

Studies in Systems, Decision and Control 156

Sayed Hadi Sadeghi

Pathology of Learning in Cyber Space

Concepts, Structures and Processes

 Springer

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*To my Dad Martyr Sayed Ali Sadeghi who
taught me love and faith,*

*To my kind Mom who sacrificed her life
to my success and my progress*

And

*To my Dear wife Zeynab for her loving
support and my*

little Hero Sayed Mir Mohammad

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Introduction

The world is moving at an accelerating pace. The pace of these changes is such that one moment can quickly hold back communities and governments alike from the rest of the world. On the other hand, the lack of full knowledge and analysis of these developments as well as the formation of new technologies can cause backwardness in unknowing societies, and irreparable damage to the government society, the individuals, and so on. In this regard, as an expert says:

With this acceleration, you can only keep you where you are. If you want to go elsewhere, you have to double your acceleration at least.

After the revolution that took place in the United Kingdom under the name of the Industrial Revolution, which formed the basis of the formation of the industrial society, in the last quarter of the twentieth century, a much more important technological revolution took place around information and information technology called the Information Technology Revolution, or the Information Revolution in United States. This revolution has transformed the “industrial society” into what it calls the “information society” or “network society.” As a result, this has led to the formation of a paradigm with the title of two globalizations among individuals and scholars. This paradigm implies two kinds of worlds in our day-to-day living space: human beings. The first world is “real space.” The world that was already in existence, and human beings have never played a role in it, and our past have only experienced this kind of world. The second world is the “cyber space” or “virtual space” that does not last for more than a decade. This world is the result of the revolution in human communication and information technology. This cyberspace, called the second world, places humans in the face of virtual reality. In the virtual world, humans face a boundless, multicultural, yet unified environment. The cyberspace is the result of the transformation and development of the power that combines different aspects of our daily lives and exposes human beings to new forms of interaction that no longer depends on the attendance of the audiences in the same place. In this regard, electronic communications and digital networks are changing the structure of work as well as the forms of personal communication and entertainment of human beings, and have created a space beyond the real space in

the Internet environment called “cyberspace.” This newly formed space during the process of electronic developments has caused the world to interfere with the Internet through the Internet and be close to each other at far distances. It has also created many opportunities and facilities at various levels of the world, government, local, and even individual. However, it has created limitations and challenges at different levels as well. These changes are due to the formation of a cyberspace to a degree that has transformed all human activities according to especial aspects of a cyberspace. On this basis, it can be said that any human activity in real space has been shaped electronically and shadow in the cyberspace, causing the real space and cyberspace to interconnect, in two parts that are affecting each other directly and indirectly.

Holding virtual courses and learning and educating as a whole in virtual space (cyberspace) is a special experience providing information in any field for every person, specially students who are interested in online education or cyber-learning can use this information in a useful and attractive manner to practice and learn based on Internet. So the state of art for this book can be twofold, one for identifying the reading in resources and second easy understanding for readers about the author’s main and basic ideas with well-organized heading. So covering all major issues in online learning and training should be provided for anyone that can bring useful web resource and reading list.

Learning and training in cyberspace can bring personal and especial experiences and also knowledge for interesting goal of sense creation of practices and operations based on Internet in using of online education in a useful manner for anyone and any student who is interested in online learning. Therefore, the state of art for this book can be twofold, one for identifying the reading in resources and second easy understanding for readers about the author’s main and basic ideas with well-organized heading. So covering major issues in online learning and training should be provided for anyone that can bring useful web resource and reading list.

The most important human activities that are influenced by cyberspace are learning and teaching. Although learning and teaching have undergone some changes in the historical process and the course of time, these changes have not been so great that they can impress the traditional methods of learning and education. But with the formation of the cyberspace and its development over time, learning and teaching have undergone massive changes. These changes have resulted in a quantitative and qualitative development of the learning and teaching processes that have provided various capacities and potentials in this field in different contexts and discussions ways. But most of them are general and in line with the overall benefits through e-learning and e-teaching that is formally carried out in universities and schools through cyberspace. But, unfortunately, none of them fully explores the learning, education, and cyber-training resources which should be used by individuals, groups, organizations, governments, and others in pursuing to achieve their goals. In addition to this, they did not pay much attention to the challenges and injuries caused by learning and teaching in cyberspace. This has led us to look at these issues and some other issues related to learning and training in cyberspace more widely and comprehensively, and also consider them

beyond official formal learning and education. Most importantly, the issues such as injuries and challenges, in different ways and in different levels, result from learning and education in this space. Our goal in this book is to go beyond simple and repetitive issues that have been told about the cyberspace and the challenges it poses and is now underlined. Our main audiences are those who are probably the first to face these issues in principle with this new perspective. Although intended readers of this book are scholars and students from the fields of science education, information technology, sociology and educational technology as well as interested parties and related authorities, but reading this book also can be helpful for people who tend to better understand very new topics, such as cyberspace, learning and training in cyberspace, etc., and their relevant issues. We follow four main goals in this book:

- Understanding the cyberspace as a new emerging space, and familiarity with its capacities and limitations, as well as how to manage this space thoroughly.
- Review and analyze the training process and educational resources in cyberspace.
- Study and analysis of procedure of obtaining educational goals in cyberspace.
- Pathology of learning and learning in cyberspace.

Having regard to the above goals, we would inevitably have to pay attention and consider many other topics that are in some way related to the topics covered in this book, but we refrain from bringing them in this book due to numerous more important topics discussed and also keep the book short and clear enough so that the readers can well keep track of the main themes of it. Based on this, the content of the book is divided and arranged into seven chapters. The book begins with discussions about the main concepts of cyberspace, the relationship between cyberspace and real space, learning and education. The relationship between cyberspace and real space is described, and capacities, judiciary, and concepts related to cyberspace are presented. In the following, cyber curricular education forms are described in terms of teaching and learning resources in cyberspace. The discussion presented in this book consists of two main sections: In the first section, we outline the objectives of training in cyberspace at different levels, and in the second section, we describe the injuries caused by learning and training in the cyberspace at different levels, and then a general attention is drawn to show how cyber-training is handled and receives feedback and, finally, we provide a summary of the topics presented in the book (Fig. 1). The author's main strategy, on the one hand, is the provision of basic aspects and, on the other hand, presentation of the main content with a simple approach. Although it was difficult to achieve both of them, the explanation of the content in the conceptual framework and the alternative approach was less easy to write, but I hope that this work will be for a wide range of enthusiasts, with different intellectual, specialized, and executive backgrounds, including academics, policymakers, managers and planners of educational and cultural units and institutions, and so on. The book might be flawed in terms of its content and the presentation style and the author hope that all readers,

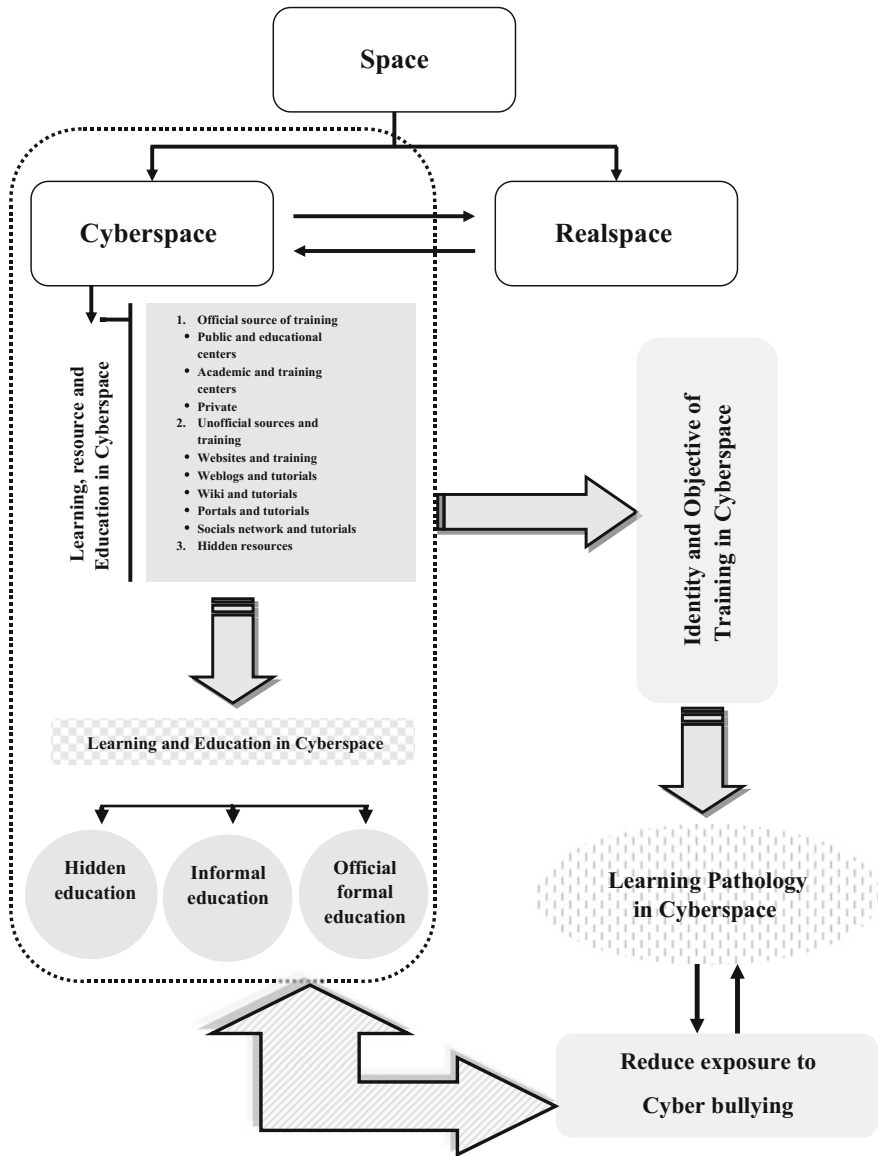


Fig. 1 The whole concept of the book

especially the scholars of the field, with a dim view or with their elaborate guidance, will indebt him with magnanimity. Thanks and gratitude to all those who helped the author in the various stages and provided the conditions for writing and publishing it.