

Educational communication is a discovery communication suprem... A teacher acts as a guide and helps the student discover new entities..extending (modifyng) the scholar's (and teacher's) knowledge through educational messages..

Educational communication is the meaning of educational processes

The educational processes are just part of a control process through which helps students and teachers increase their knowledge

As with all control processes..feedback is needed..Student behaviour is prone to error...but his ability to correct his errors certainly measures the quality of the control process...

Nevertheless, the scholar should be encouraged towards some sort of self correcting skill... in order to reduce the cost if the interaction between the teacher and the scholars.. Where the students are many.. infact.. difficulties arise..

The way to self correcting educational communication is by becoming aware of experience acquired..through the educational process..Gaining experience is so.. the way to knowledge..

To encourage the gaining of experience many methods can be exploited by the teacher..Pratice drills and exercices are just two examples).

Rewriting and illustrating teaching material...is another method that can be quietly and reliably suggested..

In some respects every student should be encouraged to write his lectures at least as an overall picture of the subjects considered..

These are very practical suggestions.. Nevertheless they correspond to a deep understanding of educational communication..

Let us say: to communicate some thing you need to light up the subject matter.You need energy.. either in the form of light sound running of computers..displaing results..

Even words are to a certain degree units of communication lights..

And what matters is the ability of the scholar to distinguish what is under observation from what is being used to observe.. In some metaphorical sense it is important to distinguish light from matter..Matter being the subject under examination and light representing the messages being illustrated...

Obvioulsly some difficulty arises in this metaphor..whenever the nature of what is being explaines is the same as the explanation..

And in some respects this is always the case.. Things to be explained (observed) should to be imagine as a document (at its an initial stage) While explanations must be reduced to simple documents ..if we want to verify our understanding

ability in the presence of some restrictions (memory, understanding ability..and so on..)...

If we look at this way we can immediately understand that good educational communication makes a strong distinction between the two kinds of educational documents suggested...

Moreover, being able to separate these kinds of entities is like separating data from algorithms..

The separation is needed to discover the intimate unity of the components.!..

Now .. at a very abstract level of educational sitemes at close or far range a picture..can easilly be drawn.

There is a teacher (or teachers).. They need teaching material subject to be explained.. This subject is essentially a physical system or a computer..The production of teaching material requires a suitable work station or laboratory..

Teaching material requires explanations which may be synchronous or asynchronous... depending in the presence of the scholar (scholars) and the teaching materials..

where a number of theachers and subject matters are concerned a management system is required

The scholar will be connected through some kind of network to the teacher (teachers..) ..

The performance of the teachers (lectures/courses) will be eventually be saved on disk for future use.. It is important to recognize in this latter detail the possibility for the teachers to ask the scholar: write better teaching material starting from my lecture!