

and networks, SVCs promote multidirectional communication by overcoming spatial barriers. We coincide with Skylar (2009) and Genevieve & Bratt (2009) that the educational and innovative use of videoconference gives rise to significant training experiences worth studying. We also concur with Kawiatkowska's (2013) conclusions that the feeling of solitude in a student diminishes on becoming part of a learning group or community in which others are in the same situation; this perception occurs in SVC use.

Finally, we are interested in those technological aspects of SVCs which assist the teaching and learning processes themselves and as such we agree with Sancho (2012) that it is more important and useful to think in pedagogical rather than technological terms in order to encourage appropriate didactic innovation in the preparation of teaching plans. The carefully prepared interfaces of the SVCs studied, together with the possibility to access them from different operating systems, are positive factors that enhance the teaching process. Flexibility, structure, organization and a suitable online help system take the process further towards a successful learning experience.

In sum, we conclude that the teaching/learning practices studied are positive and relevant to the educational field. SVCs are generating new systems of communication worth serious research in the sense that they are leaving behind the asynchronous conceptions that have characterized distance education. In this regard, direct communication, which is part of traditional teaching, is combined with other particular elements of communication that SVC users must learn to exploit from the pedagogical point of view: shared virtual whiteboards, the possibility of sharing files and notes in real time, etc. What clearly emerges from our study is a very positive consideration of interaction and cooperative work, the encouragement of creativity, and the creation of new channels of communication among participants in training activities.

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