verbally or graphically, individually or in pairs;
- photo gallery - children are known by presenting photographs of significant events for them (the first day of school, participation in certain activities) or that appear to some people, it may propose implementation of an exhibition of photographs in the space following meeting to take place all the program;
- What we share with others? What sets us apart? - To give students a set of questions and notes for each question children who have common answers and who have different answers;
- favorite activities - each student will achieve a colored paper a "card" that reveal their preferences original his leisure, all cards are exposed on a panel and then, in turn, presents and identify that person;
- What do we get and what we offer? - Each child receives a petal divided into two notes on their answers, then all petals glued on a poster to get a flower in the center of which says "We are so alike yet so different."

b. Style of learning and information processing

The purpose of this meeting is to identify their learning style, so that students know their advantages and disadvantages as their learning strategies. Thus they will be able to optimize actions to achieve school success.

Objective: to know the specific aspects of learning style, to self-assess learning style, to explain the relationship of complementarity between learning styles, to argue the ease /

difficulty experienced in acquisition and retention of certain information, to identify their strengths, but and limits their learning style, to learn strategies specific to each learning style, to improve their learning style to achieve school success.

Activities:

- learning style - brainstorming exercise;
- description of each learning style (visual, auditory, tactile-kinesthetic) and emphasizing strengths;
- or use of specific questionnaires to identify the learning style of each student;
- Pyramid learning style: I am unique (a) and perfect (a)! - Are discussed on a poster representing a pyramid of learning styles;
- reflect on their learning experiences - "Analysis of the most effective learning experience to date" - it starts from the description of the objects of study or training in one of the themes to which the student was successful. Sharing their learning experiences and discussing the strategies they use, with colleagues, children become aware of the effectiveness they have different methods for different cases, and the various materials;
- identify learning style based on descriptions provided as support, children can identify from existing descriptions, to what extent techniques utilizează visual, auditory or kinesthetic processing information, reaching a higher level of conceptualization of their learning style;
- experience different learning styles, from performances and efficiency in terms of time and effort
- promoting learning strategies for each learning style part.

c. *Information Management and direction of education and professional development*

During two sessions, students will be advised in the information management problem, with specific reference to how to select and use information for a better educational and vocational guidance, since they are in eighth grade, class in which they will have to take very important decisions for the future.

Objectives: to investigate the personal characteristics (interests, values, personality characteristics, skills and abilities) for use as a future profession evaluation grid, to use information that meet several criteria of validity and fidelity (accuracy, timeliness , relevance, specificity, clarity, degree of tension, lack of biases, comparability), to identify sources of information for educational and vocational guidance, to argue the advantages and disadvantages of using ICT for information on future options; to perform applied activities (essays , posters, role play, CVs, case studies).

Activities:
- exercises to investigate their interests through systematic reflection on previous elections, the inventories of interest - eg. Questionnaire of interest based on Holland's theory or on-line version of the same questionnaire;
- exercises to investigate personal values through the hierarchy of values listed in a list, by analyzing the previous elections, using discretionary time (eg if you only have one hour per day to which you choose to do?)
- analysis exercises personality characteristics;
- exercises establishing correspondence between personality characteristics and certain occupations;
- Identification stocktaking exercises and skills in certain questionnaire;
- exercises to explore different areas and strict selection criteria useful information (accuracy, timeliness, relevance, specificity, clarity, degree of tension, lack

of biases, comparability) (see http://www.Self-directedSearch.com);
- Identify sources of information on pathways, profiles and specializations of the day in high school / arts and crafts school, family, media (television and print media); guides, magazines, presentation folders, books, posters ; monographs professional profiles occupational group of friends, the reference group, discussions with people up; visits to various public or private employment fairs, internet - web pages, sites containing information useful educational and vocational guidance, mailing, video conferencing, search engines, computer simulation, application software self-tests, questionnaires.
- exercises benefit analysis, identification and disadvantages of counseling services through the Internet;
- discuss case studies;
- role play - simulating a situation-focused employment, career choice, etc..;
- exercises preparing a CV;
- practice occasioned real job interview;
- implementation of suggestive posters on "profession that suits me!"

Evaluation of the whole intervention program

In this meeting is to analyze the overall counseling program involving students. It is an update of those made at each meeting of the portfolios based on the materials. Give the types of activities that students have been very receptive, but also activities in which their interest was lower. It noted the progress made by some students during activities, but without criticizing those who were not particularly emphasized.

Activity is the front into a discussion where students express their own views on the program they were involved. It addresses questions such as the following: What tasks have you enjoyed most? What you get bored during these activities? We were happy to participate in this program? What did you learn in addition to what you already know? Consider that now collaborate better with colleagues? If the school will also organize

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such programs will want to participate or not? Why? What do you think would make the program more attractive to students? How lessons will help you what you have done this program? But in life? What is your parents' opinion on this program? But the teachers?

Also, some students distributed the recording sheets in a comparative manner, aspects of personal learning style approach in the past (before attending the counseling program) and now (after participating in the program). Are discussed, then students answers.

Views of students shape representation of how the program was appreciated by students, their parents and teachers. Of course, during activities, students' attitude is a clear indicator of the involvement, interest and their openness to novelty. The views expressed in the end serve to confirm or refute the school counselor observed during the program.

Also, the views expressed by students, their parents and teachers can be considered when running a new program management information and learning.

Analysis results of the intervention plan

Analyzing the results of this contingency plan in an integrated manner, it may indicate some conclusions. Thus, during the program students have been very interested and active, eager to continue beyond the time allowed. Besides acquired skills and independent learning skills necessary for independent students have "benefited" the positive influence of the group advised, to increase social awareness, personal development and optimal adaptation to reality. The activities have confirmed the effectiveness of cooperation and acceptance of others opinions.

Through this program, students have acquired self-control over their learning, they

become able: to set realistic goals, in accordance with its capacity for learning, to plan their study time, to monitor systematically in terms of involvement in pregnancy, to eliminate / control the fun factors (external or internal - thoughts emotions and fun) to control the learning process, thus ensuring self-regulation, to select / use appropriate strategies for processing and updating of learning material, to evaluate the outcome of learning; to be self-motivated in learning achievement.

With regard to information management counseling sessions, they have proven by the fact that students have mastered a set of knowledge needed to plan a possible educational and vocational routes.

The positive effects of counseling programs are proven to increase school performance of students participating (to obtain higher marks after completion of the program, compared with the grades obtained before counseling), the "testimonies" of their parents and teachers who teach certain subjects those students. Of course, increasing capacity to overcome learning difficulties and progress in the correct use of information were seen during the counseling program activities / exercises conducted applied.

Students were advised regarding information management and learning, but for best results on short and long term, they must practice the strategies learned to fix them permanently and use them when necessary. "We believe that one of the most useful things that a teacher can make to his students is to equip them with tools to independent learning and teaching strategies are effective only if it empowers students to take their own way of to learn "(Dumitru, I., 2009, p28).

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