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10 years of the LLAS elearning symposium: case studies in good practice-Kate Borthwick 2015-01-15 This book celebrates the 10th anniversary of the elearning symposium run by the Centre for Languages, Linguistics and Area Studies, based at the University of Southampton, UK. With contributions from practitioners working in universities across the UK and the world, it includes case studies and reflective pieces which showcase good practice in the use of technology for language teaching and learning. This edited collection forms a snapshot of the innovative ideas and approaches which are animating language teaching in Higher Education today.

Digital Tools for Seamless Learning-?ad, Süleyman Nihat 2016-11-30 In recent years, the use of technology has become increasingly integrated into classroom settings. By utilizing new innovations, students can be provided with a deeper learning experience. Digital Tools for Seamless Learning is a pivotal reference source for the latest scholarly material on the implementation of technology in modern classrooms and provides a thorough overview of how such applications assist in the learning process. Highlighting pedagogical approaches, theoretical foundations, and curriculum development strategies, this book is ideally designed for teachers, researchers, professionals, upper-level students, and practitioners actively involved in the education field.

Knowing Knowledge-George Siemens 2006 Why does so much of our society look as it did in the past? Our schools, our government, our religious organizations, our media - while more complex, have maintained their general structure and shape. Classroom structure today, with the

exception of a computer or an LCD projector, looks remarkably unchanged: teacher at the front, students in rows. Our business processes are still built on theories and viewpoints that existed over a century ago (with periodic amendments from thinkers like Drucker 2). In essence, we have transferred (not transformed) our physical identity to online spaces and structures.

Handbook of Research on Individual Differences in Computer-Assisted Language Learning-Rahimi, Mehrak 2015-08-03 The latest advances and trends in technology have enabled rapid development in the field of language education. Students and teachers alike now benefit from the assistance of various technological innovations, thus increasing the overall effectiveness of the curriculum. The Handbook of Research on Individual Differences in Computer-Assisted Language Learning addresses the implementation of current research methodologies within EFL and ESL classroom settings and the variety of modifications employed by language experts. Focusing on quantitative, qualitative, and mixed methods studies, this book is an essential reference source for applied linguists, CALL researchers, language teachers, and upper-level students within the field of foreign language education.

Ethical Issues and Social Dilemmas in Knowledge Management: Organizational Innovation-Morais da Costa, Goncalo Jorge 2010-09-30 "This book considers ethical issues and social dilemmas at two levels: the individual vs. individual and the individual vs. the collective, providing a thorough treatment of these facets and demonstrating the philosophical underpinnings of each dimension of knowledge management"--Provided by publisher. Mobile Devices in Education: Breakthroughs in Research and Practice-Management Association, Information Resources 2020-01-03 As technology

advances, mobile devices have become more affordable and useful to countries around the world. The use of technology can significantly enhance educational environments for students. It is imperative to study new software, hardware, and gadgets for the improvement of teaching and learning practices. *Mobile Devices in Education: Breakthroughs in Research and Practice* is a collection of innovative research on the methods and applications of mobile technologies in learning and explores best practices of mobile learning in educational settings. Highlighting a range of topics such as educational technologies, curriculum development, and game-based learning, this publication is an ideal reference source for teachers, principals, curriculum developers, educational software developers, instructional designers, administrators, researchers, professionals, upper-level students, academicians, and practitioners actively involved in the education field.

*Digital Humanities Pedagogy*-Brett D. Hirsch 2012 "The essays in this collection offer a timely intervention in digital humanities scholarship, bringing together established and emerging scholars from a variety of humanities disciplines across the world. The first section offers views on the practical realities of teaching digital humanities at undergraduate and graduate levels, presenting case studies and snapshots of the authors' experiences alongside models for future courses and reflections on pedagogical successes and failures. The next section proposes strategies for teaching foundational digital humanities methods across a variety of scholarly disciplines, and the book concludes with wider debates about the place of digital humanities in the academy, from the field's cultural assumptions and social obligations to its political visions." (4e de couverture).

*Leonardo* : Journal of International Society for the Arts, Sciences and Technology- 2004 International journal of contemporary visual artists.

*The Leader in Me*-Stephen R. Covey 2014-08-19 An introduction to leadership draws on a program developed for an elementary school to show how to apply the principles of "The 7 Habits of Highly Effective People" to help everyone, including young children, identify and use their individual talents.

*The Philosopher's Index*- 1994 Vols. for 1969-include a section of abstracts.

New perspectives on teaching and working with languages in the digital era-Antonio Pareja-Lora 2016-05-01 This volume offers a comprehensive,

empirical and methodological view over new scenarios recently emerged in language teaching and learning, such as blended learning, e-learning, ubiquitous, social, autonomous or lifelong learning, and also over some new (ICT-based) approaches that can support them (CALL, MALL, CLIL, LMOOCs).

*The Theory and Practice of Online Learning*-Terry Anderson 2008 Neither an academic tome nor a prescriptive 'how to' guide, *The Theory and Practice of Online Learning* is an illuminating collection of essays by practitioners and scholars active in the complex field of distance education. Distance education has evolved significantly in its 150 years of existence. For most of this time, it was an individual pursuit defined by infrequent postal communication. But recently, three more developmental generations have emerged, supported by television and radio, teleconferencing, and computer conferencing. The early 21st century has produced a fifth generation, based on autonomous agents and intelligent, database-assisted learning, that has been referred to as Web 2.0. The second edition of "The Theory and Practice of Online Learning" features updates in each chapter, plus four new chapters on current distance education issues such as connectivism and social software innovations.

*Flipping the blend through MOOCs, MALL and OIL - new directions in CALL*-Marina Orsini-Jones 2018-06-20 This book presents a snapshot of innovative blended learning practices that either stem from the affordances of web 2.0 technologies or illustrate the re-purposing of 'older' ones, like the creation of tailor-made virtual learning environments, to set up telecollaborative projects. It is based on the papers presented at the B-MELTT: Flipping the Blend through MALL, MOOCs, and (Blended) OIL - New Directions in CALL symposium held at Coventry University in June 2017. It is hoped that the work presented here can provide some ideas on pedagogically sound ways of blending technology into higher education curriculums to enhance both the digital literacy and the intercultural awareness of all stakeholders involved.

*Ideology and Hegemony of English Foreign Language Textbooks*-Ömer Gökhan Ulum 2020-01-27 This volume investigates ideological and hegemonic practices in globally and locally written English as a Foreign Language (EFL) textbooks, and explores whether these textbooks reflect the values, beliefs and norms of the native-speaker society by examining their

ideological components and the hegemonic practices by means of which the source society or state seeks to influence learners of the language. It also attempts to clarify EFL teachers' and students' views on the underlying ideology and hegemonic practices in globally and locally written EFL textbooks. Studies on the relationship between ideology, hegemony and textbooks in applied linguistics have become more prevalent in recent decades, as the emergence of critical theory, critical pedagogy, and critical thinking skills from the 1920s onwards has led scholars to adopt a more critical perspective towards EFL textbooks, especially with regard to elements of ideology and hegemony. These two terms encompass a plethora of components, ranging from nationalism to religion. At the same time, the importance of metanarratives originating from the tenets of modernism has declined from the 1960s onwards, the assumption being that the world has entered a new age called postmodernism and post-structuralism that emphasizes the role of individuals and rejects efforts to reinforce post-colonialism, the effects of which can be seen in EFL textbooks.

Accordingly, taking the elements of ideology and hegemony into account remains a vital aspect in the analysis of EFL textbooks.

Transforming Learning with Meaningful Technologies-Maren Scheffel 2019-10-17 This book constitutes the proceedings of the 14th European Conference on Technology Enhanced Learning, EC-TEL 2019, held in Delft, The Netherlands, in September 2019. The 41 research papers and 50 demo and poster papers presented in this volume were carefully reviewed and selected from 149 submissions. The contributions reflect the debate around the role of and challenges for cutting-edge 21st century meaningful technologies and advances such as artificial intelligence and robots, augmented reality and ubiquitous computing technologies and at the same time connecting them to different pedagogical approaches, types of learning settings, and application domains that can benefit from such technologies.

New educational landscapes: innovative perspectives in language learning and technology-Alessia Plutino 2019-07-10 This edited collection presents a selection of contributions made to the 12th eLearning symposium, held at the University of Southampton, in January 2019. It focusses on how innovative and creative language teaching approaches can respond to modern, ever-

transforming educational landscapes. Our contributors are educators from higher education across the UK and the world, and topics include: virtual reality and gamified learning in languages, digital field trips, open educational practice, massive open online courses, and telecollaboration. We hope that this volume will inspire practitioners to experiment with new responses to the challenges that technology brings into language education.

Mobile Learning-Mohamed Ally 2009-01-01 This collection is directed towards anyone interested in the use of mobile learning for various applications. Readers will discover how to design learning materials for delivery on mobile technology and become familiar with the best practices of other educators, trainers, and researchers in the field as well as the most recent research initiatives in mobile learning.

Businesses and governments can find out how to deliver timely information to staff using mobile devices. Professors and trainers can use this book as a textbook in courses on distance education, mobile learning, and educational technology. In fact, the book can be used by anyone interested in delivering education and training at a distance, but especially by graduate students of emerging technology in learning.

Emergence and Innovation in Digital Learning-George Veletsianos 2016-06-01 Educational systems worldwide are facing an enormous shift as a result of sociocultural, political, economic, and technological changes. The technologies and practices that have developed over the last decade have been heralded as opportunities to transform both online and traditional education systems. While proponents of these new ideas often postulate that they have the potential to address the educational problems facing both students and institutions and that they could provide an opportunity to rethink the ways that education is organized and enacted, there is little evidence of emerging technologies and practices in use in online education. Because researchers and practitioners interested in these possibilities often reside in various disciplines and academic departments the sharing and dissemination of their work across often rigid boundaries is a formidable task. Contributors to Emergence and Innovation in Digital Learning include individuals who are shaping the future of online learning with their innovative applications and investigations on the impact of issues such as openness, analytics, MOOCs, and social media. Building on work first published in *Emerging Technologies in Distance Education*, the

contributors to this collection harness the dispersed knowledge in online education to provide a one-stop locale for work on emergent approaches in the field. Their conclusions will influence the adoption and success of these approaches to education and will enable researchers and practitioners to conceptualize, critique, and enhance their understanding of the foundations and applications of new technologies.

First Principles of Instruction-M. David Merrill 2012-10-06 This handy resource describes and illustrates the concepts underlying the "First Principles of Instruction" and illustrates First Principles and their application in a wide variety of instructional products. The book introduces the 3 Course Critique Checklist that can be used to evaluate existing instructional product. It also provides directions for applying this checklist and illustrates its use for a variety of different kinds of courses. The Author has also developed a Pebble-in-the-Pond instructional design model with an accompanying e3 ID Checklist. This checklist enables instructional designers to design and develop instructional products that more adequately implement First Principles of Instruction.

CALL in a climate of change: adapting to turbulent global conditions - short papers from EUROCALL 2017-Kate Borthwick 2017-12-03 2017 saw the 25th conference for the European Association of Computer-Assisted Language Learning (EUROCALL). Every year, EUROCALL serves as a rich venue to share research, practice, new ideas, and to make new international friends - and this year was no different. It is an innovative and inspiring conference in which researchers and practitioners share their novel and insightful work on the use of technology in language learning and teaching. This volume of short papers captures the pioneering spirit of the conference and you will find here both inspiration and ideas for theory and practice.

English for Specific Purposes-Tom Hutchinson 1987-01-29 English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today; the role of the ESP teacher; course design; syllabuses; materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP. Those who are new to the field will find it a thorough, practical introduction while those with

more extensive experience will find its approach both stimulating and innovative.

Contemporary Perspectives in E-Learning Research-Gráinne Conole 2006-11-22 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 Digital Scholar-Martin Weller 2011-09-01 While industries such as music, newspapers, film and publishing have seen radical changes in their business models and practices as a direct result of new technologies, higher education has so far resisted the wholesale changes we have seen elsewhere. However, a gradual and fundamental shift in the practice of academics is taking place. Every aspect of scholarly practice is seeing changes effected by the adoption and possibilities of new technologies. This book will explore these changes, their implications for higher education, the possibilities for new forms of scholarly practice and what lessons can be drawn from other sectors.

Teaching and Learning in Digital World-Mercè Gisbert 2015-06-11 Many reports over the last few years have analysed the potential use of games, videogames, 3D environments and virtual reality for educational purposes. Numerous emerging technological devices have also

appeared that will play important roles in the development of teaching and learning processes. In the context of these developments, learning rather than teaching becomes the main axis in the organisation of the educational process. This process has now gone beyond the analogue world and face-to-face education to enter the digital world, where new learning environments are being produced with ever greater doses of realism. Teaching and Learning in Digital Worlds examines the teaching and learning process in 3D virtual environments from both the theoretical and practical points of view.

The 30 Goals Challenge for Teachers-Shelly Sanchez Terrell 2014-12-03 How does a teacher know whether he or she is benefitting learners? What do educators do when they have questions about the best way to integrate new technologies into their classrooms? What should a teacher do to avoid burnout? Who will mentor the teacher who takes on these questions? The 30 Goals Challenge for Teachers takes you on a personal journey to accomplish manageable goals, reflect on your experiences, and regain your spark and confidence in teaching. This innovative approach will help you reconnect to your students, improve your classroom practice, and help you transform as an educator. To ensure your success and growth, you will find: 30 short-term goals to complete at your own pace 30 long-term goals that relate to the short-term goals Exercises throughout to help you consider each goal Examples of how the goal has been accomplished in different teaching contexts Tips for the successful completion of the goals Reflection areas to document the result of accomplishing the goal A resource list with free web tools and apps related to the goal's task

Blended Learning: Educational Innovation for Personalized Learning-Simon K. S. Cheung 2019-07-28 This book constitutes the refereed proceedings of the 12th International Conference on Blended Learning, ICBL 2019, held in Hradec Kralove, Czech Republic, in July 2019. The 28 papers presented were carefully reviewed and selected from 80 submissions. The papers are organized in topical sections named: personalized and adaptive learning; content development for blended learning; experience in blended learning; analytics and evaluation for blended learning; open educational resources; and pedagogical and psychological issues.

Hybrid Learning and Continuing Education-Simon K.S. Cheung 2013-08-13 This book constitutes the refereed proceedings of the 6th International Conference on Hybrid Learning,

ICHL 2013, held in Toronto, ON, Canada, in August 2013. The 35 papers presented in this volume were carefully reviewed and selected from numerous submissions. The selected articles broadly cover topics on hybrid learning and continuing education, including computer supported collaborative learning, experiences in hybrid learning, pedagogical and psychological issues, e-learning and mobile learning, open education resources and open online courses, and issues in hybrid learning and continuing education.

Emerging Technologies in Distance Education-George Veletsianos 2010 A one-stop knowledge resource, Emerging Technologies in Distance Education showcases the international work of research scholars and innovative distance education practitioners who use emerging interactive technologies for teaching and learning at a distance. This widely anticipated book harnesses the dispersed knowledge of international experts who highlight pedagogical, organizational, cultural, social, and economic factors that influence the adoption and integration of emerging technologies in distance education. Whether as a result of technological advances, changing mindsets, or economic and organizational pressures, this book provides expert advice on how educators can launch effective and engaging distance education initiatives. It goes beyond the hype surrounding Web 2.0 technologies and highlights the important issues that researchers and educators need to consider to enhance educational practice. George Veletsianos is assistant professor of instructional technology at the University of Texas.

Empowering Learners for Life in the Digital Age-Don Passey 2019-06-29 This book constitutes the refereed post-conference proceedings of the IFIP TC 3 Open Conference on Computers in Education, OCCE 2018, held in Linz, Austria, in June 2018. The 24 revised full papers and 3 short papers included in this volume were carefully reviewed and selected from 63 submissions during two rounds of reviewing. The papers discuss key emerging topics and evolving practices in the area of educational computing research. They are organized in the following topical sections: computational thinking; programming and computer science education; teachers' education and professional development; games-based learning and gamification; learning in specific and disciplinary contexts; learning in social networking environments; and self-assessment, e-assessment

and e-examinations.

Beyond Fun-Drew Davidson 2008 This book focuses on strategies for applying games, simulations and interactive experiences in learning contexts. A facet of this project is the interactive and collaborative method in which it was created. Instead of separated individual articles, the authors and editors have orchestrated the articles together, reading and writing as a whole so that the concepts across the articles resonate with each other. It is our intention that this text will serve as the basis of many more discussions across conference panels, online forums and interactive media that in turn will engender more special collaborative issues and texts.

The Cambridge Handbook of Computing Education Research-Sally A. Fincher 2019-02-21 This Handbook describes the extent and shape of computing education research today. Over fifty leading researchers from academia and industry (including Google and Microsoft) have contributed chapters that together define and expand the evidence base. The foundational chapters set the field in context, articulate expertise from key disciplines, and form a practical guide for new researchers. They address what can be learned empirically, methodologically and theoretically from each area. The topic chapters explore issues that are of current interest, why they matter, and what is already known. They include discussion of motivational context, implications for practice, and open questions which might suggest future research. The authors provide an authoritative introduction to the field and is essential reading for policy makers, as well as both new and established researchers.

Digital Humanities in Practice-Claire Warwick 2012-10-09 This cutting-edge and comprehensive introduction to digital humanities explains the scope of the discipline and state of the art and provides a wide-ranging insight into emerging topics and avenues of research. Each chapter interweaves the expert commentary of leading academics with analysis of current research and practice, exploring the possibilities and challenges that occur when culture and digital technologies intersect. International case studies of projects ranging from crowdsourced manuscript transcription to computational reconstruction of frescoes are included in each chapter, providing a wealth of information and inspiration. QR codes within each chapter link to a dedicated website where additional content, such as further case studies, is located. Key

topics covered include: • studying users and readers • social media and crowdsourcing • digitization and digital resources • image processing in the digital humanities • 3D recording and museums • electronic text and text encoding • book history, texts and digital editing • open access and online teaching of digital humanities • institutional models for digital humanities. Readership: This is an essential practical guide for academics, researchers, librarians and professionals involved in the digital humanities. It will also be core reading for all humanities students and those taking courses in the digital humanities in particular.

Teaching Crowds-John Dron 2014-09-01 Within the rapidly expanding field of educational technology, learners and educators must confront a seemingly overwhelming selection of tools designed to deliver and facilitate both online and blended learning. Many of these tools assume that learning is configured and delivered in closed contexts, through learning management systems (LMS). However, while traditional "classroom" learning is by no means obsolete, networked learning is in the ascendant. A foundational method in online and blended education, as well as the most common means of informal and self-directed learning, networked learning is rapidly becoming the dominant mode of teaching as well as learning. In Teaching Crowds, Dron and Anderson introduce a new model for understanding and exploiting the pedagogical potential of Web-based technologies, one that rests on connections — on networks and collectives — rather than on separations. Recognizing that online learning both demands and affords new models of teaching and learning, the authors show how learners can engage with social media platforms to create an unbounded field of emergent connections. These connections empower learners, allowing them to draw from one another's expertise to formulate and fulfill their own educational goals. In an increasingly networked world, developing such skills will, they argue, better prepare students to become self-directed, lifelong learners.

Going Global through Social Sciences and Humanities: A Systems and ICT Perspective-Zhanna Anikina 2019-02-08 This book presents contributions submitted to the 2nd international conference Going Global through Social Sciences and Humanities (GGSSH 2019) held in Tomsk, Russia on 27-28 February 2019. The conference focused on such issues as interdisciplinary pedagogy, language teaching and learning, cultural studies and linguistics, particularly

highlighting global academic integration and professional development for research. As such, the event provided a platform for discussions and sharing publication activities, to help Russian academics to take first steps toward global research. Showcasing the ongoing Russian research in focus areas, this book is of interest to a diverse academic audience working in social sciences and humanities, particularly those from the post-Soviet countries.

The Handbook of Blended Learning-Curtis J. Bonk 2012-06-29 This comprehensive resource highlights the most recent practices and trends in blended learning from a global perspective and provides targeted information for specific blended learning situations. You'll find examples of learning options that combine face-to-face instruction with online learning in the workplace, more formal academic settings, and the military. Across these environments, the book focuses on real-world practices and includes contributors from a broad range of fields including trainers, consultants, professors, university presidents, distance-learning center directors, learning strategists and evangelists, general managers of learning, CEOs, chancellors, deans, and directors of global talent and organizational development. This diversity and breadth will help you understand the wide range of possibilities available when designing blended learning environments. Order your copy today!

Reshaping Learning-Ronghuai Huang 2012-12-20 This edited volume with selected papers from extinguished experts and professors in the field of learning technology and the related fields who are far-sighted and have his/her own innovative thoughts on the development of learning technology. This book will address the main issues concerned with the trend and future development of learning processes, innovative pedagogies changes, effects of new technologies on education, future learning content. Learning technology has been affected by advances in technology development and changes in the field of education. Nowadays we cannot afford to sense the changes and then make adaptation to it. What we should do is to predict the changes and make positive and active reactions to help the trend go smoothly and in a more beneficial way. This book aims to gather the newest ideas on the frontiers and future development of learning education from the aspects of learning, pedagogies, and technologies in learning in order to draw a picture of learning education in the near future.

CALL communities and culture - short papers

from EUROCALL 2016-Salomi Papadima-Sophocleous 2016-12-18 The 23rd EUROCALL conference was organised by the Cyprus University of Technology Language Centre. The theme of the conference was "CALL communities and Culture". Between the 24th and 27th August 2016, over 135 presentations were delivered and 27 posters were presented; 84 of these presentations appear in this volume of selected peer-reviewed short papers.

Learning Technology for Education Challenges-Lorna Uden 2018-07-30 This book constitutes the refereed proceedings of the 7th International Workshop on Learning Technology for Education Challenges, LTEC 2018, held in Žilina, Slovakia, in August 2018. The 25 revised full papers presented were carefully reviewed and selected from 54 submissions. The papers are organized in the following topical sections: Gamification and learning; learning and knowledge transfer; learning technologies applications; virtual learning environments; and mobile learning and MOOCs. LTEC 2018 examines how these technologies and pedagogical advances can be used to change the way teachers teach and students learn, while giving special emphasis to the pedagogically effective ways we can harness these new technologies in education.

Learning to Save the Future-Alexander J. Means 2018-04-09 Mainstream economists and Silicon Valley entrepreneurs claim that unfettered capitalism and digital technology can unlock a future of unbounded prosperity, create endless high paying jobs, and solve the world's vast social and ecological problems. Realizing this future of abundance purportedly rests in the transformation of human potential into innovative human capital through new 21st century forms of education. In this new book Alex Means challenges this view. Stagnating economic growth and runaway inequality have emerged as the 'normal' condition of advanced capitalism. Simultaneously, there has been a worldwide educational expansion and a growing surplus of college-educated workers relative to their demand in the world economy. This surplus is complicated by an emerging digital revolution driven by artificial intelligence and machine learning that generates worker displacing innovations and immaterial forms of labor and valorization. Learning to Save the Future argues that rather than fostering mass intellectuality, educational development is being constrained by a value structure subordinated to 21st century capitalism and technology. Human capabilities from creativity, design, engineering, to

communication are conceived narrowly as human capital, valued in terms of economic productivity and growth. Similarly, global problems such as the erosion of employment and climate change are conceived as educational problems to be addressed through business solutions and the digitalization of education. This thought-provoking account provides a cognitive map of this condition, offering alternatives through critical analyses of education and political

economy, technology and labor, creativity and value, power and ecology.

Collective Intelligence and E-Learning 2.0:

Implications of Web-Based Communities and Networking-Yang, Harrison Hao 2009-08-31

"This book provides a useful reference to the latest advancements in the area of educational technology and e-learning"--Provided by publisher.