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| Altri autori (Persone)  | Farrington-FlintLee  |
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| Nota di contenuto       | Learning and the E-Generation; Copyright; Contents; Foreword; Chapter 1 Learning in a Digital World; Starting Points; Hopes, Dreams and Nightmares; Why Is the Supportive Evidence so Hard to Find?; How does Psychological Theory Illuminate the Educational Debate?; How Can We Bridge the Home School Digital Divide?; Risks, Skills and Opportunities; Conclusions; Chapter 2 How do People Learn?; Introduction; What is Learning?; Beyond General Theories of Learning; What About the Quality of Learning?; Active Versus Passive Learning; Preferred Learning Styles; What About the Learner? Risks, Skills and Opportunities Conclusions; Chapter 3 Social Interactions and Written Communication; Introduction; Communicating Online; Changes in Written Language; Abbreviations Mediated Through Technology; The Effects of Text Abbreviations on Literacy Skills; Risks, Skills and Opportunities; Conclusions; Chapter 4 E-books, E-Readers and Tablets, Are they the Way Forward?; Introduction; E-books: Are they Effective Teaching Tools or an Adjunct to Real Reading Activities?; Promoting Collaboration and Peer-Group Interactions; Adult Instruction is Still Important |

The Benefits of Kindles and iPads Mobile Technology and Second Language Learning; What About Those at Risk of Reading Difficulties?; A Multisensory Experience; Risks, Skills and Opportunities; Conclusions; Chapter 5 Becoming Digitally Literate; Introduction; Engaging with New Forms of Literacy; So Which Literacy Skills are Required to Become a Digital Native?; The Multimodal Landscape; Visual Literacy and Visual Representations; How Can Visual Representations Support Learning?; Risks, Skills and Opportunities; Conclusions; Chapter 6 Social Networking as an Educational Tool; Introduction Facebook as a Popular Networking Tool Social Capital; Social Networking in Educational Contexts; So Why is the Educational Use of an SNS Different from Using a Virtual Learning Environment (VLE)?; Where Does This Leave Us?; The Need to Establish Rules of the Game: Netiquette; Risks, Skills and Opportunities; Conclusions; Chapter 7 Absorbed by Technology; Introduction; Addiction and Wellbeing; Time Wasting; Driven by the Fear of Missing Out (FOMO); The Interplay of Cognition and Internet Activity; Are Multitaskers Always at a Disadvantage?; Going with the Flow So What are Young People Learning Risks, Skills and Opportunities; Conclusions; Chapter 8 Games, Learning and Education; Introduction; The Nature of Games; Simply Addicted to Games?; Games and Learning; Is Gaming a Panacea for Educational Ills?; The Future of Games for Learning; Risks, Skills and Opportunities; Conclusions; Chapter 9 Misbehaviour or Merely Misunderstanding?; Introduction; What is Academic Dishonesty?; Prevalence Rates of Academic Malpractice; Why do Students Take the Risk?; Do they Know What they are Doing?; And the Solution Is?; Risks, Skills and Opportunities; Conclusions Chapter 10 Being Emotionally Intelligent and Risk Resilient

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Sommario/riassunto

Learning and the E-Generation examines the impact of new and emerging digital technologies-from computers and tablets to social media and video games-on learners in formal and informal settings. Assesses the psychological factors at play, including social, cognitive, and behavioral characteristics that are influenced by exposure to technology Addresses the risks and benefits of 21st century digital technology on children and young adults Written by two experts in the field who draw on the latest research and practice from psychology, neuroscience, and education Discusses the potential of technol

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