

- compare patterns of current disk utilization with those of the previous year.

Results showed that although both staff and students thought the multimedia material valuable, its overall utilization by students had diminished over time. The reason for this appears to be the lack of integration of the resource by tutors into their teaching. Furthermore, tutors had generally not adapted the material for their own needs although where workbooks had been provided, this seemed to increase the students' satisfaction.

DISCETECH-BIMBOTECH: An Experimental Project For Introducing Innovative Technology Within The Italian School System

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Since 1996 Politecnico di Milano has launched a program for experimenting, within the Italian school system, the use of advanced technology for teaching and learning. Two projects (in Como and Lecce) have involved more than 700 teachers and more than 8.000 pupils, being the largest of this kind in Italy, both in High Schools (Discetech project) and grammar schools (Bimbotech). The project emphasizes the role of the teachers, who are trained on multimedia and Internet technology first. Secondly they are "guided" and assisted in shaping up specific activities with usage of either multimedia CD-ROM's or Internet Sites. A large collection of CD-ROM's has been created and several hundreds educational Websites, on different subjects, have been classified. The project has been very successful with the teachers (many of them have never used advanced technology before) and the pupils, the learning and the interest of which has been evaluated as sharply improved.

Learning Experiences in New Learning Environments

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One of the outcomes of a departmental action research project at our language centre is a modernised Learning Centre, where students and staff of the university have access to learning materials in over 30 languages. The philosophy and pedagogical framework underlying the operations of the centre is to support and encourage students in developing their learning skills and self-directiveness for continuous language learning and for making effective use of new learning environments. This poster presents the Learning Centre (interactive studios, writing studio, multimedia studio etc.) and reports student experiences of learning a new language independently. One part of this learner training course Learning to Learn Languages was a self-access project during which students were requested to reflect upon the kinds of qualities and procedures that self-directed language learning requires from a learner. They also evaluated what areas of language were possible to access without external structuring and teaching.

Microsoft Office as a Learning and Teaching Tool

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Many useful features in popular software applications often go unnoticed by many users. Often thought of as a business application, Microsoft Office is one such suite of applications that is often overlooked as a tool for use in the teaching and learning environment at most grades, and at the university and college level. With just Word, Excel and PowerPoint, MS Office can be used as a tool to develop the basic understanding and expertise for a number of other applications including photo-editors, drawing and animation programs, multimedia authoring and web-development tools. Used as a stepping stone to more advanced applications in this way, the interface of each of these 3 applications can be simplified to be useful at a number of different grade levels, or levels of expertise. Using a combination of examples and hands-on exercises the workshop will illustrate to the participants how MS Office can be used to easily and effectively create multimedia hyper-documents, dynamic learning-objects, student review exercises and interactive non-linear presentations. Specific examples will be the use of PowerPoint as a concept-mapping tool and as a multimedia authoring and animation tool. Using Excel to assist in language learning and create dynamic graphs for interactive what-if scenarios, and using Word to develop hypermedia templates and collaborative writing documents. Several examples of the usefulness and creation of macros will also be shown.

Students' expectations and perceptions of efficacy for self-regulated learning in mediated learning environments: Partial results of an evaluation

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This paper discusses partial results of an evaluation applied to an educational teleconferencing system in a Mexican higher-education institution. Courses offered through the system are based on a pedagogical model, which emphasizes the active role of the learner as responsible of her own learning. Therefore, perceptions of the self, and self-regulatory processes become key components in this learning environment. Conclusions here presented correspond only to: (i) students' expectancies, (ii) perceptions of efficacy for self-regulated learning, and perceptions of the course, and of the teacher and learner's work. Results indicate students' expectancies focus on "learning more than in face-to face situations", followed by "using technology", and "having freedom and initiative". Perceptions of efficacy for self-regulated learning were high overall. Nevertheless, analyses of individual items identify specific areas