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Nota di contenuto	Title Page; Copyright; From the Series Editor; Editors' Notes; References; 1: The Learning Virus: An Affective, Constructivist Movement Shaped by Ultrasociality in the Age of Social Media; Constructivism; The Influence of Memes; Social Media Meme; Reflective Practice as Affective Growth; Language Clarification; Action; Learner-Centered Faculty Engagement; Conclusion; Notes; References; 2: Constructivism and Learning in the Age of Social Media: Changing Minds and Learning Communities; Overview of Constructivism and Social Constructivism; Situated Cognition; Constructivism in a Mediated World Social Media and Constructivist Goals and Practices Educational Challenge: Changing Minds and Learning Communities; References; 3: Leveraging Social Media for Instructional Goals: Status, Possibilities, and Concerns; What Are Social Media?; Possibilities; Concerns; Conclusions; References; 4: Teaching Students to Think Critically About Social Media; Introduction; Critical Thinking and Social Media; Critical Reflection on Social Media; Who Sponsors Your

Communications/Devices?; Search Engine Selection; Web Credibility-  
"The Criteria Gallery"; Wiki Construction; Modeling; Conclusion;  
References

5: Learner-Centered Online Instruction The Learner-Centered Online  
Instructional Design and Implementation Framework; New Directions  
and Paradigms for Learner-Centered Online Courses; Synchronous and  
Asynchronous Approaches for Increasing Student Connectedness;  
Student Connectedness; Summary of Best Learner-Centered  
Synchronous and Asynchronous Practices; Conclusions; References; 6:  
Implications of Graphic Organizers in an Age of Social Media; Graphic  
Organizers in the K-12 World; The Rationale for Graphic Organizers;  
Toward Expanding the Definition of Graphic Organizer  
Why Constructivism Still Matters Student-Generated Multimedia  
Projects as a Case Study in Adult Learning Theory; References; 7: How  
Critical Reflection Benefits Faculty as They Implement Learner-Centered  
Teaching; Learner-Centered Teaching; Critical Reflective Review with  
Documentation; Overcoming Resistance to Learner-Centered Teaching;  
Learning About Learner-Centered Teaching and Obtaining Feedback  
Through Social Media; Conclusion; References; 8: Learner-Centered  
Faculty Development; References

9: Toward Education 3.0: Pedagogical Affordances and Implications of  
Social Software and the Semantic WebIntroduction; Background; Core  
Competencies Within the New Learning Ecology; Artificial Autonomous  
Educational Agents; Concluding Remarks; References; Other Titles;  
Index; End User License Agreement

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