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Web-based training, known as e-learning, has experienced a great evolution and growth in recent years, as the capacity for education is no longer limited by physical and time constraints. The emergence of such a prized learning tool mandates a comprehensive evaluation of the effectiveness and implications of e-learning. *Advances in E-Learning: Experiences and Methodologies* explores the technical, pedagogical, methodological, tutorial, legal, and emotional aspects of e-learning, considering and analyzing its different application contexts, and providing researchers and practitioners with an innovative view of e-learning as a lifelong learning tool for scholars in both academic and professional spheres.

Trainers and educators ask: 'What personality types do best at e-

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learning; who really likes e-learning?' Better that they should ask: 'How can we make e-learning more appealing to more people?' E-learning is here to stay in the same way that the Internet is here to stay. The classroom, as a mass education tool, was an invention of the industrial age and we have made good use of it. E-learning is an invention of the information age but we have yet to properly realise its potential. Some of the steam has gone out of e-learning. Organizations have experienced problems with technology, variable content, poor course take-up and even greater drop-out. The problem is that what appeals to the organization, a mass training and development medium that can be used to train everyone at once, is at odds with - or at least ignorant of - the learning needs of the individual. Individual Preferences in e-Learning focuses on the process of e-learning, with the emphasis on learning and individual differences. With a firm rooting in previous research, in particular the author's in-depth knowledge of the MBTITM functions, this book shows you how to make e-learning work for different personality types.

An industry leader speaks out against boring, ineffective, costly e-learning and provides practical guidelines for creation of powerful, e-learning-based performance solutions. e-Learning is emerging rapidly in schools, businesses, and at home. Millions are being invested in

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this new, widely available technology purported as the solution to learning challenges. Dr. Michael Allen, commonly considered the father of modern interactive learning, raises concerns about misuses of the technology, missed opportunities, and money wasted on boring, ineffective e-learning. The book offers specific, pragmatic, common-sense approaches to guide the development of successful technology-assisted learning. A free CD-ROM is packed with sample applications. Michael Allen's Guide to e-Learning enables business executives to become discerning e-learning investors and instructional designers to create meaningful performance solutions.

Educators are finding that communication and interaction are at the core of a successful web-based classroom. This interactivity fosters community, which contributes to effective and meaningful learning. Positive online communities and the communication therein encourage students to interact with others' views which not only grows one's empathy, but is an integral part of constructivist learning theories. Because of this, the most important role of an educator in an online class is one that ensures student interactivity and engagement. Creating Teacher Immediacy in Online Learning Environments addresses the most effective models and strategies for nurturing teacher immediacy in web-based and virtual learning environments. A number of

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innovative methods for building an authentic, personalized online learning experience are outlined and discussed at length within this publication, providing solutions for pre-service as well as in-service educators. This book is a valuable compilation of research for course designers, faculty, students of education, administration, software designers, and higher education researchers.

This collection critically considers the question of how learning and teaching should be conceived, understood, and approached in light of the changing nature of learning scenarios and new pedagogies in this current age of multimodal digital texts, practices, and communities. The book takes the concept of digital artifacts as being composed of multiple meaning-making semiotic resources, such as visuals, music, and design, as its point of departure to explore how diverse communities interact with these tools and develop and explore their understanding of digital practices in learning contexts. The first section of the volume examines different case studies in which involved participants learn to grapple with the introduction of digital tools for learning in children's early years of schooling. The second section extends the focus to secondary and higher education settings as digital learning tools grow more complex as do students, parents, and teachers' interactions with them and the subsequent need

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for new pedagogies to rethink these multimodal artifacts. A final section reflects on the implications of new multimodal tools, technologies, and pedagogies for teachers, such as on teacher training and community building among educators. In its in-depth look at multimodal approaches to learning as meaning-making in a digital world, this book will be of interest to students and scholars in multimodality, English language teaching, digital communication, and education.

e-Learning Ecologies explores transformations in the patterns of pedagogy that accompany e-learning—the use of computing devices that mediate or supplement the relationships between learners and teachers—to present and assess learnable content, to provide spaces where students do their work, and to mediate peer-to-peer interactions. Written by the members of the "new learning" research group, this textbook suggests that e-learning ecologies may play a key part in shifting the systems of modern education, even as technology itself is pedagogically neutral. The chapters in this book aim to create an analytical framework with which to differentiate those aspects of educational technology that reproduce old pedagogical relations from those that are genuinely innovative and generative of new kinds of learning. Featuring case studies from elementary schools,

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colleges, and universities on the practicalities of new learning environments, e-Learning Ecologies elucidates the role of new technologies of knowledge representation and communication in bringing about change to educational institutions.

In this book, we can read about new technologies that enhance training and performance; discover new, exciting ways to design and deliver content; and have access to proven strategies, practices and solutions shared by experts. The authors of this book come from all over the world; their ideas, studies, findings and experiences are beneficial contributions to enhance our knowledge in the field of e-learning. The book is divided into three sections, and their respective chapters refer to three macro areas. The first section of the book covers Instructional Design of E-learning, considering methodology and tools for designing e-learning environments and courseware. Also, there are examples of effective ways of gaming and educating. The second section is about Organizational Strategy and Management. The last section deals with the new Developments in E-learning Technology, emphasizing subjects like knowledge building by mobile e-learning systems, cloud computing and new proposals for virtual learning

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environments/platforms.

"This book discusses the complete range of contemporary research topics such as computer modeling, geometry, geoprocessing, and geographic information systems"--Provided by publisher.

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