

1. Record Nr.	UNINA9910797838403321
Titolo	Emotions, technology, and learning // edited by Sharon Y. Tettegah, professor, University of Nevada, Las Vegas, College of Education, Las Vegas, NV, USA, Beckman Institute for Advanced Science and Technology, National Center for Supercomputing Applications, affiliate, University of Illinois, Urbana, IL, USA, Michael P. McCreery, Department of Teaching and Learning, University of Nevada, Las Vegas, NV, USA
Pubbl/distr/stampa	Amsterdam : , : Elsevier, , [2016] ©2016
ISBN	0-12-800714-1
Descrizione fisica	1 online resource (322 p.)
Collana	Emotions and technology : communication of feelings for, with, and through digital media
Soggetti	Learning, Psychology of Information technology - Psychological aspects Emotions
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Cover; Emotions, Technology, and Learning; Copyright; Contents; Contributors; Foreword; Acknowledgments; References; Preface; Emotions and Learning in Online Environments; Technology, Emotions, and Classroom Use; Exploring Affect With and Through Technology: Research and Practice; References; Section I: Emotions and Learning in Online Environments; Chapter 1: Turning MOOCs Around: Increasing Undergraduate Academic Performance by Reducing Test-Anxiety in a Flipped Clas...; Introduction; Evolving from Video-Based Education to MOOCs, Then SPOCs; Academic Emotions and Student Performance Research QuestionMethods; University and Course Setting; Revision of Finance 1.5 as a Blended Course with a SPOC; Design of the SPOC for Finance 1.5; Participants; Materials; Test Anxiety Measure; Academic Performance Measure; Course Evaluation; Data Collection Procedures and Analyses; Results; Discussion; Limitations and Implications for Further Research; References; Chapter 2: Emotional and Social Engagement in a Massive Open Online Course: An Examination of Dino

101; A Brief Primer on MOOCs; Engagement as a Social Psychological Construct; Engaging MOOCs; Engagement With the Instructor
Dino 101: Dinosaur PaleobiologyData Sources; The Learning Climate Shared With Other Students; Conclusion; References; Chapter 3: Affect in Online Discourse: The Case of the United Nations Millennial Development Goals Topics; Framework; Course Design; Method; Participants; The 2015 Assignment; Data Analysis; Analytical Focus; Discussion; Theme 1: Affect, Emotions, and Awareness Expressions; Theme 2: Acceptance; Intersubjective Acceptance; Accepting the Lesson; Theme 3: Agreement and Questioning; General Remarks on the Analysis; A Role for Technology to Support Discussions Tied to Emotion ConclusionAcknowledgment; References; Chapter 4: Loving this Dialogue!!!! : Expressing Emotion Through the Strategic Manipulation of Limited Non-Verbal Cues in...; Introduction; Traditional View of Emotion; Online Learning and Emotion; Limited Cues, Limited Emotions?; The Importance of Recognizing Cues; Our Research; Results; Emoticons; Unconventional Punctuation; The ""Like"" Button; Discussion; References; Section II: Technology, Emotions, and Classroom Use; Chapter 5: Using Errors to Enhance Learning Feedback in Computer Programming; LEAFF Model; Method; Participants Quasi-Experimental DesignMaterials; Pre-Intervention Instrument; Interim-Intervention Instrument; Post-Intervention Instrument; Results; Discussion and Conclusion; Acknowledgement; Appendix A; Appendix B; Pre-Intervention Instrument; Appendix C; Interim-Intervention Instrument; Tally of Learning Errors; Feeling Scale; I FEEL; Appendix D; Post-Intervention Instrument; References; Chapter 6: Emotions in Learning with Video Cases; Introduction; Emotions Conceptualized; Components of Emotions; Episodes and Emotions; Emotional Potential of Video Cases
Emotionally Relevant Characteristics of Video Cases
