

1. Record Nr.	UNINA9910812875903321
Autore	Ellis Robert A.
Titolo	Students' experiences of e-learning in higher education : the ecology of sustainable innovation // Robert A. Ellis and Peter Goodyear
Pubbl/distr/stampa	New York : , : Routledge, , 2010
ISBN	1-135-21582-0 1-135-21583-9 1-299-05417-X 1-282-31571-4 9786612315718 0-203-87297-5 9780203872970 9780415989350 9780415989367
Descrizione fisica	1 online resource (227 p.)
Collana	Open and flexible learning series
Classificazione	81.68
Altri autori (Persone)	GoodyearPeter <1952->
Disciplina	378.1/7344678
Soggetti	Ensenyament universitari - Ensenyament assistit per ordinador Ordinadors i estudiants universitaris Llibres electrònics
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; Students' Experiences of E-learning in Higher Education; Copyright Page; Contents; List of Figures; List of Tables; Foreword; Acknowledgements; Acknowledgement of Copyright Permissions; 1. Introduction; Contemporary Pressures and Tensions; Purpose and Perspective; Two Related Arguments about Learning; Overview of the Remaining Chapters; 2. Thinking Ecologically About E-learning; Introduction; Ecological Perspectives in Education; Twenty-first Century Learning; Research on Student Learning in Higher Education; E-learning: Characteristics and Affordances Uncertainty, Environment, Leadership Concluding Comments; 3. New Students, New Technology; Introduction; Do 'Net Generation' Learners Think Differently?; University Students' Use of IT and their Changing

Media Habits; Learning with IT; Implications and Concluding Comments; 4. Student Experiences of E-learning in Higher Education: Learning through Discussion; Introduction; Learning through Discussion; Students' Approaches to, and Conceptions of, Learning through Discussions; Associations Between Approaches, Conceptions and Academic Outcomes; Concluding Comments

5. Student Experiences of E-learning in Higher Education: Learning through Inquiry; Introduction; Learning through Inquiry: Case-based Experiences; Approaches to Learning through Inquiry: Problem-based Learning Methods; The Student Experience of Internet Resources when Related to Learning Outcomes; Concluding Comments; 6. University Teachers' Experiences of E-learning in an Ecology; Introduction; Research into Conceptions of, and Approaches to, University Teaching; Approaches to Blended Teaching; Associations Between Conceptions of, and Approaches to, Blended Teaching; Concluding Comments

7. An Ecology of Learning: Practical Theory for Leadership, Management and Educational Design; Introduction; Managing and Uncertainty; The Idea of an Ecology of Learning; Leadership in the Ecology of a University; Design Knowledge for Leadership in an Ecology; Concluding Comments; 8. Teaching-as-Design and the Ecology of University Learning; Introduction; The Idea of Teaching-as-Design; Focus on Learning: What Needs Designing?; Self-awareness, Feedback and Self-correction: Iterative Design and Sustainable Improvement; 9. Leadership for Learning: Perspectives on Learning Spaces; Introduction Relating an Ecological View of Learning to Leadership; Rationales for Investing in Learning Spaces; Challenges for the Development of Specifications of Learning Spaces; Concluding Comments; 10. Relating the Idea of an Ecology of Learning to Campus Planning; Introduction; Developing a Principled Approach to Managing Uncertainty; The Mission of the University as the Driver; Principles of Planning for Campus-based Universities; Identifying the Ecological Balance of the University; Self-awareness; Awareness of the Relationship Between Course Profile and Virtual Space

Feedback Loops about Learning Spaces

Sommario/riassunto

Students' Experiences of e-learning in Higher Education helps higher education instructors and university managers understand how e-learning relates to, and can be integrated with, other student experiences of learning. Grounded in relevant international research, the book is distinctive in that it foregrounds students' experiences of learning, emphasizing the importance of how students interpret the challenges set before them, along with their conceptions of learning and their approaches to learning. The way students interpret task requirements greatly affects learning outcomes, a
