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**COORDINATES E-LEARNING AND SCIENTIFIC RESEARCH  
WITHIN SECURITY STUDIES**

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**Abstract:** *The development of the information society based on knowledge and the globalization manifested in all areas (political, social, cultural, ecological, environmental, research, etc.) up to the individual level are specific characteristics of the international security environment in the first decade of the XXI century. Evaluation of societal environment security / insecurity must be based on the human individual, because this is where the security can be transpose on group level, state and, going further, regional and international level. Any human group, any state, regardless its size, location, form of organization, etc. can progress only if a state of relative security is ensured for its members. The state's role as a superior form of organization of human society cannot be minimized in order to ensure security. On security research community level there is a convergence of opinion that the state must remain the main actor of security debate, following two attributes that are fulfilled: the main unit of political organization in the world population and the main generator of conflicts international level. Obtaining an absolute security seems to be a difficult task. However, an important role for achieving success in this mission is education.*

*Important steps of scientific research, technological development and innovation feel not only in security area but also in education. E-Learning is a new paradigm within educational process. Its characteristics (fluidity of roles, curriculum needs of the learner-oriented, distributed resources, virtual facilities etc.) can be successfully applied in security studies.*

*Starting from these considerations, the present study examines how e-Learning and scientific research contribute to a better understanding of theoretical and practical dimension of security.*

**Keywords:** *E-learning, Security, Scientific research, Globalization, Threats*

## **I. GENERAL NOTIONS ABOUT SECURITY STUDIES**

“Security” is a complex and controversial concept, filled with feelings, perceptions and values rooted in human history. The individual accept the idea that a human security issue occurs when its life, physical integrity or subsistence means are jeopardized.

Geopolitical and geostrategic developments occurring on international level, broadening the spectrum of security risks, threats and vulnerabilities have led to different conceptual approaches to security.

Security studies developed during the Cold War were tributary to neorealist and realistic concepts dominating that time. Security studies dealing mainly on the relations between great powers, and especially between the two poles of the international system (the U.S. and USSR) have defined military security in terms of dimension.

The end of Cold War brought for the security studies a reconsideration of the state role ("Who / what is actually threatened?") and a new conceptual formulation of security. Systemic and state levels were insufficient to analyze the security field, requiring an extension of the security process, starting from the individual and not the intellectual identification of a threat to social institutions, such as, for example, the state. [1]

Expanding security concept aimed not only to multiply the reference areas and objects, but also to multiply the sector analysis. An important step in broadening the fields of security was brought by Barry Buzan, chief representative of the Copenhagen School, that adds to the military dimension other four dimensions: political, societal, economic and ecological. Ole Waver, another important representative of this school, introduces the term "securiza", a term signifying the act of bringing a new theme in the discourse about security. As for the sectors review, following the collapse of the Soviet Union or the risk of nuclear conflict diminishing, many researches concerning the security studies have concluded that attention should be paid to the conceptual approach of security and regional level, together with international level.

Leaving aside the interest that the experts / researchers manifested in the field of security studies, security remains a widely and current debated concept, including in the current educational process.

### **1.1. Security – one concept, several definitions**

The conceptual approach of security is not recent; historically this concept was used for centuries, for instance the Latin origin *securitas/securitatis*, signifying peace, calm, harmless.

In the eighteenth century the security was perceived as a common good, a goal and a key criterion for social organization, in the nineteenth century the state was considered to be the key institution for security, and in the twentieth century the security was closely related to threats and vulnerabilities prevention through various measures, on international level supporting the development of binomial security- defence. On the beginning of the twenty-first century, the security is defined in conjunction with the profound changes occurring in social life areas (for instance the end of the Cold War, globalization, access to energy resources, asymmetric threats, natural disasters, etc.).

All the definitions of this concept are estimated to be "diverse, dispersed and often contradictory." [2]

Analysing security as an action element, cybernetic process, either objectively or subjectively or in terms of the systems theory or of the process-organic theory reinforces the following two statements: security is a special type of problem and that all issues concerning the security are ancient as the history of human interaction. [3]

Defining security by covering a wide range of risks, threats and vulnerabilities and deriving levels of analysis are indispensable conditions in the discussions from our days.

### **1.2. Security – as a psychological representation**

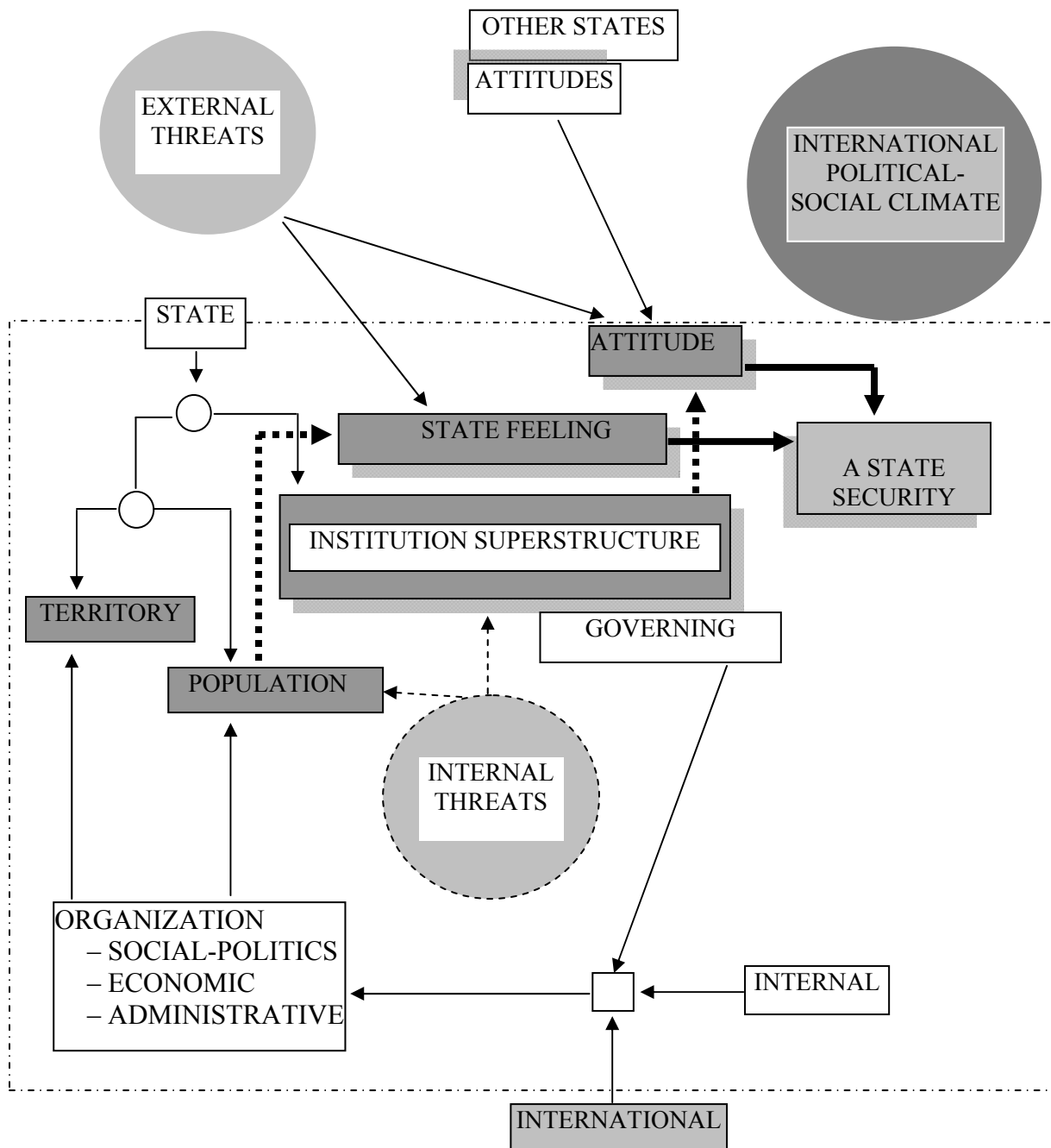
The security can be perceived, from a subjective point of view, as the state of calm, comfort and inner peace felt individual. The perception of security became, after 1990, an interesting approach of security and an addition to other dimensions.

In her analysis on the psychosocial representation of security, Alexandra Sarcinschi, for example, believes that psychosocial dimension of security deals with the way humans represent their security problems, according to both objective and the subjective life conditions. [4]

An interesting definition of security, by stressing this dimension, is provided by Assoc. Dr. Gabriel I. Năstase, who considers the state as a living structure. Thus, state security represents the emotional state of the population and the attitude of the superstructures institution (state authority) caused by the absence of any danger. Schematic representation of such perceptions is shown in figure no.1:

The present international security environment, characterized by different trends (maintaining positions in the international system or acquiring other advantageous positions, climate change, crisis of a different nature, etc.) requires that each individual to have a stock of knowledge, embodied in the security culture. The way to obtain this is represented by the security education, which help each individual, family or group to defend themselves against various challenges his is dealing either from the outside or inside.

The security culture has become in many countries a prerequisite of the good governance. Security institutions and schools have the duty to promote security culture; human resources remain the best way to promote this culture.



**Figure 1.** Model of state and security concepts [5]

Security education, whose goal is to form consciousness and appropriate behavior in order to maintain and strengthen the security environment, has a preventing nature and deals with the management of security domestic and international environment and of the types of security threats.

Within security education, a special attention is paid to education on European level for citizenship, perceived as an instrument of social cohesion based on citizens' rights and responsibilities. Thus, education for citizenship in the EU becomes a major dimension of educational policy, directing the education system to a set of common values such as diversity, pluralism, human rights, social justice, welfare, solidarity. [6]

The security education teaches individuals to protect and promote fundamental values of the state, so as state, in turn, to ensure its protection it needs. The security education benefits are outlined for both the state and individual, this being in a permanent relationship of interdependence.

## II. E-LEARNING IN SECURITY STUDIES

As a new stage of human civilization, information society involves using the information in all spheres of activity and human existence, with major social and economic impact. Expanding the use of the Internet has made amazing in all areas, including education and national security system.

Internet use in education is no longer a dream; it became a successful reality in many countries. Use of specific ICT aims to shift the focus from teacher-centred learning environment to a student-centred, where teachers no longer represent the key source of information and transmission of knowledge, but collaborators of students and students are no longer the passive recipients of information, so they are actively involving in their education. [7]

National security system, like other systems, needs the benefits offered by the Internet. The reason is simple: information.

To be effective, modern means of transmitting knowledge must be combined with technologies and traditional methods, so the result will lead to the improving of teaching and learning process quality, to the sharing of knowledge and information, to obtain a high degree of flexibility of education in order to respond concrete social needs, to reduce the costs and to improve efficiency within education process.

Modern teacher, passionate and dedicated to his job now uses a new and spectacular training method, called the **e-learning**. Applied also in the field of security studies, this method leads to the acquisition of knowledge specific to security domain, and also to the acquisition of knowledge related to electronic learning.

Discipline issues related to security or national and Euro-Atlantic security studies (discipline taught in "Carol I" National Defence University Bucharest), such as European Security and Common Defence Policy and European Union history etc., can easily be studied using this method. Also, tests that follow such themes can be performed easily by students and evaluated quickly. The educational content of disciplines such as National Security Studies or National Security and Euro-Atlantic studies is traditional organized and entirely distributed online or in conjunction with traditional seminars.

Teachers' activity (including teachers for security studies), using e-learning is more interesting, but requires slightly more efforts than for the traditional activities, due to the fact that the necessary materials for the students should replace direct communication. In addition, the design stages of an online course related to the above mentioned subjects require more effort and a greater number of activities. Special attention should be paid to continuous improvement phase of the course, because the teacher has to add and update materials and also to adapt the existing materials to the needs of different types of students/trainees.

In addition to the attention of information, the teacher who uses e-learning teaching method should pay psychological attention to various e-mails, discussion forum or chat.

Also, to the information and psychological attention necessary to the teacher adept to e-learning method is added as important the following psychological skills:

- use of different learning styles, concerns or potential backlogs;
- combine presentations of knowledge with new discussions and exercises focused on students;
- use of case studies and useful examples, as often as possible;
- adopt a concise style of communication and use direct and clear questions;
- provide more opportunities for communication and prompt answers. [8]

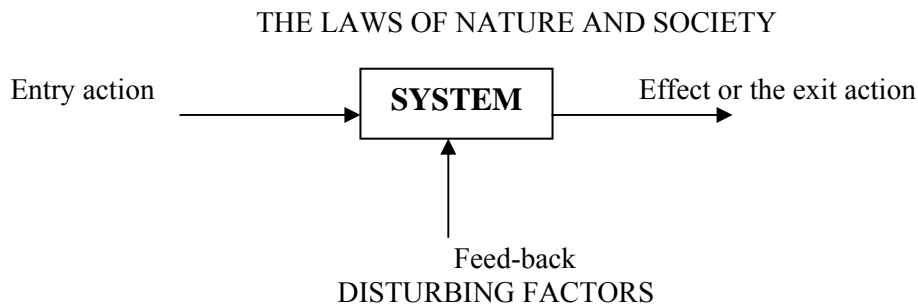
I believe that, the development of online security courses and of e-learning platforms in security studies, even if they are quite expensive in terms of time and human resources involved, contributes in a large extent to the formation and development of security culture.

Online video conferencing can be successfully used in security studies. The teacher and students placed in spaces or in different areas see and hear each other can ask questions and get answers, giving the activity an ongoing aspect in the same place and at the same time.

Security studies can benefit from e-learning, facilitating in this way, the combination between the new with the traditional teaching and learning process.

### III. SCIENTIFIC RESEARCH IN NATIONAL SECURITY SYSTEM

National security system is a system that applies scientific research, and at the same time, it is an open system in relation with its environment (figure no. 2):



**Figure 2.** National security system relations with the environment [9]

National security system cannot ignore the scientific research. Security and scientific research are complementary and thus security acquires one new dimension: *scientific, technical and technological dimension*. [10]

Science and education are two essential components of knowledge and, in the same time, the main factors generating education, culture, civilization and socio-economic development.

Scientific research contributes to inventions achievement by the application of which technical progress is achieved in a social system, including in the national security system. To obtain the desired results, scientific research needs a climate of stability and security.

Security-scientific research connection is not made by chance. Obtaining scientific research results and their practical application contributes to economic and social development of countries and to the strengthening of national security. In this sense, the scientific national security strategy of each state must consider a number of issues, such as geopolitical, geostrategic and geo-economic trends that manifests internationally, national interests and internal affairs of each state. All these aspects depend more or less on scientific research.

Scientific, technical and technological dimension refers to new concepts emerging in military thought and military practice (network-based warfare, asymmetric warfare, effects-based operations etc.), as a consequence of the results of scientific research, technological development and innovation.

Military theory and art adopted a new vision in structural design and military missions in organizing, planning and conducting military operations. These elements as a result of scientific research, technological development, innovation and technology transfer can generate a new revolution in military affairs.

Based on scientific research, security organizations in order to maintain a climate of peace and cooperation were engaged in transformation processes aiming at activity fields, new missions, new capabilities and new members and which requires new approach to operating. [11]

Science and technology results are implemented into the national security system of political power, responsible moreover to achieve and maintain security at all levels of social organization (individual, group, state) and in all areas of activity (economic, social, cultural, education, military etc.).

### IV. CONCLUSIONS

Security is a public asset of which every individual should benefit. Security insurance becomes a necessity for modern society and it cannot be achieved only by its members. Each individual forms its appropriate behaviour in order to maintain a secure climate through security education.

E-Learning in the field of security studies cannot be conceived only as a natural result of the current education tendencies registered as a result of web impact on our daily lives.

With their advantages, **e-learning and scientific research have an important contribution in conducting security studies disciplines within education.**

Raising standards of living and civilization are obtained from school. For all this, security is essential.

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