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	Nota di contenuto	Introduction -- Chapter 1: "i" Is for Innovation -- Chapter 2: Tablet Technology as a Moving Target -- Chapter 3: Who's the Learning Designer Here? -- Chapter 4: Framing the Learning Design Approach -- Chapter 5: Analyzing the Learning Environment -- Chapter 6: Designing Learning that Capitalizes on Tablet Technology -- Chapter 7: Developing Activities that Match Learning Needs -- Chapter 8: Implementing the Learning Design -- Chapter 9: Evaluation—Before, During and After -- Chapter 10: Are eTextbooks More than Books? -- Chapter 11: Tablet Computer Reading—the How's -- Chapter 12: Tablet Computer Reading—the What's -- Chapter 13: Are Apps a Good Fit for Learning Goals? -- Chapter 14: The Immediacy of Connectivity— Pluses and Pitfalls -- Chapter 15: Using Tablet Technology for Multisensory Learning -- Chapter 16: Can Virtual Be as Effective as Real? -- Chapter 17: From the Tablet to the Big Picture -- Chapter 18:

Tablet Take-Home Strategies -- Chapter 19: Do You Moodle? -- Chapter 20: Tackling Trouble in the Tablet Classroom.

Sommario/riassunto

The versatile, cost-effective technology of the tablet computer has proved to be a good fit with the learning capabilities of today's students. Not surprisingly, in more and more classrooms, the tablet has replaced not only traditional print materials but the desktop computer and the laptop as well. Designing Instruction for Tablet Classrooms makes sense of this transition, clearly showing not just how and why tablet-based learning works, but how it is likely to evolve. Written for the non-technical reader, it balances elegant theoretical background with practical applications suitable to learning environments from kindergarten through college. A wealth of specialized topics ranges from course management and troubleshooting to creating and customizing etextbooks, from tablet use in early and remedial reading to the pros and cons of virtual field trips. And for maximum usefulness, early chapters are organized to spotlight core skills needed to negotiate the new design frontier, including: Framing the learning design approach. Analyzing the learning environment. Designing learning that capitalizes on tablet technology. Developing activities that match learning needs. Implementing the learning design. Conducting evaluations before, during, and after. This is proactive reading befitting a future of exciting developments in educational technology. For researchers and practitioners in this and allied fields, Designing Instruction for Tablet Classrooms offers limitless opportunities to think outside the box.