

1 The Didactic Cyberspace

The fulcrum of didactic activity on the Internet is the **Didactic Cyberspace**, which allows those who participate in this learning process to access the areas relating to their area of study.

In the Didactic Cyberspace a learning and developmental process is implemented through a new approach to communicating knowledge.

There are various ways to access the Didactic Cyberspace through login and passwords on the basis of the three different roles of those who participate in the learning process: Professors, Tutors and Students.

1.1 *The Page of the Appointed Teaching Professor*

This contains all of the functions of the Appointed Teaching Professor and allows access to the following areas:

- Curriculum vitae;
- Teaching Program;
- Conceptual Map;
- Didactic Material;
- Didactic Planning;
- Exam Guide;
- Exam Calendar;
- Learning Environments;
- Links to the Tutor Pages

The **Concept Map** for the teaching subject presents the title of each lesson, a list of the topics within each lesson along with bookmarks that connect the didactic materials (books and articles, CD-ROM, bibliographies, site links, exercises and virtual laboratories) relating to the various topics that are treated.

The **Exam Calendar** displays the following:

- dates, schedules and places where exams are held;
- the composition of the Exam Commission.

The didactic activities unfold within the **Learning Environments**: the Video library, Media library, Virtual Laboratory and Tutoring On Line.

1.2 *The Tutor Page*

The on line page for each Tutor of the subject being taught will communicate his or her availability (dates and schedules) along with contact details (e-mail, telephone and fax number), whilst in addition allowing access to the following areas:

- *Curriculum vitae*;
- Teaching Program;
- Conceptual Map;
- Didactic Materials;
- Didactic Planning;
- Agenda;
- Evaluation and Statistics;
- Learning Environments;
- Links to the Page of the Appointed Teaching Professor;

The Program, Conceptual Map and Didactic Planning of the subject being taught are the same documents that can be found on the Appointed Teaching Professor Page.

The **Agenda** is the tool that the Tutor uses in order to fix appointments and on line meetings, confirm meeting requests made by students and manage his or her personal agenda.

In the area of **Evaluation and Statistics** the following are made available:

- the tools of quantitative evaluation, or the statistics tracking the activity of the students (at both the individual and aggregate level). This is done in terms of the number of access times and time of use in the Learning environments on the part of the students as well as by tracking the use of the Tutoring On Line tools, number of exercises completed and the mean average of evaluation and self-evaluation;
- the tools of qualitative evaluation, or the evaluation of each student based on evaluation sheets (with open questions and/or exercise), developed by the Tutor in order to monitor the learning progress of the student in his or her class.

The Tutor Page, as with the Appointed teaching Professor Page, allows access to the four **Learning Environments**: Video Library, Media Library, Virtual Laboratory and Tutoring On Line.

The Appointed teaching Professor and Tutor can find out the composition of their own classes of students.

As stated before, in the Educational Psychology Model of the International Telematic University UNINETTUNO, the student is at the centre of the learning process, which is designed on the basis of his or her needs and created through a high level of interactivity between the Professor, Tutor and Student.

1.3 The Student's Page

It includes the functions at the students' disposal and allows access to the following areas:

- **Customised didactic planning**: this supplies the student with a customized study programme and the didactic activities planning referring

to each course. **Every student can find the planning of his didactic activities, divided into four didactic periods, on the Internet.** The inclusion in the online study classes is structured in such a way as to grant the student the possibility of attending two subjects for each didactic period while being guided by a professor/tutor. The result of the intermediate assessment that can also be checked by each individual student along with the tracking of his Internet-based learning , so allowing admission to the exams Getting through the exams of the attended didactic modules allows getting enrolled and included into the classes of the following courses.

- **Learning process check:** each individual student can check, for each Internet-based didactic activity, his own self-assessment and compare it with that one given by his tutor. He can check by himself if there are some gaps in his learning and develop new learning strategies with the support of not only the professor/tutor, but also of his own classmates.
- **Agenda (planning of didactic activities):** This displays the rendezvous fixed by the tutors or by the professor in the Chat-room, Forum and in the Virtual Classroom; it is possible to use the Agenda to include personal memos or ask for the professor/tutor's support to overcome any learning difficulties.
- **My lessons on TV today:** This displays the video lessons programming schedule being broadcast on the satellite television channel for the subjects being currently delivered.

1.4 The Learning Environments

1.4.1 The videoteque

The Video Library contains the lessons taught by the professor, namely the digitalized video lessons and their relative slides.

The use of the digitalized video lessons allows the student to activate learning processes of a symbolic and reconstructive kind. These are linked to a Classical linear approach to teaching. In addition, the modular layout of the contents and the indexing of topics together with bookmarks help the student to develop a hyper-textual and multimedia approach to the learning process. This results in improved meta-cognitive strategies that lead to a more personalized learning path.

Each video lesson is created with a predefined indexing system that allows the professor to structure the program according to the topics presented, and then point out the tools that allow the student to study diverse topics in an in-depth fashion. Thus the video lesson is conceptualized as a hyper-textual itinerary.

During the Learning Process the bookmarks allow the student to connect various topics presented in the video lesson to learning materials that are found in the Media

Library. In this way, the student can find contextual study resources in the form of books, articles, CD-ROMs, bibliographic references, site link references, exercises and virtual laboratories. These give the student the opportunity to combine practical and theoretical study methods in a Learning Process known as learning by doing.

1.4.2 The Media Library

The Media Library contains didactic materials (Learning Objects) connected to the video lessons. They can be associated with a topic, an entire video lesson or the entire course.

The objects that make up the Media Library are categorized as follows: books and articles, CD-ROMs, bibliographical references and site link references.

1.4.3 The Virtual Laboratory

In the Virtual Laboratory you can check your progress and expand your knowledge thanks to the approach of learning by doing, which is by an on-going Socratic tutoring method which is carried out in two ways: individual and group exercises.

Individual Exercises: You can access the dedicated learning environment and find a series of exercises on the topic being studied. These can be completed on line or down-loaded onto your computer. The exercises made available on line are minus the answers. This way you can check the results with your Tutor later on.

Group Exercises: you can complete an exercise with the help and support of your Tutor or Appointed Teaching Professor, in which case you will have to schedule a laboratory session. The tool used is the Chat Room, where the Tutor or Appointed Teaching Professor and the students are connected to one another and can interact.

1.4.4 Tutoring On Line

In the learning environment dedicated to Tutoring On Line, which makes available all of the tools necessary for long distance tutoring, you can:

- access collaborative and cooperative learning environments on the web with other students;
- open a Socratic dialogue with your Tutor, which helps and guides the learning process;
- interact in the educational process with other participants from diverse cultural and linguistic backgrounds, so creating a learning opportunity that is no longer local but global.