Impact Of E Learning In Further Education Survey Of Scale

Traveling from Zimbabwe to New Zealand and on to Ghana and the United States, the voices of higher education are presented in a way only scholars from these regions can fully articulate and understand. The changing world of higher education challenges all of those involved in very unique ways. In Global Voices in Higher Education, scholars from 10 different countries share their work, describing not only their research but also the context in which their work exists. This book allows the reader to travel with these scholars to their colleges and universities and discover areas of concern in higher education from around the globe.

The International Handbook of e-Learning, Volume 1 provides a comprehensive compendium of research and theory in all aspects of e-learning, one of the most significant ongoing global developments in the entire field of education. Covering history, design models, instructional strategies, best practices, competencies, evaluation, assessment, and more, these twenty-seven contributions tackle the tremendous potential and flexibility inherent to this rapidly growing new paradigm. Past and present empirical research frames each chapter, while future research needs are discussed in relation to both confirmed practice and recent changes in the field. The book will be of interest to anyone seeking to create and sustain meaningful, supportive learning environments within today's anytime, anywhere framework, from teachers, administrators, and policy makers to corporate and government trainers.

Provides an examination of past and future e-learning approaches, and explores the implications of applying e-learning in practice. This work is useful for those involved in technology learning systems. It is of relevance to those involved in ICT and education modules, and e-learning courses.

This edited volume examines the implications of COVID-19 on distance and online learning, discussing how the move to online teaching and learning modes proved to be a source of immense institutional, organizational, and educational challenges. With chapters grounded in theoretical and methodological approaches pertinent to education and pedagogy, the book explores the relevance of theory to the educational situation brought about by the pandemic and highlights the specific issues and challenges that distance learning has to account for in crisis situations. Key topics discussed include innovations and best practices in online learning, research, and management; developments in computer-supported collaborative learning, training, and research; the use of intelligent tutoring and mentoring systems in times of crisis; the role of university leadership and users' perceptions and attitudes to online teaching and learning. The book offers fresh insights into the specificity of distance learning in a pandemic and its effects in established working patterns. It will be highly relevant reading for academics, researchers, and post-graduate students in the fields of online learning, distance learning, educational technology, and pedagogy, as well as university administrators and those directly involved in online teaching.

Instructional Design, Organizational Strategy and Management

Evaluating e-Learning

Online Education and Adult Learning: New Frontiers for Teaching Practices

E-Content

Learning Theory and Online Technologies

A Project of the Association for Educational Communications and Technology

Education Is Not an App

This work includes articles addressing the social, cultural, organizational, and cognitive impacts of e-commerce technologies and advances on organizations around the world. It covers the impact of e-commerce on consumer behaviour, organizational behaviour, and development.

The essential e-learning design manual, updated with the latest research, design principles, and examples e-Learning and the Science of Instruction is the ultimate handbook for evidence-based e-learning design. Since the first edition of this book, e-learning has grown to account for at least 40% of all training delivery media. However, digital courses often fail to reach their potential for learning effectiveness and efficiency. This guide provides research-based guidelines on how best to present content with text, graphics, and audio as well as the conditions under which those guidelines are most effective. This updated fourth edition describes the guidelines, psychology, and applications for ways to improve learning through personalization techniques, coherence, animations, and a new chapter on evidence-based game design. The chapter on the Cognitive Theory of Multimedia Learning introduces three forms of cognitive load which are revisited throughout each chapter as the psychological basis for chapter principles. A new chapter on engagement in learning lays the groundwork for in-depth reviews of how to leverage worked examples, practice, online collaboration, and learner control to optimize learning. The updated instructor's materials include a syllabus, assignments, storyboard projects, and test items that you can adapt to your own course schedule and students. Co-authored by the most productive instructional research scientist in the world, Dr. Richard E. Mayer, this book distills copious e-learning research into a practical manual for improving learning through optimal design and delivery. Get up to date on the latest e-learning research Adopt best practices for communicating information effectively Use evidence-based techniques to engage your learners Replace popular instructional ideas, such as learning styles with evidence-based guidelines Apply evidence-based design techniques to optimize learning games e-Learning continues to grow as an alternative or adjunct to the classroom, and correspondingly, has become a focus among researchers in learning-related fields. New findings from research laboratories can inform the design and development of e-learning. However, much of this research published in technical journals is inaccessible to those who actually design e-learning material. By collecting the latest evidence into a single volume and translating the theoretical into the practical, e-Learning and the Science of Instruction has become an essential resource for consumers and designers of multimedia learning.

Interest in online teaching, learning and training continues to grow, yet one thing remains constant: the key role of the e-moderator in ensuring the quality and success of online learning. This book â€" an online learning classic â€" is essential for anyone teaching online or developing online courses and process. Practical and accessible, E-moderating is a userâ€™s guide to working effectively in the virtual world, covering key areas including: the why, what and how of e-moderating; becoming a good e-moderator; the benefits to learners of e-moderating; training to become an effective e-moderator; and featuring a unique collection of resources for practitioners.

"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.

A Community of Inquiry Framework for Research and Practice

Trends in E-learning

e-Learning and the Science of Instruction

E-learning Theory and Practice

New Technology, Applications and Future Trends

High-Impact Practices in Online Education

This book explores three interwoven and challenging areas of research and development for future ICT-enabled applications: software intensive systems, complex systems and intelligent systems. Software intensive systems are systems that extensively interact with other systems, sensors, actuators, devices and users. More and more domains are now employing software intensive systems, e.g. the automotive sector, telecommunication systems, embedded systems in general, industrial automation systems and business applications. Moreover, the outcome of web services offers a new platform for enabling software intensive systems. Complex systems research is focused on the overall understanding of systems rather than their components. Complex systems are very much characterized by the changing environments in which they operate through their multiple internal and external interactions. They evolve and adapt through (internal and external) dynamic interactions. The development of intelligent systems and agents, which is increasingly characterized by the use of ontologies, can be beneficial for software intensive systems and complex systems alike. Accordingly, recent research in the areas of intelligent systems, robotics, neuroscience, artificial intelligence, and the cognitive sciences is essential to the future development of software intensive and complex systems.

This volume provides an up-to-date study of theory and practice on the importance of technology in teaching and learning. The contributions are carefully peer-reviewed from over 100 submissions to the International Conference on Teaching and Learning 2006, held in Hong Kong. Sample Chapter(s). Chapter 1: Faculty Perceptions of ICT Benefits (391 KB). Contents: Faculty Perceptions of ICT Benefits (R Fox et al.); Thinking about Thinking (K Downing et al.); Teacher"s Sharing Pedagogical Experiences in a Learning Environment that Supports Self-Regulated Learning (G Dettori et al.); Online Interaction": Trying to Get It Right (L Chow and R Sharman); Crossing Borders: How Cross-Cultural Videoconferencing can Satisfy Course Goals in Dissimilar Subjects (J S Wilkinson & A-L Wang); The Evaluation of Information and Communication Technology Use in Professional Schools (P Gabor & C Ing); Using Technology in Education: The Application of Data Mining (K H Chye et al.); A Comparison of WebCT, Blackboard and Moodle for the Teaching and Learning of Continuing Education Courses (K S Cheung); The Object-Oriented Database Application and the System Architecture of a National Learning Objects Repository for Cyprus (P Pouyioutas et al.); and other papers. Readership: Graduate students, researchers and practitioners involved in the development and education of e-learning.

How can novice e-learning researchers and postgraduate learners develop rigorous plans to study the effectiveness of technology-enhanced learning environments? How can practitioners gather and portray evidence of the impact of e-learning? How can the average educator who teaches online, without experience in evaluating emerging technologies, build on what is successful and modify what is not? By unpacking the e-learning lifecycle and focusing on learning, not technology, Evaluating e-Learning attempts to resolve some of the complexity inherent in evaluating the effectiveness of e-learning. The book presents practical advice in the form of an evaluation framework and a scaffolded approach to an e-learning research study, using divide-and-conquer techniques to reduce complexity in both design and delivery. It adapts and builds on familiar research methodology to offer a robust and accessible approach that can ensure effective evaluation of a wide range of innovative initiatives, including those covered in other books in the Connecting with e-Learning series. Readers will find this jargon-free guide is a must-have resource that provides the proper tools for evaluating e-learning practices with ease.

The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor focuses on professionals who are not teachers, but who wish to enter the online education field as instructors in their disciplines. This book focuses mainly on how potential online instructors can create and maintain the human aspect of live, face-to-face education in an online course to successfully teach and instruct their students. Included are interviews with experienced online instructors who use their emotional intelligence skills and instruction skills (examples included) to teach their students successfully. Includes interviews with experienced instructors Features examples of effective instruction skills from online educators Focuses on professionals wishing to enter the online education field

Higher Education in the Age of Artificial Intelligence

Proceedings of the 14th International Conference on Complex, Intelligent and Software Intensive Systems (CISIS-2020)

Applied E-Learning and E-Teaching in Higher Education

Theoretical Perspectives and Research

Themes, Methods and Impact on Practice

A Framework for Research and Practice

Experiences and Methodologies

Developments in computer technologies and telecommunications make e-learning a natural evolution and extension of traditional lecture driven style learning. E-learning technologies can extend course content with multimedia systems, active learning opportunities and instructional technology to facilitate education in all areas of study to a broad range of learners. E-learning allows for the creation of learning communities that overcome the constraints of time, distance, and boundaries. This book covers a wide range of interesting e-learning topics. The first four chapters cover the background, evolution, new technologies, and the 2nd generation of e-learning in the 21st century. Chapters 5 and 6 cover the advancement in e-learning tools. The rest of the book covers a wide range of modern applications of e-learning in several important areas such as: medical related applications (Chapters 7, 8, and 9), social networks (Chapters 10 and 11), culture impact on e-learning (Chapters 12, 13, and 14) and traffic related issues (Chapter 15).

How to educate the next generation of college students to invent, to create, and to discover—filling needs that even the most sophisticated robot cannot. Driverless cars are hitting the road, powered by artificial intelligence. Robots can climb stairs, open doors, win Jeopardy, analyze stocks, work in factories, find parking spaces, advise oncologists. In the past, automation was considered a threat to low-skilled labor. Now, many high-skilled functions, including interpreting medical images, doing legal research, and analyzing data, are within the skill sets of machines. How can higher education prepare students for their professional lives when professions themselves are disappearing? In Robot-Proof, Northeastern University president Joseph Aoun proposes a way to educate the next generation of college students to invent, to create, and to discover—to fill needs in society that even the most sophisticated artificial intelligence agent cannot. A "robot-proof" education, Aoun argues, is not concerned solely with topping up students' minds with high-octane facts. Rather, it calibrates them with a creative mindset and the mental elasticity to invent, discover, or create something valuable to society—a scientific proof, a hip-hop recording, a web comic, a cure for cancer. Aoun lays out the framework for a new discipline, humanics, which builds on our innate strengths and prepares students to compete in a labor market in which smart machines work alongside human professionals. The new literacies of Aoun's humanics are data literacy, technological literacy, and human literacy. Students will need data literacy to manage the flow of big data, and technological literacy to know how their machines work, but human literacy—the humanities, communication, and design—to function as a human being. Life-long learning opportunities will support their ability to adapt to change. The only certainty about the future is change. Higher education based on the new literacies of humanics can equip students for living and working through change.

Assessment is a concept familiar across the field of education and is inherent to the work of professors, administrators, teachers, researchers, journalists, and scholars. A multifaceted and politically charged topic, assessment ranges from informal interactions with learners in classrooms to systematic high-stakes testing and examination. Written by a leading expert on assessment, this book situates the topic within the broader context of educational psychology research and theory and brings it to a wider audience. With chapters on the fundamentals of assessment, explanations of its uses, and advice for best application, this concise volume is designed for any education course that includes assessment in the curriculum. It will be indispensable for student researchers and both pre- and in-service teachers alike.

This book presents a collection of different researches and results on "e-learning". The chapters cover the deficiencies, requirements, advantages and disadvantages of e-learning and distance learning. So, the authors reported their research and analysis results on "e-learning" according to their areas of expertise.

Mining Educational Data : a Novel, Data-driven Approach to Evaluate Individual Differences in Students' Interaction with Learning Technology

Handbook of Research on Building, Growing, and Sustaining Quality E-Learning Programs

Handbook of Research on Educational Communications and Technology

Rhetoric and Reality

Global Voices in Higher Education

E-learning

Contemporary Perspectives in E-Learning Research

Global Perspectives on E-Learning: Rhetoric and Reality presents several cases of international online education and the rhetoric that surrounds this form of teaching and learning. Editor Alison A. Carr-Chellman examines the impact of online distance education throughout the world in an effort to understand more deeply the merits of such initiatives. Written from a critical perspective, the book sheds light on some of the problems faced by international distance educators. It particularly focuses on who benefits, and who does not, by the advance of international e-learning and how we can respond to the needs of the disenfranchised. This book is intended to supplement what has to this point been largely positive, how-to literature in distance education. It offers a balanced perspective on the problems and possibilities of distance education worldwide.

The third edition of E-Learning in the 21st Century provides a coherent, comprehensive, and empirically-based framework for understanding e-learning in higher education. Garrison draws on his decades of experience and extensive research in the field to explore technological, pedagogical, and organizational implications. The third edition has been fully updated throughout and includes new material on learning technologies, MOOCs, blended learning, leadership, and the importance and role of social connections in thinking and learning, highlighting the transformative and disruptive impact that e-learning has recently had on education.

Whilst much has been written about the doors that technology can open for students, less has been said about its impact on teachers and professors. Although technology undoubtedly brings with it huge opportunities within higher education, there is also the fear that it will have a negative effect both on faculty and on teaching standards. Education Is Not an App offers a bold and provocative analysis of the economic context within which educational technology is being implemented, not least the financial problems currently facing higher education institutions around the world. The book emphasizes the issue of control as being a key factor in whether educational technology is used for good purposes or bad purposes, arguing that technology has great potential if placed in caring hands. Whilst it is a guide to the newest developments in education technology, it is also a book for those faculty, technology professionals, and higher education policy-makers who want to understand the economic and pedagogical impact of technology on professors and students. It advocates a path into the future based on faculty autonomy, shared governance, and concentration on the university's traditional role of promoting the common good. Offering the first critical, in-depth assessment of the political economy of educational technology, this book will serve as an invaluable guide to concerned faculty, as well as to anyone with an interest in the future of higher education.

This book is to explores a variety of facets of online learning environments to understand how learning occurs and succeeds in digital contexts and what teaching strategies and technologies are most suited to this format. Business, health, government and education are some of the core sectors of society which have been experiencing deep transformations due to a generalized digitalization. While these changes are not novel, the swift progress of technology and the rising complexity of digital environments place a focus on the need for further research and novel strategies. In the context of education, the promise of increased flexibility and broader access to educational resources is impelling much of higher education's course offerings to online environments. The 21st century learner requires an education that can be pursued anytime and anywhere and that is more aligned with the demands of a digital society. Online education not only assists students to success-fully integrate a workforce that is increasingly digital, but it helps them to become more comfortable with the use of technology in general and, hence, more prepared to be prolific digital citizens. The variety of settings portrayed in this volume attest to the unlimited opportunities afforded by online learning and serve as valuable evidence of its benefit for students' educational

experience. Moreover, these research efforts assist a more comprehensive reflection about the delivery of higher education in the context of online settings.
The Key to Teaching and Learning Online
Exploring the Effectiveness of Online Education in K-12 Environments
E-moderating
Issues, Implications and Best Practice
E-Learning in the 21st Century
E-learning in Tertiary Education Where Do We Stand?
Assessment of Student Achievement
Corporate e-learning has become increasingly important in the contemporary universal-access business world, and can provide strategic and competitive advantages to corporations as a way to accelerate training and reduce the high costs of face-to-face learning programs. However, most of the books that are written about e-learning do not describe in detail how corporate e-learning is actually implemented within a specific company. Corporate E-Learning fills that gap by describing in depth how e-learning programs are developed and instituted, and how their effectiveness is measured, from the perspective of practicing e-learning professionals at IBM, an early and liberal user of e-learning technologies to train their global workforce. Drawing on a wealth of in-person interviews of numerous e-learning professionals at IBM, as well as recent e-learning literature, Tai discusses how IBM has significantly contributed to the evolution of corporate e-learning. In the course of doing so, he makes useful comparisons with other companies and industries, and draws conclusions that are applicable to any company considering utilizing e-learning. Companies should be careful, concludes Tai, to use e-learning only when it makes strategic and economic sense, not simply because the technology is available. In addition, e-learning should always be used along with other more traditional means of learning, and carefully monitored by feedback mechanisms to measure whether its objectives have been accomplished, and how e-learning programs might improve in the future. Corporate E-Learning is designed for classroom use in technology management courses, and will also appeal to corporate professionals who are involved in training, human resources development, and performance improvement.
E-ContentTechnologies and Perspectives for the European MarketSpringer Science & Business Media
"This book disseminates current issues and trends emerging in the field of adult e-learning and online instruction"--Provided by publisher.
First Published in 2008. Routledge is an imprint of Taylor & Francis, an informa company.
Robot-Proof
Guiding Research and Practice
Proven Guidelines for Consumers and Designers of Multimedia Learning
The Art of Teaching Online
Global Perspectives on E-Learning
Advances in E-learning
e-Learning by Design
E-learning is at an exciting point in its development; its potential in terms of research is great and its impact on institutional practices is fully recognised. This book defines e-learning as a field of research, highlighting the complex issues, activities and tensions that characterise the area. Written by a team of experienced researchers and commented upon by internationally recognised experts, this book engages researchers and practitioners in critical discussion and debate about the findings emerging from the field and the associated impact on practice. Key topics examined include: access and inclusion the social-cultural contexts of e-learning organisational structures, processes and identities technical aspects of learning research – using tools and resources approaches to learning and teaching practices and associated learning theories designing for e-learning and the management of educational resources professional roles and identities the evolution of e-assessment collaboration, motivation and educational evaluation. Contemporary Perspectives in E-Learning Research provides a synthesis of research, giving readers a grounding in contemporary e-learning scholarship whilst identifying the debates that make it such a lively and fast-moving area. A landmark text in an evolving field, this book will prove invaluable for all researchers, practitioners, policy makers and students who engage with e-learning.
The integration of technology in classrooms is rapidly emerging as a way to provide more educational opportunities for students. As virtual learning environments become more popular, evaluating the impact of this technology on student success is vital. Exploring the Effectiveness of Online Education in K-12 Environments combines empirical evidence and best practices in current K-12 distance learning and virtual schools. Emphasizing current research and opportunities, this book is an all-inclusive reference source for administrators, teachers, researchers, teacher educators, and policymakers interested in the development and implementation of blended and electronic learning in primary and secondary education.
This volume offers the first comprehensive guide to how high-impact practices (HIPs) are being implemented in online environments and how they can be adjusted to meet the needs of online learners. This multi-disciplinary approach will assist faculty and administrators to effectively implement HIPs in distance education courses and online programs. With a chapter devoted to each of the eleven HIPs, this collection offers guidance that takes into account the differences between e-learners and traditional on-campus students. A primary goal of High-Impact Practices Online is to share the ways in which HIPs may need to be amended to meet the needs of online learners. Through specific examples and practical suggestions in each chapter, readers are introduced to concrete strategies for transitioning HIPs to the online environment that can be utilized across a range of disciplines and institution types. Each chapter of High-Impact Practices Online also references the most recent and relevant literature on each HIP so that readers are brought up to date on what makes online HIPs successful. The book provides guidance on how best to implement HIPs to increase retention and completion for online learners.
Learning Theory and Online Technologies offers a powerful overview of the current state of elearning, a foundation of its historical roots and growth, and a framework for distinguishing among the major approaches to elearning. It effectively addresses pedagogy (how to design an effective online environment for learning), evaluation (how to know that students are learning), and history (how past research can guide successful online teaching and learning outcomes). An ideal textbook for undergraduate education and communication programs, and Educational Technology Masters, PhD, and Certificate programs, readers will find Learning Theory and Online Technologies provides a synthesis of the key advances in elearning theory, the key frameworks of research, and clearly links theory and research to successful learning practice.
The Social and Cognitive Impacts of E-commerce on Modern Organizations
Remote Learning in Times of Pandemic
From Learning to E-learning
Technologies and Perspectives for the European Market
Research and Best Practices
E-Learning
Enhancing Learning Through Technology
From William Horton -- a world renowned expert with more than thirty-five years of hands-on experience creating networked-based educational systems -- comes the next-step resource for e-learning training professionals. Like his best-selling book Designing Web-Based Training, this book is a comprehensive resource that provides practical guidance for making the thousand and one decisions needed to design effective e-learning. e-Learning by Design includes a systematic, flexible, and rapid design process covering every phase of designing e-learning. Free of academic jargon and confusing theory, this down-to-earth, hands-on book is filled with hundreds of real-world examples and case studies from dozens of fields. "Like the book's predecessor (Designing Web-based Training), it deserves four stars and is a must read for anyone not selling an expensive solution. -- From Training Media Review, by Jon Aleckson, www.tmreview.com, 2007
"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.
Online and blended courses are becoming increasingly prevalent in higher education settings, and the pressures to incorporate these environments highlights the increased demand to serve a generation that prefers learning through experience or through interacting with learning tools. Challenges arise in assisting instructors in facilitating and designing blended learning environments that will provide effective learning for all students. The Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education is a critical research publication that delves into the importance of effective professional development for educators planning and teaching online or blended courses. It also establishes the benefits of technology-mediated learning environments over traditional learning methods. Highlighting a wide array of topics such as online learning environments, active learning model, and educational development, this publication explores technology-based teaching methods in higher education. This book is targeted toward educators, educational administrators, academicians, researchers, and professionals within the realm of higher education.
In recent years, learning technology has become a very important addition to the toolkit of instructors at any level of education and training. Not only offered as a substitute in distance education, but often complementing traditional delivery methods, e-learning is considered an important component of modern pedagogy. Particularly in the last decade, learning technology has seen a very rapid growth following the large-scale development and deployment of e-learning financed by both Governments and commercial enterprises. These turned e-learning into one of the most profitable sectors of the new century, especially in recession times when education and retraining have become even more important and a need to maximise resources is forced by the need for savings. Interestingly, however, evaluation of e-learning has been primarily based on the consideration of users' satisfaction and usability metrics (i.e. system engineering perspective) or on the outcomes of learning (i.e. gains in grades/task performance). Both of these are too narrow to provide a reliable effect of the real impact of learning technology on the learning processes and lead to inconsistent findings. The key purpose of this thesis is to propose a novel, data-driven framework and methodology to understand the effect of e-learning by evaluating the utility and effectiveness of e-learning systems in the context of higher education, and specifically, in the teaching of psychology courses. The concept of learning is limited to its relevance for students' learning in courses taught using a mixture of traditional methods and online tools tailored to enhance teaching. The scope of elearning is intended in a blended method of delivery of teaching. A large sample of over 2000 students taking psychology courses in year 1 and year 2 was considered over a span of 5 five years, also providing the scope for the analysis of some longitudinal sub-samples. The analysis is accomplished using a psychologically grounded approach to evaluation, partially informed by a cognitive/ behavioural perspective (online usage) and a differential perspective (measures of cognitive and learning styles). Relations between behaviours, styles and academic performance are also considered, giving an insight and a direct comparison with existing literature. The methodology adopted draws heavily from data mining techniques to provide a rich characterisation of students/users in this particular context from the combination of three types of metrics: cognitive and learning styles, online usage and academic performance. Four different instruments are used to characterise styles: ASSIST (Approaches to learning, Entwistle), CSI (Cognitive Styles Inventory, Allinson & Hayes), TSI (Thinking Styles Inventory and the mental self-government theory, Sternberg) and VICS-WA (Verbal/Imager and Wholistc/Analytic Cognitive style, Riding, Peterson) which were intentionally selected to provide a varied set of tools. Online usage, spanning over the entire academic year for each student, is analysed applying web usage mining (WUM) techniques and is observed through different layers of interpretation accounting for behaviours from the single clicks to a student's intentions in a single session. Academic performance was collated from the students' records giving an insight in the end-of-year grades, but also into specific coursework submissions during the whole academic year allowing for a temporal matching of online use and assessment. The varied metrics used and data mining techniques applied provide a novel evaluation framework based on a rich profile of the learner, which in turn offers a valuable alternative to regression methods as a mean to interpret relations between metrics. Patterns emerging from styles and the way online material is used over time, proved to be valuable in discriminating differences in academic performance and useful in this context to identify significant group differences in both usage and academic performance. As a result, the understanding of the relations between e-learning usage, styles and academic performance has important practical implications to enhance students' learning experience, in the automation of learning systems and to inform policymakers of the effects of learning technology has from a user and learner-centred approach to learning and studying. The success of the application of data mining methods offers an excellent starting point to explore further a data-driven approach to evaluation, support informed design processes of e-learning and to deliver suitable interventions to ensure better learning outcomes and provide an efficient system for institutions and organization to maximise the impact of learning technology for teaching and training.
An Inside View of IBM's Solutions
Complex, Intelligent and Software Intensive Systems
Corporate E-Learning
Concepts and Practice
New Frontiers for Teaching Practices
Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education
Where Do We Stand?
There is currently a technological revolution taking place in higher education. The growth of e-learning is being described as explosive, unprecedented, and above all, disruptive. This timely and comprehensive book provides a coherent framework for understanding e-learning in higher education. The authors draw on their extensive research in the area to explore the technological, pedagogical and organisational implications of e-learning, and more importantly, they provide practical models for educators to use to realise the full potential of e-learning. A unique feature of the book is that the authors focus less on the ever-evolving technologies and more on the search for an understanding of these technologies from an educational perspective. This book will be invaluable for researchers, practitioners and senior administrators looking for guidance on how to successfully adopt e-learning within their institutions. It will also appeal to anyone with an interest in the impact of e-learning on higher education and society.
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.
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. 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 environments/platforms.
Shows how and why different kinds of tertiary education institutions engage in e-learning.
Online Teaching and Learning in Higher Education
Technology, E-learning and Distance Education
The future of university teaching in the Internet age
International Handbook of E-Learning Volume 1
Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies
How to Start and How to Succeed as an Online Instructor
Technologies develop rapidly and reach hurricane levels of velocity but quality E-Content and innovative applications lag behind. This book addresses the question how content industries change within a digital environment and what role information and communication technologies play in transforming the competitive landscape. The authors argue that post-industrial societies tend to pay substantial amounts for equipment and gadgets but invest far too little in the quality of the content. As a result, much effort is and has to be spent on the enhancement of E-Content. The

contributions give an elaborate overview of: - the specifics, challenges and prospects of content in the network economy: - market developments of digital media services; - paid content business models; - impacts on scientific publishing: - developments in the field of E-Learning; - the interplay between technology and content with the example of interactive digital TV: - the mobile games market; - emerging new cross media markets; - the need to enhance the usability of websites and mobile applications; - how digital applications might be used to capture and store our personal experiences. A final chapter shows the prospects of the European E-Content market and gives an overview of valuable initiatives and resources dealing with the topic of E-Content.

As e-learning has evolved into a global change agent in higher education, it has become more diverse in its form and applications. Now that many institutions have implemented e-learning programs as part of their course offerings, it is essential for these institutions to fully grasp how best to facilitate continued improvements and accessibility in online education. The Handbook of Research on Building, Growing, and Sustaining Quality E-Learning Programs highlights several significant elements of e-learning, including program planning, quality standards, and online course development, as well as institutional, student, and faculty support. Serving as a critical resource for online and hybrid learning programs, this publication is designed for use by administrators, educators, instructional designers, and doctorate-level students in the field of education.

This update to the award-winning first edition analyzes the pros and cons of different media and focuses on general guidelines and basic principles, making the ideas in this guide transferable to future technologies.

Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies is a practical guide for all instructors and instructional designers working in online or blended learning environments who want to provide a supportive, engaging, and interactive learner experience. This book explores the integration of active and experiential learning approaches and activities including gamification, social media integration, and project- and scenario-based learning, as they relate to the development of authentic skill-building, communication, problem-solving, and critical-thinking skills in learners. Readers will find guidelines for the development of participatory peer-learning, cooperative education, and service learning opportunities in the online classroom. In addition, the authors provide effective learning strategies, resources, and tools that align learner engagement with course outcomes.