

ASPECTS OF SMART LEARNING MANAGEMENT

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Abstract: In today's postmodern society, time and implicitly learning time in the university has become a limited resource that must be intelligently managed. The management and organization skills of university learning time imply: rigorous planning of a crowded range of activities to ensure the successful completion of the planned activities and allow for the identification of additional time resources. A good time management in a smart way requires students to organize the learning activities and resources available in order to achieve maximum efficiency. But an important aspect that the successful management of time implies is the willingness to adapt the student to the requirements of the university environment, active involvement, planning, prioritization. It is also very important for students to develop a self-image as close as possible to reality, to know the limits to be overcome by changing habits, learning habits. Thus, a very important role is played by self-regulated learning, as it refers to the ability of students to exert a metacognitive active control -in terms of behavior but also on their own learning. The ultimate goal of these metacognitive approaches is to obtain good exam results, which will give the students, future specialists a very good specialized training in order to adapt quickly to the labor market.

Keywords: smart learning, students, learning management, self-regulated learning, metacognitive approaches, learning management

Introduction:

Time is often a limited resource that needs to be managed wisely. Time management and organizational skills require rigorous planning of a busy workspace, ensure the successful completion of the planned activities, and allow for additional time resources to be identified.

Time management involves organizing the activities and resources available to maximize efficiency in everything you do. An important aspect that the successful management of time implies is the willingness to change the individual, active involvement, planning, setting priorities, controlling the environment. Of particular importance are the need of individuals to draw a self-image as close as possible to reality, to know their beliefs and habits to be changed. A successful element in time management is given by a good planning of activities, followed by a protection of the planned time.

In this paper we present aspects regarding the intelligent academic learning management, the resources and how it is achieved in order to achieve performance.

THE PURPOSE OF THE WORK

We try to prove that student life can really be successful only if it is based on intelligent university management.

WORKING METHODS

Agronomist students were interviewed and questioned about their ability to intelligently manage their university learning to achieve performance. As a result of

their interpretation, it was concluded that they need to be counseled through tutorial activities in which they can be provided with knowledge on how to successfully manage their learning, taking into account the differences in how this is achieved in the pre-university education they come from and the specific specificity of learning at USAMV Iasi.

RESULTS AND DISCUSSIONS

Management of intelligent academic learning involves self-regulation of learning by students. Self-regulation of learning, academic learning implies an interaction between the learner-agronomist student in our case and the specialist teacher, through the strategies, learning resources that he / she has at his / her disposal.

Appropriate time management for students requires the following requirements / suggestions:

- Identify the best time to learn - if you are a mature person planning your learning activities during this time of day, other activities can be run in intervals when you do not have a maximum learning return.
- Learn the more difficult topics at first - when you rest at the beginning of a learning activity, you will be able to easily remember, in a short time, a more difficult material.
- Ensure working conditions that facilitate learning.
- Assign enough time to meet your personal needs (food, rest).
- Give yourself time to relax and perform social activities.
- Combine the activities - for example: when you run daily activities you can review the notes taken at a course.

In this regard, we will continue to present some techniques for intelligent organization of study time.

There is no universal procedure to ensure the proper management of time resources. The importance in this context becomes the development of intelligent learning time management skills that will allow for a personalized style of time organization. An ideal calendar of activities that is not personalized or realistic will not ensure success. Achieving realistic planning and organization of activities involves the use of basic techniques, namely:

- Using the biological rhythm in your own advantage involves identifying the times of the day you have the maximum yield. Learning times will be predominantly planned in accordance with these maximum effectiveness ranges.

- The use of biological rhythm in its own advantage starts from the identification of the specific activity to be carried out. In accordance with the identified specificity, it is determined which is the most appropriate work environment to achieve superior performance. It is important to note that it is not only the creation of a comfortable work environment but also an environment that facilitates the focus on the activities carried out.

- Prioritizing is a complex technique that involves going through several successive stages.

The first step is to review all activities that need to be completed. Planning begins by setting up your work objectives and the amount of time you have to complete them. The objectives set by the agronomist student do not only refer to the learning period, but will also include activities in the personal and social sphere. For example, as

a suggestion for a week: set three goals: to do the essay you need to teach next week, see the new movie running at the mall, and attend the exams sessions planning session.

In the second stage the activities are organized according to priorities. Determining the order of activities and appropriately allocating time resources can not be achieved without first establishing your priorities for action. Starting from the list of planned activities for a period of time, it is recommended, for example, for students: give each activity a score of 1 to 5 according to the identified degree of urgency (1 represents non-urgent activities, 5 activities very urgent). Repeat the exercise by assigning a score of 1 to 5 for each task depending on the importance it has. You will get an overview of the activities according to their urgency and importance. It is advisable to plan activities that have higher urgency rates or greater importance, then the rest of the activities.

A very important role in intelligent learning is the management of academic stress.

Emotions are indispensable to learning "We do not simply learn. What and how we learn is influenced and organized by emotions, and the mind sets its activity on the basis of our expectations, personal confusions and prejudices, self-esteem, and the need for social interactions ... Emotions operate at most levels, such as the weather. They are uninterrupted and the emotional impact of each lesson or experience of living can continue to reverberate long after the production / consumption of the specific event " (Caine și Caine,1991 p.82). It is already proven that when students have a positive attitude towards learning in general and good self-perceptions as learners, they are more willing to take risks and, as necessary, focus their attention on later learning, in a smart way.

The specialized literature deals extensively with the affective component of learning. It designates emotions, attitudes, appreciations, self-assessments, and values such as comfort and satisfaction generated by learning, consistency, respect, and support. It trains a wide range of emotional experiences in response to academic activity (pride, guilt, fear, fear, restlessness, anxiety, anger), or (2) an examination situation (the most common being anxiety). It is demonstrated that testing anxiety correlates negatively with student performance (Pintrich and DeGroot, 1990), using strategies and self-regulation itself (Pintrich, Roeser and DeGroot, 1994). Anxiety itself is just an emotional reaction to the thought that you are not properly prepared for the evaluation work. Even if the student knows material about the course, he remains "stuck" in the examination and can not demonstrate this knowledge. Thus, academic anxiety is considered to be an "interfering agent", opposed to learning and expressing the performances the student is capable of (Birenbaum and Nasser, 1994; Mush and Broder, 1999).

Knowledge processes are almost always accompanied by affective, positive or negative experiences, which can decisively influence the learning outcomes towards successful, unsuccessful, different levels of performance. This is explained by the fact that emotional states and feelings act in the direction of regulation (control and direction) and energy support of both the negative aspects involved in learning: perception, memory, thinking, imagination, attention and concentration power, as well as aspects of personality: interests, motivations, needs, will, etc. Emotions express the personal / subjective evaluative attitude towards oneself / or the type of activity carried out from the perspective of past, past or foreseen situations. So, the self-learning situation is not "guilty" of the emotional strains we live in, but our attitude to it, that is, the attitude generated by the way we judge the learning situation in relation to one's own person, is an interpretation and subjective experience.

Dimensions of academic stress

Stress is also a complex psychosocial phenomenon that results from a person's confrontation with demands, tasks, situations that are perceived as difficult, painful, or high-stakes with the person in question. Always stress comes from the combination of three key features: the presence of stress factors; personal resources to deal with stressors and the type of stress response. Our body prepares to confront unusual external stimuli, mobilizing as efficiently as possible all the necessary internal resources. Thus, overload stress affects three major psyche: sensory, informational and decisional (all of which have an intrinsic affective resonance). Depending on the reactions of individuals (on all these plans to stress), we differentiate two forms of stress: the negative stress, usually called distress, and the positive stress, called eustres.

Stress Recognition Stress - Stress manifests as a combination of physiological, emotional, cognitive reaction to an event or a series of events (stressful stimuli). Stressors, stressors work both positively and negatively, generating pleasant situations (college enrollment, meeting with the loved one) or unpleasant (failure to attend the BAC exam, missing an important job interview), as the case may be.

Symptoms of stress include: Mental / cognitive manifestations: distortions of thought (negative judgments), inability to concentrate, confusing and unprofitable judgments, decreased memory and thinking capacities; Physiological / physical manifestations: intensification of heartbeats; abundant sweat; state of exhaustion; increasing / decreasing appetite; headaches, crying "avalanches", somn disorder (lack or excess sleep); Social manifestations: aggression, exaggerated reactions to juvenile stimuli; excess of kindness, altruism, goodwill, social relations in general or isolation in particular, etc.

More common causes of stress can be: our expectations / expectations, the expectations of others towards us, the immediate environmental environment: overloading with noise, movement, weather conditions, seasonal changes, pollution, etc. personal inner state: overburdening the academic environment, frustrations, lack of time for learning, decisions taken, social life.

Effective stress management - addressing events as manageable challenges - can be useful and healthy. Inability to control stress - approaching events as threatening - can excite the individual, can cause health problems. Stress research claims that there are youngsters who have native or have developed resistance to stress through training. They are distinguished by: self-security in different situations, adaptation to change - considering change as a challenge to competition, the ability to take risks, active involvement in academic and personal life, flexibility in opinions and actions, awareness of the fact that can not change stressful situations, but can accept and overcome them, etc. For example, stress-resistant students, in over-stressing circumstances, focus primarily on immediate goals rather than overall goals. They share an optimistic "style" and interpret the situation from their favorable perspectives.

General Stress Management Strategies

Some students are naturally stress-resistant, while others need to learn deliberately and voluntarily apply stress management strategies to free their mind and body from destructive tensions.

The most important step in a stress management program is to intervene on constant problems in order to reduce or eliminate them. It proceeds to: Identifying stressful factors and clear awareness of their impact on one's own person; choosing the stress management strategy and monitoring and controlling its effectiveness.

The adaptation strategies refer to the efforts people make to cope with the stressful event. They serve as resources mobilized to reduce or tolerate requests that exceed personal resources. The effectiveness of the strategy refers to the extent to which these efforts reduce the negative effects of the stressful event. Stress adaptation strategies are of two types: emotion-centered (aimed at reducing emotional tension without changing the situation, are person-oriented to reduce or control emotional response to stressors); focused on the problem (aiming to change the situation, acting indirectly on emotions, developing plans and engaging in actions to respond directly, confrontationally to stressors).

Several general strategies for stress adaptation (Baban, 2011) have been outlined in the literature: reevaluation of the event considered stressful through the perspective of positive thinking, effective time organization, learning of effective problem solving and decision making methods, development assertiveness and conflict resolution ability, establishing and maintaining adequate social support, developing a healthy lifestyle. These are partly integrated between other strategic directions of prevention and management of stress in perspective: (a) positive attitude; (b) a balanced approach to the situation; (c) relaxation and sleep. Agronomic students' development of a positive attitude is a very important aspect of intelligent academic learning. In this regard, the student needs to develop a positive determinant attitude by realizing the following self-test model: "What attitude do you develop? Do you want to learn, no matter how difficult it is to learn? When you study, do you work hard and try to improve your work? Are you excited about what you say or do? Do you accept open challenges, experiments, and new ideas? Do you have a sense of humor, can you not take too seriously? "

The value of the attitude (positive or negative) is based on the number of affirmative (yes) or negative ("no") responses. It is advisable for the student to develop a positive positivism of the life of his academic and personal life.

An important component of intelligent learning management has relaxation techniques. Relaxation techniques are based on the idea that the person is able to modify a number of physiological parameters whose activity in stressful situations tends to grow a lot. In the case of stress, meditation, message, physical exercise, yoga, music therapy, correct breathing are the most common methods of rexing. Of these, exercise and correct breathing are easily accessible, accessible to anyone and inexpensive. Physical exercise, for example, is recognized for its ability to stimulate increased endorphins in the human body, improving brain oxygen supply and reducing muscle tension.

Sleep qualitative and sufficient for intension and relaxation is another factor that relates to stress and the general well-being of the student. The individual need for sleep differs from one individual to another, but on average, for adults, eight hours of sleep are recommended. Long sleep deprivation has a negative impact on anyone. Persons with constant insomnia become more vulnerable in psychological terms and are more prone to degrading the normal functioning of different body systems. These people may have the following symptoms more often: impairment of learning ability; distortion of driving / coordination performance; diminishing cognitive abilities; memory deficiencies; irritability; decreased social and work functionality; diminishing health, resistance to disease; depressive disorders.

Another component of intelligent learning refers to the intelligent reading of the academic text in our case of academic text, to learning, it follows: thorough comprehension / comprehension of the text through the active interpretation of content and conferring / constructing meaning; the subsequent use of knowledge gained through reading the text, appropriate to the precise aims of knowledge / learning, professional,

personal, and their relationship with previous experiences and knowledge; the evaluative placement of the current text in relation to those previously read the precondition of a thorough, deep reading is considered the understanding / comprehension of the text.

Understanding the academic text is facilitated by the use of "reading strategies" or instrumental interpretation and analysis of the text. Among the elementary ones are generalizing, summarizing techniques, reading tools to keep the conscious interaction active with the text; analyzing the structure of the text (in order to identify its typology, to identify content points that support, promote and assure understanding, constructing meanings).

Fast reading of an academic text, for example, helps to browse and understand text in a short time. In the case of a scientific article, the landmarks are: title and subtitles, and for confirmation, the first and last paragraphs can be scanned.

Identifying keywords involves searching for relevant words for the topic of interest in a paragraph or text portion. This method gives you a richer overview of the material content. The most important words for meaning economics are placed in the first paragraphs of the chapters. These words may already be marked by the author of the text. An adjective of integrated academic text will begin with scanning and identifying key words, following diagonal reading.

Accelerated reading of the academic text refers to the number of words passed in a unit of time, while comprehension is achieved. An important aspect is that we know in advance what information we want from that document. For an overview of a document, a diagonal reading is sufficient to extract the essential information. In the case of a material that makes excess detail, reading diagonally is of great help in saving time.

Reading for learning is reading that deeply involves thinking about reflecting on what is being read, so that it is understood, retained, subsequently reproduced. This type of reading takes time to work on the text: thoughts, critical analysis, comparisons, ideas, making notes, theses and ideas highlighted and accompanied by data, facts and assessments, summaries. All these intelligent learning management components outlined above are intended to be used by our agronomic students to improve their academic learning abilities for the purpose of training specific to technical education.

Conclusions

Management of Intelligent Higher Education at USAMV Iași:

1 Student learning time is a resource that must be efficiently organized through: rigorous planning of a crowded workload to ensure successful completion of the planned activities and allow for the identification of additional time resources.

2. Intelligent organization of study time by agronomic students is done by realizing a realistic planning and organization of activities, using the biological rhythm in its own advantage and setting the priorities

3. Effective management of academic stress refers to addressing events as manageable challenges.

4. Smart reading of a specialized academic text is done by: identifying key words, accelerating reading of academic text or reading for learning.

5. Self-regulated learning, as it refers to the ability of students to exert a

metacognitive active control - in terms of behavior but also on their own learning.

6. These steps, which are components of the management of intelligent university education at USAMV Iași, aim at obtaining agronomic students good results at exams, which gives them good training for the future profession.

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