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di tecnologia
cultura e formazione

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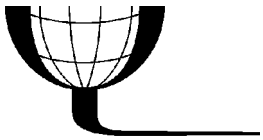

*Publisher*
Progedit, via De Cesare, 15
70122, Bari (Italy)
tel. 080.5230627
fax 080.5237648
info@progedit.com

*Subscriptions*
annual (2 numbers)
regular 30 Euro
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Bari - via Melo CIN: C - ABI 03067
CAB 04010 - c/c 000000010042
specificando come causale
del versamento:
Quota Associativa Socio CKBG.

Registrazione del Tribunale di Bari
n. 29 del 18/7/2005

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ISSN 1828-7344
www.progedit.com
Stampato da Di Canosa srl
per conto di Progedit
Progetti editoriali snc

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## Summary

This second number of "Qwerty" consists of three papers and an interview.

The papers propose reflections, from a methodological point of view, upon conditions in which technologies can be used as important resources for learning and knowledge building.

These contributions investigate relationships among peculiar features of tools, their context of employment and users' meaning of use, holding in great esteem the complex activity system structured by participants, medium and context in which communication takes place.

All the contributions in this number emphasize on-line communication/interaction complexity, paying particular attention to:

• communication formats and tools potentially adoptable at a distance; strategies for use of technological tools;

• different aspects related with communication/interaction at a distance (emotional, cognitive and relational);

• richness of the interaction between individual and collective dimension, between individual knowledge improvement and community advancement of ideas.

Besides, papers inquire into these different aspects referring to professional development and training instances.

Lax, Singh, Scardamalia and Librach describe a continuing professional development program in end-of-life care for accreditation by the Ontario College of Family Physicians, focusing on the importance of self-assessment for knowledge building in health care.

Cacciamani and Mazzoni consider the effects of two different strategies used by the tutor during discussions that occurred in an on-line course at university, pointing out that "knowledge construction strategy" supports more in-depth elaboration of problems and a more collaborative approach.

Mekheimer's article analyses the relationship between achievement in a Teaching English as a Foreign Language (TEFL) course, students' perceptions of their e-learning environment, and their learning styles, finding a statistically positive correlation between these three aspects.

The last contribute is an interview, by Fuiano, to Paolo D'Alessandro, author of "*Filosofia dell'Ipertesto*", a book about classic topics concerning hypertextuality and new questions related with didactical practices referring to philosophical dialogue.