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Autore	Buridanus, Johannes
Titolo	Sophismata / Johannes Buridanus ; Critical edition with an introduction by T. K. Scott
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Soggetti	Statistics Educational technology Education - Data processing Educational psychology Linguistics - Methodology Applied Statistics Digital Education and Educational Technology Computers and Education Educational Psychology Research Methods in Language and Linguistics

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Nota di contenuto	Impact of Learner's Characteristics and Learning Behaviour on Learning Performance during a Fully Online Course -- Note-taking Evaluation using Network Illustrations based on Term Co-occurrence in a Blended Learning Environment -- Effectiveness of Student's Note-Taking Activities and Characteristics of Their Learning Performance in Two Types of Online Learning -- The possibility of Predicting Learning Performance using Features of Note Taking Activities and Instructions in a Blended Learning Environment -- Student's on their Learning and Note-taking Activities in a Blended Learning Course -- How Note-Taking Instruction Changes Student's Reflections upon their Learning Activity during a Blended Learning Course.
Sommario/riassunto	<p>The main focus of this book is presenting practical procedures for improving learning effectiveness using note taking activities during e-learning courses. Although presentation of e-learning activities recently has been spreading to various education sectors, some practical problems have been discussed such as evaluation of learning performance and encouragement of students. The authors introduce note taking activity as a conventional learning tool in order to promote individual learning activity and learning efficacy. The effectiveness of note taking has been measured in practical teaching in a Japanese university using techniques of learning analytics, and the results are shown here. The relationships between note taking activity and students' characteristics, the possibility of predicting the final learning performance using metrics of students' note taking, and the effectiveness for individual emotional learning factors are evaluated. Some differences between blended learning and fully online learning courses are also discussed. The authors provide novel analytical procedures and ideas to manage e-learning courses. In particular, the assessment of note taking activity may help to track individual learning progress and to encourage learning motivation.</p>