



Key Issues In E Learning Research And Practice

Donnelly, Roisin,McSweeney, Fiona



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Key Issues in e-Learning Norbert Pachler, Caroline Daly, 2011-02-17 Enables readers to understand the key issues underpinning e learning with a view to enabling them to use it effectively in their professional practice *Key Issues in E-Learning* Norbert Pachler, Caroline Daly, 2011-04-21 **E-Learning and the Academic Library** Scott Rice, Margaret N. Gregor, 2016-04-27 Focusing on academic libraries and librarians who are extending the boundaries of e learning this collection of essays presents new ways of using information and communication technologies to create learning experiences for a variety of user communities Essays feature e learning projects involving MOOCs massive open online courses augmented reality chatbots and other innovative applications Contributors describe the process of project development from determination of need to exploration of tools project design and user assessment **Handbook of Research on Facilitating Collaborative Learning Through Digital Content and Learning Technologies** Keengwe, Jared, 2022-12-28 Digital content and learning technologies are now the norm at all levels of education However there is evidence to suggest that this digital shift is on a spectrum and the spectrum impacts learners in different ways This means that some instructors who seek to integrate digital content may do so using traditional teaching methods while others use innovative practices to engage learners Those who integrate innovative digital practices align their instructional practice with theories to facilitate student centered pedagogies that support and improve the depth and scope of student learning A primary characteristic of student centered learning is facilitating collaborative learning using digital content and learning technologies to engage students as well as to enhance meaningful learning The Handbook of Research on Facilitating Collaborative Learning Through Digital Content and Learning Technologies provides K 20 educators with alternative pedagogical and andragogical models that are innovative and incorporate digital content and learning technologies that promote constructive learning Further this book explores the relationship between constructivist learning digital content and learning technologies A primary argument in this book is that constructivist teaching strategies such as collaborative learning coupled with digital content and purposeful learning technologies could benefit student learning in ways that are different from those practiced in traditional non digital learning environments Covering topics such as instructional design self efficacy and library engagement this major reference work is an essential resource for pre service teachers teacher educators faculty and administrators of K 20 education librarians researchers and academicians **SAGE Handbook of Mentoring and Coaching in Education** Sarah Fletcher, Carol A Mullen, 2012-03-22 The knowledge base about mentoring and coaching in education has grown considerably worldwide in the last decade The very many definitions of mentoring and coaching demand an evidence base to assist with understanding the convergence and distinctions between these concepts and with situating them in relation to learning This Handbook is a leading source of ideas and information It covers national and international research on schools higher education and disciplines within and beyond education The editors draw together contributions and present evidence bases and alternative

worldviews in which concepts are both untangled and substantiated Unique in its coverage this handbook maps current knowledge and understanding values and skills underpinning educational mentoring and coaching for learning Contributors who are leading scholars and practitioners address issues of theory and practice in school higher education and other educational contexts and they set out practical applications of coaching and mentoring for practitioners and researchers Contributors also address social justice issues such as those involving traditional and technical forms of mentoring and coaching democratic and accountability agendas and institutional and historical patterns of learning The SAGE Handbook of Mentoring and Coaching in Education is an essential reference for practitioners researchers educators and policymakers Dr Sarah J Fletcher is an international Educational Research Mentoring and Coaching Consultant and she convenes the Mentoring and Coaching SIG for the British Educational Research Association Carol A Mullen is Professor and Chair Educational Leadership and Cultural Foundations Department at The University of North Carolina at Greensboro North Carolina USA

E-Learning Reader Sara de Freitas, Jill Jameson, 2012-06-07 Examines the key debates that have shaped that technological journey from ancient to modern times

Handbook of Research on Digital-Based Assessment and Innovative Practices in Education Keengwe, Jared, 2022-05-06 Even though digital technologies are ubiquitous in education assessment methods continue to employ traditional assessments even though they are inadequate to provide information about a student's reasoning and conceptual understanding Digital based assessment models allow students to demonstrate higher order skills while integrating digital technologies as a powerful teaching tool Digital technologies can support inquiry based learning that is essential to developing a deep conceptual understanding of the content The Handbook of Research on Digital Based Assessment and Innovative Practices in Education identifies digital tools and applications for effective assessment of learning shares various models of digital based assessment in education and considers best pedagogical practices for assessment in education Covering a range of topics such as formative assessments design thinking virtual reality and equity this major reference work is crucial for educational technologists instructional designers policymakers administrators faculty researchers academicians scholars practitioners instructors and students

Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies Stansfield, Mark, Connolly, Thomas, 2009-05-31 Provides cost effective and sustainable learning procedures vital to ensuring long term success for both teacher and student covers the latest research and findings in relation to best practice examples and case studies

Mobile Learning John Traxler, Agnes Kukulska-Hulme, 2015-11-06 Mobile Learning The Next Generation documents the most innovative projects in context aware mobile learning in order to develop a richer theoretical understanding of learning in modern mobile connected societies Context aware mobile learning takes advantage of cell phone mobile and pervasive personal technologies to design learning experiences that exploit the richness of both indoor and outdoor environments These technologies detect a learner's presence in a particular place the learner's history in that place

or in relation to other people and objects nearby and adapt learning experiences accordingly enabling and encouraging learners to use personal and social technologies to capture aspects of the environment as learning resources and to share their reactions to them

Handbook of Research on Practices and Outcomes in E-Learning: Issues and Trends Yang, Harrison Hao, Yuen, Steve Chi-Yin, 2009-10-31 This book includes a selection of world class chapters addressing current research case studies best practices pedagogical approaches and strategies related resources and projects related to e learning Provided by publisher

Applied E-Learning and E-Teaching in Higher Education Donnelly, Roisin, McSweeney, Fiona, 2008-07-31 This book presents international practices in the development and use of applied e Learning and e Teaching in the classroom in order to enhance student experience add value to teaching practices and illuminate best practices in the area of e Assessment This book provides insight into e Learning and e Teaching practices while exploring the roles of academic staff in adoption and application Provided by publisher

Global Challenges and Perspectives in Blended and Distance Learning Willems, J., Tynan, B., James, R., 2013-04-30 This book highlights the perspectives challenges and current practices within higher and distance education around the world

Comparative Blended Learning Practices and Environments Ng, Eugenia M. W., 2009-10-31 Comparative Blended Learning Practices and Environments offers in depth analysis of new technologies in blended learning that promote creativity critical thinking and meaningful learning

Interprofessional E-Learning and Collaborative Work: Practices and Technologies Bromage, Adrian, Clouder, Lynn, Thistlethwaite, Jill, Gordon, Frances, 2010-06-30 Interprofessionalism an emerging model and philosophy of multi disciplinary and multi agency working has in increasingly become an important means of cultivating joint endeavors across varied and diverse disciplinary and institutional settings Interprofessional E Learning and Collaborative Work Practices and Technologies is therefore an important source for understanding how interprofessionalism can be promoted and enhanced at various levels in learners educational experiences particularly with regard to e learning and reusable learning objects given the potential to cross boundaries of time location and academic disciplines This book provides relevant theoretical frameworks and the latest case driven research findings to improve understanding of interprofessional possibilities through e learning at the level of universities networks and organizations teams and work groups information systems and at the level of individuals as actors in the networked environments

Worldwide Commonalities and Challenges in Information Literacy Research and Practice Serap Kurbanoglu, Esther Grassian, Diane Mizrahi, Ralph Catts, Sonja Spiranec, 2013-12-13 This book constitutes the refereed proceedings of the European Conference on Information Literacy ECIL 2013 held in Istanbul Turkey in October 2013 The 73 revised full papers presented together with two keynotes 9 invited papers and four doctoral papers were carefully reviewed and selected from 236 submissions The papers are organized in topical sections on overview and research policies and strategies theoretical framework related concepts citizenship and digital divide disadvantaged groups information literacy for the workplace and

daily life information literacy in Europe different approaches to information literacy teaching and learning information literacy information literacy instruction assessment of information literacy information literacy and K 12 information literacy and higher education information literacy skills of LIS students librarians libraries and ethics **The SAGE Handbook of E-learning Research** Caroline Haythornthwaite, Richard Andrews, Jude Fransman, Eric M. Meyers, 2016-05-09 The new edition of The SAGE Handbook of E Learning Research retains the original effort of the first edition by focusing on research while capturing the leading edge of e learning development and practice Chapters focus on areas of development in e learning technology theory practice pedagogy and method of analysis Covering the full extent of e learning can be a challenge as developments and new features appear daily The editors of this book meet this challenge by including contributions from leading researchers in areas that have gained a sufficient critical mass to provide reliable results and practices The 25 chapters are organised into six key areas 1 THEORY 2 LITERACY LEARNING 3 METHODS PERSPECTIVES 4 PEDAGOGY PRACTICE 5 BEYOND THE CLASSROOM 6 FUTURES **E-learning Theory and Practice** Caroline Haythornthwaite, Richard Andrews, 2011-04-11 This is a must read for every student lecturer and professor It establishes Internet Studies as essential to an understanding of how learners and educators can capture the value of our networked world Professor William H Dutton Director of the Oxford Internet Institute University of Oxford In E learning Theory and Practice the authors set out different perspectives on e learning The book deals with the social implications of e learning its transformative effects and the social and technical interplay that supports and directs e learning The authors present new perspectives on the subject by exploring the way teaching and learning are changing with the presence of the Internet and participatory media providing a theoretical grounding in new learning practices from education communication and information science addressing e learning in terms of existing learning theories emerging online learning theories new literacies social networks social worlds community and virtual communities and online resources emphasising the impact of everyday electronic practices on learning literacy and the classroom locally and globally This book is for everyone involved in e learning Teachers and educators will gain an understanding of new learning practices and learners will gain a sense of their new role as active participants in classroom and lifelong learning Graduate students and researchers will gain insight into the direction of research in this new and exciting area of education and the Internet **Handbook of Research on Innovative Pedagogies and Technologies for Online Learning in Higher Education** Vu, Phu, Fredrickson, Scott, Moore, Carl, 2016-12-28 The integration of technology has become an integral part of the educational environment By developing new methods of online learning students can be further aided in reaching goals and effectively solving problems The Handbook of Research on Innovative Pedagogies and Technologies for Online Learning in Higher Education is an authoritative reference source for the latest scholarly research on the implementation of instructional strategies tools and innovations in online learning environments Featuring extensive coverage across a range of relevant perspectives and topics

such as social constructivism collaborative learning and projects and virtual worlds this publication is ideally designed for academicians practitioners and researchers seeking current research on best methods to effectively incorporate technology into the learning environment

Technology's Challenges and Solutions in K-16 Education during a Worldwide Pandemic Li-Ting Chen, Leping Liu, Karen Pugh, 2023-10-21 The book not only provides empirical evidence of challenges faced by educators and learners during COVID 19 but also gives fresh insights on how educators and education administrators may act proactively to prepare for an emergency situation The school year of 2020 was unlike any other Globally the outbreak of COVID 19 impacted learners and educators in all levels Many learners were forced to rapidly transit from face to face to online learning while educators were required to hastily convert in person to online delivery mode What challenges did the educators and learners face and what were the possible solutions How can technology as a tool be used to enhance teaching and maximize student learning when an emergency occurs This book addresses these two questions With contributions from international scholars the book begins by providing the context of COVID 19 and a brief introduction of five empirical studies included in the book as well as suggesting directions for future research Subsequent chapters represent a variety of research approaches and perspectives from learners educators and parents of learners but all share a common focus on challenges faced by educators and learners as well as opportunities to use technology as a tool to maximize student learning during a worldwide pandemic Technology's Challenges and Solutions in K 16 Education during a Worldwide Pandemic will be a key resource for educators academics researchers and students of Education Instructional Design and Technology Educational Leadership and Policy Educational Research Educational Technology Research Methods and Sociology STEM Education and Curriculum and Instruction The chapters included in this book were originally published as a special issue of Computers in the Schools

Work-Based Learning in Clinical Settings Viv Cook, Caroline Daly, Mark Newman, 2021-02-26 The importance of learning in the workplace has long been recognised in clinical education however the twin demands of the explosion in clinical knowledge and the changing dynamics of the clinical workplace have exposed the shortcomings of existing clinical learning practices and understandings of clinical learning in the workplace There is a growing demand for conceptual and methodological tools that can help to develop understanding of the complex set of relationships involved in learning in professional healthcare contexts This ground breaking volume brings together the work of pioneering scholars of learning and is unique in providing a detailed account of socio cultural theory in relation to clinical education Work based Learning in Clinical Settings clearly illustrates the potential breadth of application and the strength and diversity of research in this field Each chapter engages with a distinct issue and follows a specific structure to present an extended case based presentation of the research that explains the architecture of the concept or theory application of the concept theory to clinical education methodological approaches used as well as the implications and limitations understanding of the workplace clinical learning that emerged as a result of the research It is ideal for professionals in

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