

# **Raptivity Presenter 26**

**Elinor L. Brown, Anna Krasteva, Maria Ranieri**

**Online by Design** Yvonne Mery, Jill Newby, 2014-04-23 As more and more academic libraries consider offering online credit courses or converting face-to-face courses to online, instructional librarians need to quickly get up to speed about online course design and delivery. Even the most seasoned instruction librarian may be intimidated by the thought of converting their classroom course into an online course. Based on both sound research in the area on of online pedagogy and extensive teaching experience, this book includes ideas for: Creating innovative and interactive information literacy tutorials that engage students. Addressing common pitfalls of online instruction including communicating with students, designing a course that is easy to navigate, and getting the most out of the course management system. Developing assignments and assessments that work in an online environment Incorporating the ACRL Information Literacy Competency Standards for Higher Education into the materials development process. A must for both seasoned instruction librarians and those just starting, this book will provide librarians with the practical information needed to move their instruction online and teach a successful course.

**Examination Medicine** Nicholas Joseph Talley, Simon O'Connor, 2010 Includes information on: basic training requirements; the written examination; an approach to the clinical examination; the long case, the short case and examples. Talley, University of Sydney; O'Connor, Canberra Hospital, Australia.

**Technology and Innovation in Learning, Teaching and Education** Meni Tsitouridou, Jos   A. Diniz, Tassos A. Mikropoulos, 2019 This book constitutes the thoroughly refereed post-conference proceedings of the First International Conference on Technology and Innovation in Learning, Teaching and Education, TECH-EDU 2018, held in Thessaloniki, Greece, on June 20-22, 2018. The 30 revised full papers along with 18 short papers presented were carefully reviewed and selected from 80 submissions. The papers are organized in topical sections on new technologies and teaching approaches to promote the strategies of self and co-regulation learning (new-TECH to SCRL); eLearning 2.0: trends, challenges and innovative perspectives; building critical thinking in higher education: meeting the challenge; digital tools in S and T learning; exploratory potentialities of emerging technologies in education; learning technologies; digital technologies and instructional design; big data in education and learning analytics.

*Rapid Instructional Design* George M. Piskurich, 2015-01-06 The classic guide to instructional design, fully updated for the new ways we learn Rapid Instructional Design is the industry standard guide to creating effective instructional materials, providing no-nonsense practicality rather than theory-driven text. Beginning with a look at what instructional design really means, readers are guided step-by-step through the ADDIE model to explore techniques for analysis, design, development, intervention, and evaluation. This new third edition has been updated to cover new applications, technologies, and concepts, and includes many new templates, real-life examples, and additional instructor materials. Instruction delivery has expanded rapidly in the nine years since the second edition's publication, and this update covers all the major advances in the field. The major instructional models are expanded to apply to e-learning, MOOCs, mobile learning, and social network-based learning. Informal learning and communities of practice are examined, as well. Instructional design is the systematic process by which instructional materials are designed, developed, and delivered. Designers must determine the learner's current state and needs, define the end goals of the instruction, and create an intervention to assist in the transition. This book is a complete guide to the process, helping readers design efficient, effective materials. Learn the ins and outs of the ADDIE model Discover shortcuts for rapid design Design for e-learning, Millennials, and MOOCs Investigate methods for emerging avenues of instruction This book does exactly what a well-designed course should do, providing relevant guidance for anyone who wants to know how to apply good instructional design. Eminently practical and fully up-to-date, Rapid Instructional Design is the one-stop guide to more effective instruction.

*Michael Allen's Guide to e-Learning* Michael W. Allen, 2016-10-03 Explore effective learning programs with the father of e-learning Michael Allen's Guide to e-Learning: Building Interactive, Fun, and Effective Learning Programs for Any Company, Second Edition presents best practices for building interactive, fun, and effective online learning programs. This engaging text offers insight regarding what makes great e-learning, particularly from the perspectives of motivation and interactivity, and features history lessons that assist you in avoiding common pitfalls and guide you in the direction of e-learning success. This updated edition also considers changes in technology and tools that facilitate the implementation of the strategies, guidelines, and techniques it presents. E-learning has experienced a surge in popularity over the past ten years, with education professionals around the world leveraging technology to facilitate instruction. From hybrid courses that integrate technology into traditional classroom instruction to full online courses that are conducted solely on the internet, a range of e-learning models is available. The key to creating a successful e-learning program lies in understanding how to use the tools at your disposal to create an interactive, engaging, and effective learning experience. Gain a new perspective on e-learning, and how technology can facilitate education Explore updated content, including coverage regarding learner interface, gamification, mobile learning, and individualization Discuss the experiences of others via targeted case studies, which cover good and not so good e-learning projects Understand key concepts through new examples that reinforce essential ideas and demonstrate their practical application Michael Allen's Guide to e-Learning: Building Interactive, Fun, and Effective Learning Programs for Any Company, Second Edition is an essential resource if you are studying for the e-Learning Instructional Design Certificate Program.

*The Myths of Standardized Tests* Phillip Harris, Ed.D., executive director, Association for Educational Communications & Technology, Bruce M. Smith, Joan Harris, 2011-01-16 Much of the common knowledge about standardized tests is simply wrong, and these misunderstandings have led to the distortion of the education of children and the judgments made about them. The Myths of Standardized Tests debunks these assumptions, proposing better ways to judge the success of our schools and offering readers suggestions for ways they can help reduce the burden of tests on their children.

**Learning by Doing** Clark Aldrich, 2008-10-07 Designed for learning professionals and drawing on both game creators and instructional designers, Learning by Doing explains how to select, research, build, sell, deploy, and measure the right type of educational simulation for the right situation. It covers simple approaches that use basic or no technology through projects on the scale of computer games and flight simulators. The book role models content as well, written accessibly with humor, precision, interactivity, and lots of pictures. Many will also find it a useful tool to improve communication between themselves and their customers, employees, sponsors, and colleagues. As John Coné, former chief learning officer of Dell Computers, suggests, "Anyone who wants to lead or even succeed in our profession would do well to read this book."

*Handbook of Online Learning* Kjell Erik Rudestam, Judith Schoenholtz-Read, 2002-02-19 The demand for academic coursework and corporate training programs using the Internet and computer-mediated communication networks increases daily. The development and implementation of these new programs requires that traditional teaching techniques and course work be significantly reworked. This handbook consists of 20 chapters authored by experts in the field of teaching in the online environment to adult students enrolled in graduate university degree programs, corporate training programs, and continuing education courses. The book is organized to first lay a conceptual and theoretical foundation for implementing any online learning program. Topics such as psychological and group dynamics, ethical issues, and curriculum design are covered in this section. Following the establishment of this essential framework are separate sections devoted to the practical issues specific to developing a program in either an academic or corporate environment. Whether building an online learning program from the ground up or making adjustments to improve the effectiveness of an existing program, this book is an invaluable resource.--From Amazon.

*E-Learning and Social Media* Elinor L. Brown, Anna Krasteva, Maria Ranieri, 2016-05-01 International Advances in Education: Global Initiatives for Equity and Social Justice is an international research monograph series of scholarly works that focuses primarily on empowering children, adolescents, and young adults from diverse educational, socio-cultural, linguistic, religious, racial, ethnic, and socio-economic settings to become non-exploited/non-exploitive contributing members of the global community. The series draws on the international community of investigators, academics, and community organizers that have contributed to the evidence base for developing sound educational policies, practices, and innovative programs to optimize the potential of all students. Each themed volume includes multi-disciplinary theory, research, and practice that provides an enriched understanding of the drivers of human potential via education to assist readers in exploring, adapting, and replicating innovative strategies that enable ALL students to realize their full potential. Among these strategies are the integration of digital technologies (DT) and information and communication technologies (ICT) into contemporary education platforms. However, technology must be more than just a tool to deliver content and stimulate engagement; it must become a means to broaden access to learning, advance equity, promote social justice, and encourage social inclusion. Especially reaching out to address the academic and social needs of rural, impoverished, marginalized, and displaced populations. Though the digital divide continues to hinder educational attainment for underprivileged populations, ICTs are providing significant opportunities to deliver literacy and basic skills instruction to disadvantaged segments of the global population as well as engage, motivate, and customize learning to address local needs. Nonetheless, the availability of ICT is not a deterministic process. Other societal, cultural, political and contextual factors are of fundamental importance to acceptance and integration that enables people to benefit from technology. The relationship between educational access, instructional delivery, and ICT should be considered in more complex terms. In particular, digital technologies should be viewed as instructional tools that improve access to educational opportunities, strengthen cultural resources, promote social and economic equity, and provide students with the knowledge and competencies to prepare them for a future that cannot be predicted. Therefore, developing ICT and media capabilities that instill citizenship and stewardship in today's students is crucial to gleaning the social and cultural advantages of a contemporary global society that encourages full and equal citizenship. Citizenship education refers to two understandings of citizenship: as belonging and as engagement. The first is focused on national identity and valorizes the values of justice and democracy, as well as language and culture as the roots bridging the personality of children to the community of solidarity and shared norms. The second understanding of citizenship complements the 'roots' with 'roads', with the choices made by the individual, with the capacity to form and develop the child's personality into the actor and author of his/her educational, professional, and life projects. The adolescent prepares to become an active, committed, and engaged citizen with the intellectual capacity for critical thinking that leads to responsible actions. Digital citizenship expresses the transformations of both belonging to and engaging in the information society and contributes to the development of generation "Y" with the aspiration to innovate and experiment, to explore the possibilities of the new digital world, to question authorities and instances of knowledge and power. Education addresses digital citizenship by opening more avenues for the intersection of Internet, imagination, and exploration. Volume 10, *E-learning & Social Media: Education and Citizenship for the Digital 21st Century*, addresses the use of technology in: developing and expanding educational delivery systems to reach rural populations, providing access to equitable education opportunities for disadvantaged and marginalized populations, and encouraging student civic engagement. The volume evaluates e-learning programs (distributed through the Internet, via satellite and hosted on social media) that promote equitable education for disadvantaged populations; examines the challenges and benefits of social media on student self-identity, collaboration, and academic engagement; shares promising practices associated with technology in education and e-citizenship in the 21st century, and advances the discussion on blending global citizenship education and social media that raises student awareness, accountability and social justice involvement.

The Next Generation of Distance Education Leslie Moller, Jason B. Huett, 2012-02-07 The world of education is being radically altered with the change being driven by technology, openness, and unprecedented access to knowledge. Older correspondence-style methods of instructional delivery are passé and “classroom adapted to the web” approaches to learning are often ineffective and do little to harness the transformational potential of technology. E-Learning scenarios, mobile technologies, communication and information access, and personal learning environments are becoming mainstream and, as a result, control of the learning process is shifting away from institutions and into the hands of learners. This volume promotes a forward-thinking agenda for research and scholarship that highlights new ideas, deep insights, and novel approaches to “unconstrained” learning.

**Mastering Adobe Captivate 2019** Dr. Pooja Jaisingh, Damien Bruyndonckx, 2019-01-31 Create responsive eLearning content, including quizzes, demonstrations, simulations and Virtual Reality projects that fit on any device with Adobe Captivate 2019 Key Features Build responsive, interactive and highly engaging eLearning content with Adobe Captivate 2019 Build Virtual Reality eLearning experiences with Adobe Captivate 2019 Assess your student knowledge with interactive and random quizzes Seamlessly integrate your eLearning content with any SCORM or xAPI compliant LMS Book Description Adobe Captivate is used to create highly engaging, interactive, and responsive eLearning content. This book takes you through the production of a few pieces of eLearning content, covering all the project types and workflows of Adobe Captivate. First, you will learn how to create a typical interactive Captivate project. This will give you the opportunity to review all Captivate objects and uncover the application's main tools. Then, you will use the built-in capture engine of Captivate to create an interactive software simulation and a Video Demo that can be published as an MP4 video. Then, you will approach the advanced responsive features of Captivate to create a project that can be viewed on any device. And finally, you will immerse your learners in a 360° environment by creating Virtual Reality projects of Adobe Captivate. At the end of the book, you will empower your workflow and projects with the newer and most advanced features of the application, including variables, advanced actions, JavaScript, and using Captivate 2019 with other applications. If you want to produce high quality eLearning content using a wide variety of techniques, implement eLearning in your company, enable eLearning on any device, assess the effectiveness of the learning by using extensive Quizzing features, or are simply interested in eLearning, this book has you covered! What you will learn Learn how to use the objects in Captivate to build professional eLearning content Enhance your projects by adding interactivity, animations, and more Add multimedia elements, such as audio and video, to create engaging learning experiences Use themes to craft a unique visual experience Use question slides to create SCORM-compliant quizzes that integrate seamlessly with your LMS Make your content fit any device with responsive features of Captivate Create immersive 360° experiences with Virtual Reality projects of Captivate 2019 Integrate Captivate with other applications (such as PowerPoint and Photoshop) to establish a professional eLearning production workflow Publish your project in a wide variety of formats including HTML5 and Flash Who this book is for If you are a teacher, instructional designer, eLearning developer, or human resources manager who wants to implement eLearning, then this book is for you. A basic knowledge of your OS is all it takes to create the next generation of responsive eLearning content.

**Fostering Learning in the Networked World** Christine L. Borgman, 2011-05 Provides a 21st Century Agenda for the Nat. Science Found. (NSF). Contents: (1) Intro.: Why Cyberlearning and Why Now?; (2) Background: How We Got Here and Why Now; (3) Strategies for Building a Cyberlearning Infrastructure; (4) Opportunities for Action; (5) Recommendations: NSF NSDL and ITEST Programs: Cyberlearning and the Evolving National STEM Digital Library (NSDL); Cyberlearning and the Evolving ITEST Program; (6) Summary Recommendations; Help Build a Vibrant Cyberlearning Field by Promoting Cross-Disciplinary Communities of Cyberlearning Researchers and Practitioner; Adopt Programs and Policies to Promote Open Educational Resources. Charts and tables. This is a print on demand report.

*Principles of Multimedia* Ranjan Parekh, 2013

**Gadgets, Games and Gizmos for Learning** Karl M. Kapp, 2007-09-24 Gadgets, Games, and Gizmos is an innovative book that provides practical and original solutions to the impending boomer/gamer knowledge and skills transfer gap. The book outlines how gamer values such as the use of cheat codes, the love of gadgets, the need to play games, and the desire to be constantly connected can be used as methods for moving information from the heads of the boomers to the fingertips and gadgets of the gamers. As organizations begin to think strategically about how to attract, retain, and train new talent, this book, written by Karl Kapp, named one of 2007's Top 20 Most Influential Training Professionals by Training Industry, Inc., will be an invaluable resource.

**National Education Technology Plan** Arthur P. Hershaft, 2011 Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to higher earning power for Americans and is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time. The National Education Technology Plan 2010 calls for revolutionary transformation. Specifically, we must embrace innovation and technology which is at the core of virtually every aspect of our daily lives and work. This book explores the National Education Technology Plan which presents a model of learning powered by technology, with goals and recommendations in five essential areas: learning, assessment, teaching, infrastructure and productivity.

*Activity Systems Analysis Methods* Lisa C. Yamagata-Lynch, 2010-07-15 In the last two decades, there has been growing interest in pursuing theoretical paradigms that capture complex learning situations. Cultural Historical Activity Theory (CHAT) is one of several theoretical frameworks that became very popular among educational researchers because it conceptualizes individuals and their environment as a holistic unit of analysis. It assumes a non-dualistic ontology and acknowledges the complexities involved in human activity in natural settings. Recently, reputable journals such as the American Psychologist, Educational Psychologist, and Educational Researcher that are targeted for a wide-range of audience have included articles on CHAT. In many of such articles, CHAT has been referred to as social constructivism, sociocultural theory, or activity theory. Activity systems analysis is one of the popular methods among CHAT researchers for mapping complex human interactions from qualitative data. However, understanding the methods involved in activity systems analysis is a challenging task for many researchers. This difficulty derives from several reasons. First the original texts of CHAT are in Russian and there have been numerous authors who report on the difficulties of reconciling translation problems of the works of original authors' such as Vygotsky and Leontiev. Second, in North America activity systems analysis has deviated from the Russian scholars' intentions and Engeström's original work using the triangle model to identify tensions to overcome and bring about sociopolitical change in participant practices. Third, to this date there are numerous publications on the theoretical background of activity theory and studies reporting the results of using activity systems analysis for unpacking qualitative data sets, but there have been no methodological publications on how researchers engage in activity systems analysis. Thus, there is a dearth of literature in both book and journal publications that guide researchers on the methodological issues involving activity systems analysis.

**Creating Teacher Immediacy in Online Learning Environments** D'Agustino, Steven, 2016-03-31 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 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.

*Interactive Multimedia Instruction* Richard Schwier,Earl R. Misanchuk,1993

*Decision-Based Learning* Nancy Wentworth,Kenneth J. Plummer,Richard H. Swan,2021-09-16 In this book you will read stories told by faculty who have redesigned their university courses using the Decision-Based Learning pedagogy and the impact this powerful strategy can have on student learning. It should be of use to anyone teaching and designing curricula in higher education settings.

**Social Media for Trainers** Jane Bozarth,2010-07-30 A how-to resource for incorporating social media into training Whether you work in a traditional or virtual classroom, social media can broaden your reach and increase the impact of training. In Social Media for Trainers, e-learning and new media expert Jane Bozarth provides an overview of popular tools, including blogs, wikis, Twitter, Facebook, YouTube, SlideShare, Flickr, and others. You'll learn to leverage each medium's unique features and applications to deliver training, facilitate discussions, and extend learning beyond the confines of a training event. This key resource offers a new set of powerful tools for augmenting and enhancing the value of your training. PRAISE FOR SOCIAL MEDIA FOR TRAINERS Clear explanations and practical examples of the use of social media for learning, make this book essential reading for all workplace trainers. Jane Hart, founder, Centre for Learning and Performance Technologies, and founding member of the Internet Time Alliance ... a practical, intelligent book teaching trainers how to effectively utilize technology for real learning outcomes. Karl Kapp, professor of Instructional Technology at Bloomsburg University and author of Learning in 3D and Gadgets, Games and Gizmos for Learning Trainers who want to succeed in the new social learning world should read this book. Jane has made social media easy, practical, and simple to use. Ray Jimenez, PhD, Chief Learning Architect, VignettesLearning.com

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