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Descrizione fisica	1 online resource (xxxv, 432 pages)
Collana	NWU self-directed learning series
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Lingua di pubblicazione	Inglese
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Nota di contenuto	Chapter 1Self-directed multimodal learning within a context of transformative open education -- Chapter 2The affordances of the Community of Inquiry framework for self-directed blended learning in South African research -- Chapter 3Adaptive learning technology to enhance self-directed learning -- Chapter 4A systematic literature review to probe design guidelines for a self-directed blended learning environment -- Chapter 5Diffractive pathways in self-directed multimodal learning: experiences from Botswana and South Africa -- Chapter 6Implementing cooperative learning elements in Google Docs to optimise the online social presence in a self-directed environment -- Chapter 7Situating and culturally appropriate self-directed multimodal learning -- Chapter 8Scaffolding teachers' critical reflection in a South African distance learning programme through a design-based study -- Chapter 9Optimising the Community of Inquiry principles of online self-directed learning environments -- Chapter 10Blending and cooperating in the computer literacy classroom: An opportunity to develop self-directed learning skills.
Sommario/riassunto	This book aims to provide an overview of theoretical and practical considerations in terms of self-directed multimodal learning within the university context. Multimodal learning is approached in terms of the levels of multimodality and specifically blended learning and the mixing of modes of delivery (contact and distance education). As such, this publication will provide a unique snapshot of multimodal practices within higher education through a self-directed learning epistemological lens. The book covers issues such as what self-

directed multimodal learning entails, mapping of specific publications regarding blended learning, blended learning in mathematics, geography, natural science and computer literacy, comparative experiences in distance education as well as situated and culturally appropriate learning in multimodal contexts. This book provides a unique focus on multimodality in terms of learning and delivery within the context of self-directed learning. Therefore, the publication would not only advance the scholarship of blended and open distance learning in South Africa, but also the contribute to enriching the discourse regarding self-direction. From this book readers will get an impression of the latest trends in literature in terms of multimodal self-directed learning in South Africa as well as unique empirical work being done in this regard.
