Record Nr. UNINA9910782481903321

Educating learning technology designers: guiding and inspiring **Titolo**

creators of innovative educational tools // edited by Chris DiGiano.

Shelley Goldman, and Michael Chorost

New York:,: Routledge,, 2009 Pubbl/distr/stampa

ISBN 1-135-59081-8

> 1-135-59082-6 1-281-90007-9 9786611900076 0-203-35721-3

Descrizione fisica 1 online resource (371 p.)

Altri autori (Persone) ChorostMichael

> **DiGianoChris** GoldmanShelley V

371.33 Disciplina

Soggetti Educational technology

Computer-assisted instruction

Lingua di pubblicazione Inglese

Formato Materiale a stampa

Livello bibliografico Monografia

Description based upon print version of record. Note generali

Nota di bibliografia Includes bibliographical references and index.

Front Cover; Educating Learning Technology Designers; Copyright Page: Nota di contenuto

> Contents; Preface; List of Figures; List of Tables; 1. Introduction: Preparing the Next Generation of Learning Technology Designers: Shelley Goldman, Chris DiGiano, and Michael Chorost; 2. What Is Design Knowledgeand How Do We Teach It?: Christopher Hoadley and Charlie Cox; 3. Focusing on Process: Evidence and Ideas to Promote Learning Through the Collaborative Design Process: Emma Mercier.

Shelley Goldman, and Angela Booker

4. Partnering with K-12 Educators in Collaborative Design of Learning Technology: Shelley Goldman, Emma Mercier, and Angela Booker5. Authentic Design and Collaboration: Involving University Faculty as Clients in Project-Based Learning Technology Design Courses: Jennifer Meta Robinson, Alyssa Friend Wise, and Thomas M.Duffy; 6. Moving from Feedback to Scaffolding: Improving the LTD Student's Experience:

Suzanne Alejandre and K. Ann Renninger; 7. Interdisciplinarity in

Learning Technology Design Courses: Moderators: Angela Booker, Shelley Goldman, and Emma Mercier

8. Applying the "Studio Model" to Learning Technology Design: Charlie Cox, Steve Harrison, and Christopher Hoadley9. A Learning Technology Design Course, Deconstructed: Chris Quintana; 10. Teaching Educational Design Through Computer Game Design: Balancing Expectations, Abilities, and Outcomes: Brett E. Shelton; 11. Creating Educational Gamelets: Clayton Lewis and Alexander Repenning; 12. Playground Games and the Dissemination of Control in Computing and Learning: Deborah Tatar, Sirong Lin, and Joon Suk Lee 13. Reflecting on Reflection: Guiding and Capturing Student Projects Online: Chris DiGiano, Michael Chorost, and Mark Chung14. To The Student: Michael Chorost and Chris DiGiano; 15. Featured Student Projects: Gucci Estrella and Chris DiGiano; List of Contributors; Index

Sommario/riassunto

What knowledge and skills do designers of learning technologies need? What is the best way to train them to create high-quality educational technologies? Distilling the wisdom of expert instructors and designers, this cutting-edge guide offers a clear, accessible balance of theory and practical examples. This cutting-edge guide: synthesizes learning, instructional design, and educational technology perspectives on learning-centered technology - highlighting how interdisciplinary work is driving the fields of the learning sciences and technology design and development