

1. Record Nr.	UNINA9910452412703321
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Titolo	Increasing student engagement and retention in e-learning environments [[electronic resource] ] : Web 2.0 and blended learning technologies / / Charles Wankel, Patrick Blessinger
Pubbl/distr/stampa	Bradford, : Emerald Group Publishing Limited, 2013
ISBN	1-299-46696-6 1-78190-516-9
Descrizione fisica	1 online resource (434 p.)
Collana	Cutting-edge Technologies in Higher Education ; ; v.6G
Altri autori (Persone)	BlessingerPatrick
Disciplina	371.33
Soggetti	Computer-assisted instruction Education - Effect of technological innovations on Education and state Educational change Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	FRONT COVER; INCREASING STUDENT ENGAGEMENT AND RETENTION IN E-LEARNING ENVIRONMENTS: WEB 2.0 AND BLENDED LEARNING TECHNOLOGIES; COPYRIGHT PAGE; CONTENTS; LIST OF CONTRIBUTORS; PART I: ADOPTION OF WEB 2.0 AND BLENDED LEARNING TECHNOLOGIES; NOVEL APPROACHES IN HIGHER EDUCATION: AN INTRODUCTION TO WEB 2.0 AND BLENDED LEARNING TECHNOLOGIES; INTRODUCTION; ADOPTION PRINCIPLES; APPLICATION BENEFITS; THEORETICAL FRAMING; TECHNOLOGY; CHAPTER OVERVIEWS; CONCLUSION; REFERENCES; LEADERSHIP FROM ID (INSTRUCTIONAL DESIGN) FOR WEB 2.0 ADOPTION: APPROPRIATE USE OF EMERGING TECHNOLOGIES IN ONLINE COURSES INTRODUCTIONAN INTRODUCTION TO WEB 2.0 FOR LEARNING; DEFINITION AND SCOPE OF INSTRUCTIONAL DESIGN (ID); A LEADERSHIP APPROACH FOR WEB 2.0; DESIGNING FOR WEB 2.0 ENGAGEMENT (AND QUALITY); SECOND LIFE®: A CASE STUDY AND ANALYSIS FOR ONLINE LEARNING; IMPLICATIONS OF ID LEADERSHIP FOR WEB 2.0 ADOPTION; CONCLUSION; REFERENCES; PART II: APPLICATION OF WEB 2.0 AND

BLENDED LEARNING TECHNOLOGIES; CONTROLLING ENGAGEMENT: THE EFFECTS OF LEARNER CONTROL ON ENGAGEMENT AND SATISFACTION; INTRODUCTION; AN OVERVIEW OF LEARNER CONTROL; APPLICATIONS OF LEARNER CONTROL TO E-LEARNING; NONTRADITIONAL APPLICATIONS  
RECOMMENDATIONS  
CONCLUSION; REFERENCES; INCREASING LEARNER ENGAGEMENT OF LEARNING TECHNOLOGIES AND SCIENCE THROUGH REPRESENTATIONAL CHALLENGES; INTRODUCTION; THEORETICAL FRAMEWORK; METHODS; FINDINGS; CONCLUSION; REFERENCES; FROM CONNECTIVITY TO CONNECTED LEARNERS: TRANSACTIONAL DISTANCE AND SOCIAL PRESENCE; INTRODUCTION; A SHORT HISTORY OF DISTANCE LEARNING; TRANSACTIONAL DISTANCE: CONSEQUENCES OF SEPARATING LEARNER AND TEACHER; SOCIAL AND COGNITIVE PRESENCE: MEDIATED REPRESENTATIONS OF THE OTHER; CONNECTEDNESS, CONNECTIVITY, AND CONNECTIVIST APPROACHES; CONCLUSION; REFERENCES  
PROMOTING LEARNER ENGAGEMENT AND ACADEMIC LITERACIES THROUGH BLENDED COURSE DESIGN  
INTRODUCTION; THE CONCEPT OF ACADEMIC LITERACIES; THE VARIABLE RELATIONSHIP OF LEARNING PSYCHOLOGY AND LEARNING DESIGN; FOSTERING LEARNER ENGAGEMENT - THEN AND NOW; IMPERATIVES FOR CHANGE; CASE STUDIES OF EMBEDDED ACADEMIC LITERACIES; DISCUSSION; CONCLUSION; REFERENCES; ENGAGING LEARNERS AS MODERATORS IN AN ONLINE MANAGEMENT COURSE; INTRODUCTION; STUDENT ENGAGEMENT AND LEARNING IN AN ONLINE SETTING; THE ROLE OF A MODERATOR; CONTEXT OF THE STUDY; METHODOLOGY FOR THE STUDY; RESULTS; DISCUSSIONS; CONCLUSION  
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ENGAGING ENTREPRENEURS WITH A BLENDED PROBLEM-BASED LEARNING DEGREE PROGRAMME; INTRODUCTION; THE DESIGN OF A BLENDED PROBLEM-BASED LEARNING PROGRAMME; CONCLUSION AND LESSONS FOR BLENDED PBL DESIGN; REFERENCES; ENGAGING DISTANCE AND BLENDED LEARNERS ONLINE; INTRODUCTION; CONTEXT; NEW CONSTITUENCIES OF STUDENTS; NEW ROLES FOR STAFF; SETTING NEW INSTITUTIONAL QUALITY STANDARDS FOR ONLINE COURSES; TAILORING A NEW VIRTUAL LEARNING ENVIRONMENT; INDUCTION AND SUPPORTING LEARNERS; DESIGNING THE ONLINE LEARNING ENVIRONMENT; A NEW MODEL FOR SUPPORTING ACADEMICS; EVALUATING IMPACT  
ONGOING CONSIDERATIONS

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Sommario/riassunto

Web 2.0 and blended learning technologies are reshaping and reframing the practice of teaching and learning in higher education. This volume critically examines new research on how e-learning technologies are being used in higher education to increase learner engagement and retention.

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