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UTILIZATION OF WEB 2.0 EDUCATIONAL TOOLS AND THE GOOGLE EARTH APPLICATION IN INTERACTIVE TEACHING-LEARNING IN THE SUBJECT OF GEOGRAPHY

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Abstract

This article evaluates the determination of the effectiveness of the use of Web 2.0 tools and the Google Earth application in the formation of general competences, specific to geography in pre-university and university education and whether it contributes to students 'achievement on students' school performance in geography classes.Demonstrating that the predominant use of Web tools and the Google Earth application leads to increasing students' motivation for learning, to increasing the quality and efficiency of the instructional-educational process in the school.

The need to use information technologies, Web 2.0 tools, Google Earth application in the process of teaching-learning Geography, for the formation of specific skills. The use in the educational process, together with other auxiliary tools, favors the access in real time to the information, the internal and international exchanges and offers new possibilities of learning - teaching. In this sense, Web tools are becoming a true ally of teachers and students alike.

Keywords: *Geography; Education; Information and Communication Technology; Interactive WEB 2.0 tools; Google Earth.*

1. Introduction

This article has research interest in the fields of Geography, Education, Information Technology, in particular: teaching-learning practices of geography, teacher-student relationship, improving the teaching process by using Web 2.0 educational tools, Google

Earth application.As materials for conducting this research, served the bibliography (SCIE and SSCI) of published articles, the experiences of geography teachers who experienced in class interactive teaching using web platforms and applications, current theoretical and methodological approaches to modern education such as and the reference documents in the field of organizing the educational process in the school discipline geography, the methodological landmarks for consolidating the acquisitions from the school year 2019-2020 offered by the National Center for Political and Evaluation Bucharest.The study of these documents shows that the dynamization of the teaching process in geography can take place through the application of ICT resources, which become almost indispensable for the educational environment, being recognized their formative and social role in the educational process.

Web-based learning technologies have greatly expanded open, flexible and distance learning environments. While it may be tempting to think that online environments are inherently more suited to diversity, Barbour and Reeves (2009) argued that the factors that make a student successful using learning technologies are often connected to socioeconomic privilege.Moreover, the recent COVID-19 pandemic has taught us that easy transitions to online and distance learning are for those with resources, while most students have experienced considerable stress and anxiety just by finding a place to connect to The Internet or even a convenient place to communicate with their instructors.Most of the actions taken by schools could not even be called online or distance learning, with the terms urgency or easier distance learning applied instead (Hodges et al., 2020).

Even when students can connect to the Internet, there are still challenges that diverse students experience as they try to learn.The simple democratic promise of distance learning, especially when it is online, is that anyone with an internet connection and a device that accesses the internet can participate (Jaggars, 2014).

Opportunities for the implementation of digital technologies in research agendas and active learning in tertiary education are becoming more widespread.Despite this, many research techniques are still taught using traditional "pen and paper" methodologies.”. Our findings suggest that digital technologies can enhance active geography learning for all students. Similarly, such activities should not be reserved for small groups only and may be extended to larger classes, especially when new technologies are used (Paul Holloway & coop.).Student involvement is a challenge in geographical education, and higher education more general and more intense.

Virtual reality (VR) has a lot of possibilities, but finding simple and direct applications that are pedagogically worthwhile can be a challenge. Three tests of complete ground simulations in VR in the classroom environment were performed using state-of-the-art VR hardware. The tests were conducted with students from Geography and Digital Humanities and the aim was to assess the use of virtual reality in an immersive way and that this would increase the involvement of students. The technology acceptance model was used to some extent to obtain adequate survey data and an inductive approach to thematic analysis was applied. Based on the data collected, it seemed a reasonable basis of evidence that the students found the tool relatively easy to use and improved their understanding and involvement. The findings are consistent with previous studies showing that captivating VR environments create a strong sense of perceived presence, leading to higher student involvement and motivation (Michael Detyna & Margaret Kadiri, Pages 474-485).

2. Web 2.0 tools

Web 2.0 tools are software available online that allow users to: create an interactive way of presenting scientific content; to keep for a limited period of time and to archive data; to edit photos and video material; carry out projects and carry out cooperative learning activities. There are many applications whose use in the teaching environment allows students to adapt to the subjects we teach, quickly assimilate the content taught in a pleasant manner and create real skills, both at the discipline and interdisciplinary level.Regarding the importance of introducing Web 2.0 tools in teaching, their role is to streamline the teaching-learning process, to stimulate communication between educational partners (teachers, students, parents) and to facilitate the assimilation of scientific content, to form real digital skills, but also a series of skills defined at the level of study disciplines, but also interdisciplinary. Modern information technologies offer a wide range of applications, open educational resources, virtual learning environments, as well as various tools offered by Web 2.0, which represent an enormous potential in providing education and building knowledge. There are many Web 2.0 tools and resources that can be used in the education system, in order to achieve the management of learning content in various contexts and to provide innovative methods in the teaching-learning process.

As students use technology to develop and improve their learning, productivity, and creativity, teachers should use technology to support instructional practice and to improve teaching-learning-assessment activities. Web 2.0 tools are also used for online assessment of

learning outcomes that can be achieved through topical methods such as project-based assessment or e-Portfolio. The most used Web 2.0 technologies are as a support mechanism for the preparation and realization of teaching materials, evaluation and analysis of students' progress, making informative and formative presentations. The examples I will provide refer to the possibility of using these tools both to achieve cognitive objectives related to basic levels, such as understanding, and for higher levels, where we are dealing with the creation of original activity products that knowledge, skills and creative potential of students.

The applications **Google drive, one drive, mega.nz**, - are tools that can be used for both teacher and students to store information or create a digital portfolio, which many of us face when storing information in computer memory. **The Google Sites** tool **(googlesites.com)** can also be used to create the digital portfolio. For students to create a personal blog widely used can be the tool google blogger, all these tools are free and easily accessible to all. Tools for creating tests, exercises, various games for a direct grading of the student are the applications: **Kahoot (kahoot.com)** can be used at any age, in any discipline and that turns learning into a game. by creating victories with the choice of the right solutions for mobile devices. The application can also be used to set homework for students to solve in digital format. The Kahoot app was very well received by the students.They have the opportunity to display their knowledge without fear of making mistakes, are trained in activity and are motivated to get better results in each game session. Checking the assimilation of content thus becomes an easy procedure for both the teacher , as well as for students. Another application is the **Learningapps Platform(http://learningapps.org/)** - there are digital worksheets and interactive exercises. test creation, these tests can be emailed or embedded on your blog. Your students will be happy to develop worksheets and interactive activities to recap the material studied, to work in teams, or to prepare for a summative test. **Socrative Platform (https://bit.ly/2vzOIsr)**- a great tool for creating interactive tests with results analysis. **ProProfs Platform (https://www.proprofs.com/quiz-school/)**- Create online tests that give students a% rating and even a digital certificate at the end.**Quizizz platform (Quizizz.com)**- (for teachers),**join.quizizz.com**- (for students) - creation of exercises, tests, tasks.These tools are available for free online and involve the existence of a computer that displays a series of questions with variants answer, students register using a pin code provided by the application through the teacher.They can participate in the game individually or in teams.The set of questions can be done by teachers on their own or can be selected from a list of "games" The teacher has control over the activity, he

decides when to start the game and when to move on to the next question.After the time expires, the correct answer is displayed and students get feedback on their knowledge.The advantages are: an increased interest in learning the subject , all students are involved, group activities, feedback, adoption of solutions quickly, can be used in the lesson at any time, p we see from the results, which is not clear, self-assessment.

Another category of tools are to create some digital books or stories / stories created by students. **Storybird(storybird.com)**is an application that allows the creation of illustrated stories, using the resources available online (various graphics). **Storyjumper platform (https://storyjumper.com/)** - Allows the creation of e-books based on your own photos / images. They can be a great tool for use in geography classes, namely *"Current Environmental Issues"*.Like most tools, they have a level that can be used for free and one that involves purchasing additional options, such as the ability to print the story created on the site. Teachers can set a theme in the area dedicated to this purpose (Assignments), can view the materials made by students, can give them feedback and can invite parents to see the stories made by their own children. Students create mini-story books based on platform models and drawings available online; solves topics outlined by the teacher and can take part in regular topics (challenges) proposed by administrators. Usually, they are monthly and consist of writing stories with a given theme. The applications can also be used in the realization of extracurricular projects that stimulate students' creativity, to develop their digital skills. For the creation of various videos is a series of tools very welcome in the lessons and homework. **The Biteable platform (https://biteable.com/)-** which allowed us to create digital videos in just a few minutes. **Animaker Platform (https://www.animaker.com/)** - a super nice tool that will allow you to create cartoons / animated movies in just a few minutes using default templates and characters. **Flipgrid platform (https://flipgrid.com/)** - allows you to post video messages in groups. A great tool to work in a team and involve all students even after class, especially when you work with large classes and fail to listen to everyone during lessons. **Kizoa Platform (kizoa.com)** - this digital tool allows you to create video presentations with photos, music and even text, slideshows or even digital collages.Creating digital works to promote the need for an appropriate online environment for adolescents, They serve as a means of learning for other colleagues, but also as a support for interactive activity. To use it you will not need to download any software, just register a free account. Another required requirement is Adobe Flash Player, which should already be installed on your PC via the browser. It is a tool for

students and very useful in geography lessons especially for high school classes, class XII, to create digital works to promote the need for a suitable online environment for adolescents, They serve as a means of learning for other colleagues, but and as a support for interactive activity. **Clipchamp platform (clipchamp.com/editor)** - again a video creation tool. These are tools that are of great interest to students. Tools for creating electronic presentations much more interesting than outdated ones such as power point or prezi, one of these tools is **Piktochart(piktochart.com)** - it is an easy-to-use application for creating beautiful and quality infographics. Infographics are visual representations of numbers, data, information, behaviors, and events. They have the advantage of presenting complex data, such as statistics or mathematical functions in a more intuitive and easier to understand way. They visually highlight relationships between different elements or variables that would otherwise be difficult to understand if they were expressed only in words or only in numbers. Infographics present content by combining words, numbers, images, illustrations, graphics and videos in a creative way. At school Infographics can be used to add value to presentations on any topic. In the geography class it can be used for different classifications, or differences and similarities for example on the topic: "Geosystem and sociosystem", as well as various information panels. **The PowToon platform (https://www.powtoon.com/)** - one of the most interesting web tools, due to the many technical possibilities it offers us. PowToon allows us to make presentations that look very attractive, lively and interactive. The service is free, anyone can make a presentation consisting of several animated slides. The only limitations are: the 5 minute time limit and the PowToon logo that appears on the bottom right and at the end of the presentation. **EduClipper platform (https://educlipper.net/)** - is an interactive way to interact with students through a social environment. Posts can be made with additional materials that students can study. The presentations used in the lessons can be published. Another category of tools for creating posters, leaflets, posters, advertisements, logos, are the tools: **Smore Platform (smore.com)** - the creation of newsletters, announcements and creative and colorful notices**. Thinglink platform (thinglink.com)** - creating digital posters. **Padlet platform,** creation of **Fotojet digital panels, Canva**- poster creation, **Glogster platform, Crello platform** - creation of leaflets.

Some arguments for using web 2.0 tools in teaching-learning activities:

→ They are fun and engaging, learning with pleasure is good for motivation.

→ Available in a wide range. Variety is essential.

→ All the tools described are free. Wonderful projects can be done at no cost.

→ Using the Internet, projects benefit from a much higher visibility. The activity is no longer restricted to the space of the class, and the audience becomes global.

→ Parents can more easily get acquainted with children's projects.

→ Various skills can be developed.

→ Learning no longer takes place only in the classroom, the student can learn at home or wherever he has access to the Internet. (Ciubrei, R. 2020, pag..24-31).

3. Google Earth

A geographic information tool for GIS-based learning is **Google Earth**. It allows students to engage in a lesson, explore the Earth, explain what they identify, and evaluate the implications of what they are learning. Geographic information systems (GIS) are suitable for the analysis of complex scientific and spatial phenomena in geographic education. We found that although student-teachers have inadequate skills to use information and communication technology, the use of Google Earth improves the geographical thinking of student-teachers, even if they still have difficulty interpreting maps and analyzing geological data (IlkkaRatinen&TuulaKeinonen, 2018, Pag.). Teaching high school geomorphological concepts and reading topographic maps involves many challenges. This research reports the applicability and effectiveness of Google Earth in teaching topographic mapping skills and geomorphological concepts by a single teacher in a single-computer classroom. Compared to learning through a conventional instructional method, students learning with Google Earth do not have different geomorphological concepts, as both settings allow students to learn with a similar static representation.However, students learning with Google Earth significantly improve the topographic skills of the map compared to the conventional instruction method. This is due to the 3D landscape view and prior knowledge connections available with Google Earth. (Hsiao-Ping Hsu, 2017, Pag. 29). This article assesses the effectiveness of Google Earth (GE) as an educational tool in high school geography lessons and whether it contributes to student achievement. A Google Earth exercise was developed on the types of coastal formations. It was implemented in a ninth grade geography lesson in three high schools in Turkey. Students followed the exercise from a set of printed instructions and entered the same steps on their computers. Pre- and post-tests were used to assess the effects of the GE exercise on student achievement. A self-assessment form was also used to obtain students' views on GE and exercise. This study revealed that the GE exercise was accurately followed and understood by most students in all three schools. The general achievement of the students

varied with average scores of 9.8 and 24.2 points in pre and post-tests, respectively. Most students liked the GE exercise and found it useful and engaging. As this study shows, GE is an effective educational tool for high school geography lessons, especially when used with appropriate methods, materials, and objectives. (Ali Demirci, AhmetKaraburun&HaticeKılar, p. 277).

Google Earth is a recommended application for geography classes, being a program produced by Google that graphs on a computer or mobile devices, in any operating system, images of the globe, satellite images, maps, mapped terrain, 3Dbuildings , canyons, seas and oceans. By simply sliding the cursor, the user can fly over a large number of satellite images, having the ability to view the smallest topographic details on a terrain. The Google Earth application has become very popular among students due to the ease with which it can be used, the good level of detail that is shown in an image, but also due to the imperative to know space on a planetary level in the contemporary world. It is a useful program for studying the curiosities of geography and is also perfect for those who want to explore the virtual world, and by pressing the button - I'm feeling lucky, it is possible to visit over 20,000 locations, specifying the relevant information for each.

I believe that the use of the tools of this application in geography classes, integrates the disciplinary knowledge transmitted, materializing in an interactive approach that requires the student a mental processing of information, solving work tasks, and that should lead him to building / developing knowledge.

With the help of the Google Earth application, different objects can be viewed on the surface of the Globe. The movement to a certain location is done either with the help of the mouse, or by using the search function by a geographical name: country, city, locality, address or specifying the geographical coordinates. Basic playback can be done in 2D (two-dimensional) format, but it is also possible in 3D (three-dimensional) format for internationally recognized cultural objects. Due to its specificity, geography, as a study discipline, requires the use of interactive teaching methods (method of discovery, demonstration, heuristic conversation, individual or group practical applications). The use of these methods, together with information technologies, contributes to the acquisition of cognitive skills as well as to the awareness that a good computer user has a higher chance of success in the subsequent socio-professional integrat

Today, geographic education is information, critical thinking, training and training at the same time. In recent years, the information explosion and the exponential development of

ICT applications, has also brought in geography useful tools **(Google Earth, Google Ocean**, digital maps, e-books, etc.) that impose the need to detect these tools. By using them, students can easily explore the world (geographical coverings), from a simple typing they can look at the highest mountain in the world or other objects / phenomena / geographical processes in 3D images.

Minimum requirements for using Google Earth in geography classes are affordable, but using all features requires more resources. If by 2015, the average user used the basic version of Google Earth, with the elimination of additional costs for **Google Earth Pro** services, it becomes accessible to the general public, offering useful options such as creating videos with program trips, advanced measurements, modules advanced map printing etc.ion action.

Google Earth can be used: to support classroom work, as homework support, for dynamic presentations, to create images and maps for PowerPoint presentations, Word, and other presentation items. Google Earth can also be used as a tool for discovering, organizing and distributing data for research projects, to enrich the feedback on an issue that occurs spontaneously during an informal class discussion, etc. The operation mode of the application is the following: - the computer connection to the internet is made; - start the application that connects the computer to Google's servers; - once connected to the servers, they will respond to commands given from the computer and with the help of images captured by NASA satellites will transmit to our computer images with the portion of the Earth's surface requested by us.

The advantages of using this application in geography and tourism geography classes:

→ students can visualize the relief of the Earth and compare the relief of different countries of the world;

→ students can choose the altitude, angle and direction from which they can look at the relief and can more easily understand the distribution of landforms;

→ students can more easily locate the Republic of Moldova and can visualize the geographical position on the continent and on the Globe;

→ students can view the plans of the main cities of the world and the main objectives of tourist interest: important buildings, museums, historical monuments, relief forms, etc.

Students are very impressed with satellite images, digital maps and can increasingly use this visual information in designing projects or papers.

Also, the use of these methods gives students the certainty that they are in step with the international level of training, generating an increase in interest in learning, increasing participation in classes, obtaining a better concentration, a warmer and friendlier working atmosphere and last but not least ensuring the transition from a teacher-centered education to a student-centered education (CujbăVadim et al., 2019, Pages 32-37).

4. Recommendations from the perspective of integrating technologies in the teaching / learning process

The use of new information and communication technologies is one of the main key competencies, and ICT is found alongside the discipline of geography. The advantages of this joining mean:

- curriculum oriented towards the needs of the learning adolescent;
- changing the educator-educated role;
- countless virtual resources;
- conducting asynchronous lessons.

To conduct online lessons we need:

→ Platforms that allow interaction with students in real time: Google Classrroom (http://www.google.classrooms.com/), ZOOM (http: // www.zoom.us), Google Meet (http: // www. meet.google.com), ASERVIO, ASQ etc.

→ Platforms for online collaboration: Google Classroom (classroom.google.com), Edmodo (edmodo.com), etc.

→ Tools for dynamizing the lesson: Kahoot! (kahoot.com), Mentimeter (mentimenter.com), Wordwall (wordwall.net), Jamboard, Quizlet, Seterra, Socrative, Quizziz etc.

→ Virtual whiteboards: Jamboard virtual whiteboard provided by Google, whiteboard.fi virtual whiteboard, Zoom virtual whiteboards

→ Tools for cooperation and collaborative educational projects: eTwinning platform (http://www.etwinning.net), Google Docs (http://www.google.com/google-ds/hpp_en.html), Wikispaces (http: / /www.wikispaces.com/), Wallwisher (http://www.wallwisher.com/), Glogster (http://www.glogster.com/), Wordle (http://www.wordle.net/) ,Voki (http://www.voki.com/) etc.

→ Communication tools: Skype (http://www.skype.com/), Google Groups (http://groups.google.com/) etc.

→ Image tools: Google Earth (www.google.earth.com/), Slide (http://slide.com/), Picasa (http://picasa.google.com/), Fotobabble (http: // www.fotobabble.com/) etc.

→ Tests, quizzes and play tools: Hot Potatoes (http://hotpot.uvic.ca/), ProProfs (http://www.proprofs.com/com/quiz-school/), Classtools (http: // classtools.net /) etc.

→ Web page creation and publishing tools: Google Sites (http://www.google.com/sites/), Scribd (http://www.scribd.com/), etc.

→ Tools for planning, brainstorming: Bubble.us (https://bubbl.us), Slideshare (http://www.slideshare.net/), Prezi (http://prezi.com/),

The list of applications used in geography classes can continue with: Google Forms, Ed.Ted, Miro, Infogram, YouTube, Learning Apps, Lifeworksheetts, Lizard Point, Mind Meister.com, Padlet, Genial.ly, Powtoon, Toporapa, WorldWall etc. .

Among the traditional assessment methods used in the classroom we can use with the help of devices:

- online test with automatic evaluation (Kahoot, Quizizz, Socrative on the phone);
- 1 or 5 minute essay;
- e-portfolio with a list of requirements;
- solving tasks performed by students;
- web 2.0 tools for collaborative learning (making digital books, maps conceptual, panels).

For remediation and recovery activities, access the following links:

-https://wordwall.net/ro/resource/3617367/geografia-industriei (didactic game, fixing notions);

-https://www.quiz-bliss.com/vanessa/can-we-guess-your-level-of-education-based-ongeogrpahy-quiz-052118 (educational game, image association with states);

-https://www.quiz-bliss.com/vanessa/quiz-if-you-can-name-all-these-countries-by-theircapitals-your-iq-is-160 (educational game, capital cities association with state);

-https://www.quiz-bliss.com/divyya/quiz-only-a-genius-could-pass-this-ultimate mixedgeography-test-can-you (educational game for flags, capitals, states).

We are facing a change of attitude related to the need for training. It arises from the need to adapt the strategies and teaching aids specific to the physical school (face to face) to the particularities and requirements of the online school. We need to adapt the discipline taught offline in online exercises. Acquiring general learning skills, habits, methods and techniques (including ICT) to facilitate ongoing training.Identifying sources of information

and useful information in multimedia systems.Use of efficient bibliographic documentation technology.Use of methods of direct or mediated analysis of human settlements. The use of simple methods and techniques, specific to different scientific disciplines, for the analysis of some elements of the relief in the context of the environment / for the analysis of some elements of the climate, hydrography and biogeographic cover in the context of the environment. The use of cartographic representations in the investigation of the geographical environment.Applying the analysis methods on simple elements, systems, sequences.Use of experimental and simulation methods.Functional relationship of some natural and social elements (through case studies). Formation of a constructive critical behavior in relation to the qualitative elements of the environment (Methodological landmarks for consolidating the acquisitions from the 2019-2020 school year).

5. COVID-19 pandemic and online teaching

In Romania (but also worldwide), since March 2020, most of the classes have been held online and possibly combined with some face-to-face, but socially the learning experience has been remote. The COVID-19 pandemic undermined existing practices and changed the rules in unpredictable ways (Bryson et al., 2020; Horton, 2020; Žižek, 2020). It led to receptive improvisation, providing a "buffer effect" in response to the exogenous shock intended to maintain and obtain the expected results (Villar&Miralles, 2020). For universities and schools forced to close, the buffer included the rapid replacement of classroom teaching with online teaching. As the duration of the COVID-19 pandemic is unknown, the ways of teaching and interacting with students in the last academic year and this year were influenced. New approaches to teaching have emerged. For some, this has been and is an interesting opportunity to change existing practices, but for many this is a challenge. The aim was and is to ensure that all students, located in various geographical locations and time zones, even those self-isolated as protection against COVID-19, have equal access to a guided learning process that allows them to complete a school year.

Thus, the transition to online teaching transforms the role of the teacher instructor into a guide, facilitator, coordinator, challenger, stimulator, encourager or conductor, but in the context of ensuring effective interactions between students and instructors. This change recognizes that "more self-discipline is needed by students in online education, as opposed to classroom education" (Panigrahi et al., 2018, p. 1) and that "involvement in learning, which

is an important precedent for results learning is less for technology-mediated learning than face-to-face learning ”(Panigrahi et al., 2018, p. 1). Real-time online teaching requires more attention than classroom interactions and is more tiring and time consuming. In online meetings, those involved need to work harder to “read” nonverbal or social cues, including facial expressions, tone and tone of voice, and body language (Desai et al., 2009; Walther et al., 1994). The completely online teaching module was a new experience - a different experience for both teachers and students. In no case will this replace immediate learning, but an opportunity to change and reflect on teaching practices that seek innovative ways to blend extensive and intensive learning experiences. COVID-19 has forced us to rapidly improvise solutions to maintain and try to improve students' experiences and learning outcomes through online learning, rather than immediate learning. (Journal of Geography in Higher Education 2020).

Conclusions

The study of these documents shows that the dynamization of the teaching process in geography can take place through the application of ICT resources, which become almost indispensable for the educational environment, being recognized their formative and social role in the educational process.

The integration of the application of the educational resources Google Earth and National Geographic in the educational act has a multitude of advantages in terms of developing collaboration and communication in groups, partnership, mutual support, creativity, initiative and stimulation of active learning, learning based on application tasks. creating differentiated learning paths that lead to constructivist, student-centered teaching approaches. This application allows teachers to increase their efficiency in the classroom, by centralizing the training processes, having permanent control over the tasks that students have to perform, to intervene as needed in their independent activity. Although there are multiple advantages of using the Google Earth application in geography classes, in the instructional-educational process, the teacher cannot be replaced with a computer, but must be used only to optimize this process.

The impact of using Web tools and Google Earth in the geography lesson is obviously a positive one on many levels. First of all, there is an increase in the active role of the student

in the teaching-learning-assessment process, stimulating interest in the new, stimulating visual memory, all allowing the objective assessment of results and progress by students, visualization of mistakes (on some interactive tests, Baccalaureate variants, worksheets), both for students and for the teacher.

With the help of using Web tools and Google Earth in the geography lesson, students acquire good quality knowledge, which is integrated into long-term memory, the learning process becoming much more intuitive, attractive and dynamic. In conclusion we can say that in order to achieve a quality education, and to obtain the best performances, we must use both the classic teaching-learning models but also to introduce more and more the modern methods.

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