



**Departamento de
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Información y la
Comunicación**

CIAFIC

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revista@didaxis.com.ar

www.didaxis.com.ar

ticiafic@gmail.com

Av. Federico Lacroze 2100
1426 - Ciudad de Buenos Aires
ARGENTINA

+54-11-4776-0913

+54-11-4777-5280

SEMINARIO DI DOTTORATO

Research, texts & multimedia corpora. Discourse Analysis and Multimedia Analysis in face-to-face and virtual learning environments.

Current cognitive research into the communication dynamics of shared knowledge construction in both face-to-face and virtual learning environments requires qualitative and interdisciplinary methods as well as data-specific analytic tools.

The conventional quantitative and positivist model of education research has been replaced by designs grounded in qualitative epistemological and methodological criteria based on a holistic approach. On the other hand, the conventional model has evolved towards mixed-method models in which quantitative and qualitative data are analysed with various methodological tools and then synthesised through different procedures according to research goals and design logic.

Linguistic discourse analysis (DA) as a theoretical and methodological perspective has made a key contribution to text and multimedia analysis, highlighting the relation between language and cognition and the role of middle range theory in the interpretation of text meaning. In this context, Classroom Discourse Analysis (CDA) focuses on interaction analysis and the shared construction of knowledge in both face-to-face and virtual environments.

The latest TIC breakthroughs, however, particularly the emergence and development of Web 2.0, and the growth of multimedia and hypermedia interaction in Web sites as well as on e-learning platforms have led to a new gap. While previous studies of online instruction centred on the qualitative analysis of textual interaction, current phenomena call for more complex methodological strategies, in tune with the new multimedia formats. A recent approach, Multimedia Discourse Analysis (MDA), intends to account for these.

The concepts provided by all these disciplines constitute, therefore, indispensable tools for cognitive and instructional research into texts, hypertexts and multimedia. They will enable it to face the challenges posed by multimedia learning, social representations, broadening social contexts and the shared construction of knowledge in face-to-face and virtual environments, both Web 1.0 and Web 2.0.

Dr. Gustavo Daniel Constantino
Investigador Científico CONICET
Director Departamento TIC - CIAFIC
Dr. en Ciencias de la Educación (UCA)
Mgter. en Metodologías y Tecnologías
de la Formación en Red (Univ. Verona-IT)