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ENHANCING COMMUNITY ACCOUNTABILITY AS A STRATEGY IN ENSURING AN EFFECTIVE E-LEARNING ENVIRONMENT

***Abstract:** This article is a reflection on the specifics of online education as the only solution to guarantee the right to education and lifelong learning, in the conditions of the global health crisis. It also highlights the main challenges that have emerged when replacing the traditional learning model with the e-learning one and the importance of raising awareness of social responsibility by the community members in ensuring the effectiveness of distance education.*

***Keywords:** digital skills, distance, social responsibility, knowledge society.*

The experience that humanity has gained over time in the field of education has demonstrated the need to adapt pedagogical possibilities, in terms of knowledge, skills and competences, to the changes of the information society, and more recently, to the challenges of the knowledge society, marked by 2020. Today we are witnesses, but also actors directly affected by the phenomenon of substitution of the state of insufficiency and obsolescence of information with their state of magnitude and archisufficiency. If the '80s can be rightly considered the years of the technological revolution in education, when computer applications offered, for the future of education, unprecedented hopes, the year 2020 took us by surprise, with a test of evaluation of the culture of actors involved in the educational process at all levels, thus further accentuating the vulnerabilities of education systems around the world, but also their potential to react promptly through decisions and strategies designed to ensure the functionality and accessibility of the education process, especially in the conditions of isolation at home. New information and communication technologies have changed the perspective on educational practice, offering new directions of development and innovation, but also placing it within the limits of moral dilemmas with deep legal, political, cultural and social tangents, in which the actors of the educational process oscillates, especially, at the current stage, when distance learning has become an alternative, a solution, an opportunity, but also an important problem, elevated to the rank of national policy.

Under these conditions, the teaching-learning-assessment process faced a series of challenges and obstacles, which determined each social subject to be aware of their role and value, and as a result, responsibility, in ensuring an effective educational environment. Among them we mention: the lack of direct contact between the pupil/student and the teacher during distance learning, which generated problems of communication and understanding of tasks, objective assessment of knowledge, but

at the same time highlighted the need to mobilize family members in child/adolescent education, so as to ensure a stronger partnership between school/university and family; the decrease of the control and directing capacity of the teaching-learning-evaluation process by teachers, determined the need to identify the guidance techniques of pupils/students in order for them to create self-organization, self-development and self-control systems, whose usefulness for the life of the developing personality is indisputable; and, last but not least, the living conditions of teachers and pupils/students, as well as their technological possibilities and digital skills, which did not always meet the requirements of the distance learning process and which highlighted the role of educational institutions and central and local administration, as well as of the business environment, including ICT organizations, in providing the necessary support to socially (technologically) vulnerable families.

Thus, this article comes with a reflection on the problem of social responsibility of all subjects involved (teachers, pupils/students, parents, ICT specialists, scientists, civil servants, businessmen, community members, etc.) in the development of the knowledge society - a society whose central pillar is the tendency towards truth and value, integrity and virtue, good and beauty, or its foundation is education, including distance one. The new realities have further emphasized that the lifelong learning process aims not only to accumulate the knowledge and skills needed to become a good specialist, but also to develop emotional intelligence and cultivate a system of values and moral principles designed to ensure interpersonal relationships focused on common interests and goals. These are possible by shaping a spiritual world, in which pupils/students are educated, guided and encouraged to become more responsible and aware of their own potential and social role, to consciously respect ethical and legal norms, to be tolerant and receptive to the needs of others, to freely express their opinion, to show self-confidence and self-respect and respect for others, to critically analyze the world around them and to show flexibility in thinking and openness to change. Therefore, the challenges of practicing distance education in an emergency situation have confirmed the need for a radical change in education for a more conscious, more tolerant, more flexible and better prepared for life world. In this sense, the responsible involvement of all members of the community, but especially of parents, as active partners of teachers, is inevitable.

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