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application provides good response times for cutting, black-and-white conversion, file merging, and webcam capture. Very good response times are also gained in fast frame shuffle, snapshot capture, data compression, and video capture. The application interface is very simple and easy to use, with clear and explicit menus, intuitive and strategically placed buttons. It is studied at the Information Technology & Computer Systems Master program from the University "Politehnica" of Bucharest, within the laboratory classes of Multimedia Equipment and Technologies.

Keywords: E-learning content, Multimedia application, Learning environment, Virtual class, Online platform, Video processing, Automatic-generated tools.

Responsiveness to Mobile Learning in Formal Learning – A Case Study

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Abstract: Virtualization of approaches in learning and teaching has increasingly taken over, bringing added value to the quality in the educational act. Nevertheless, technological progress is faster than availability of users in using the most recently developed devices and applications. In such context, taking into account that recent approaches in education needs to keep track with technological developments, we are aware that the reactions to developments in e-education, including mobile learning, vary depending on stakeholders and/or types of approaches that are being used. In the present case study we intend to analyze the interest in using mobile learning among university students with taking into account the possible usage of such learning methods on traditional or blended education. Using quantitative analysis, we focus on interest in using m-learning, on possible reasons why students choose whether to use m-learning/m-teaching resources and on preference towards specific usages of such resources. The survey is conducted online among students from various faculties in economics, from within Bucharest University of Economic Studies from Romania. The current research does not focus on specific mobile technologies, nor on specific mobile applications, but on functionalities of such applications that could be used and specific features that could be encountered in such applications, towards a more user-friendly approach in e-education. Moreover, we focus on perceptions among students, without analyzing reactions of teachers towards interest in m-learning, such approach could make the focus of another research. We expect that students be more keen to use mobile learning, yet rather reluctant in possible use in evaluation. Mobile learning could be a possible solution for both traditional and online learning.

Keywords: m-learning; student; formal education; evaluation.

The COMFOR-SA Virtual Learning Centre Becomes a Special Hub for Gaining New Modern Standards for the IT-ARMY E-Learning Programmes

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Abstract: The Education and Training Command and School of Applied Military Studies of Turin (COMFOR-SA) - Virtual Learning Centre (VLC) owing to a solid and round experience in e-learning, and because of being a support and distance learning developer and provider for university and military courses, has received the task of organizing an ambitious program and serving as special hub for all new contents and e-learning courses for IT-Army education and training programmes. The VLC continues the strong cooperation established with University of Turin (UniTO) in the specific field of e-learning in direct support to courses. In addition, a new broad concept has recently been developed that aims at having a dedicated Portal for Self-Paced Courses combined with a Portal of Knowledge in a unique environment. In a Lifelong Learning perspective the potential target audience is composed of all categories, such as Officers, NCOs and Volunteers. Users can find, via internet or Intranet and by using all kind of devices, the right course and contents whenever and wherever required or needed. The model is specifically designed to offer a full spectrum and integrated e-learning service where all providers (teachers, instructors and Subject Matter Experts) are involved (crowdsourcing) with a Knowledge Management and Teaching procedure. It is also enriched by a User's E-portfolio where all progress can be stored and articles and paperwork can be uploaded. In this new concept a strategic role is played by teachers and support personnel and for this reason the first MOODLE Military Online Course (Mil-OC) for teachers was organized nationwide. They were trained in how to use different tools and plug-ins. More courses will be organized in the next future in order to increase the number of teachers involved in the program and to improve their e-learning knowledge and skills. This new comprehensive idea of providing E-learning is the pillar of all future projects and helps to reach another goal: developing digital skills among military personnel. The COMFOR-SA has invested a lot of effort and, thanks to the cooperation with the UniTO, is now ready to take the lead in Military E-Education.

Keywords: Digital Skills; Life Long Learning; Military E-Education; Mil-Online Course; Virtual Learning Centre.

How to Create and How to Use Didactic Educational Software

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Abstract: The article summarizes the long-term experiences of the author in the field of creation, usage and evaluation of didactic computer applications in education. In this article, there are systematized principles of creation and effective usage of didactic software. Special attention is paid to visualized controllable interactive simulation model and simulation experiments oriented to acquisition of new knowledge based on the own observations of the learner. The author summarizes recommendations regarding the graphic design and the interactivity of the didactic simulation models for learning. The preparation of recommendations and advice on how to build and use educational application was based on the pedagogical and psychological knowledge about the learning process. It takes into account how an individual receives and processes new information - how he/she builds his knowledge system. It is also important to set up the questions and tasks correctly, therefore they can be answered or solved by implementing simulation experiments. Knowledge system of the learner is not a static storage of isolated information and information units in his/her memory, but their transformation into active knowledge which is integrated and ordered to a system – connected into logical hyper structures and forms. The actual knowledge system enables an individual to solve non-standard problems not only in science, technology and various research areas from which the

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The central theme of eLSE 2018 is **"eLearning challenges and new horizons"**.

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