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Nota di contenuto	Contents ; Foreword ; Chapter 1 Use of Virtual Worlds to Teach the Sciences ; 1. Introduction ; 2. Project overviews ; 3. Project details ; 3.1. Geology Explorer ; 3.2. The virtual cell ; 3.3. The ProgrammingLand MOOseum of computer science ; 3.4. The virtual archeologist ; 3.4.1. Background: the Like-a-Fishhook story ; 3.5. The Blackwood game ; 3.5.1. Time frame ; 3.5.2. The impact of history ; 3.5.3. The economic simulation ; 3.5.4. Software agents ; 3.5.5. Player roles ; 3.5.6. Neighborhoods ; 4. Assessment studies ; 5. Assessment results ; 5.1. Geology Explorer experiment results ; 5.2. Virtual cell experiment results ; 6. Related work ; 7. Conclusions ; Acknowledgments ; References ; Chapter 2 Traditional vs. Technology-Integrated Distance Education ; 1. Introduction ; 2. Traditional distance education at the OUI ; 3. State-of-the-art technologies at the OUI

3.1. Ofek - broadband communication for interactive distance education ; 3.2. The courseware and multimedia development unit ; 3.3. Telem - computer mediated distance education  
3.3.1. Characteristics of the computerized teaching/learning environment 3.3.2. The course sites ; 4. Case studies: two experiments ; 4.1. An innovative distance-learning computer applications course ; 4.1.1. Course description ; 4.1.2. Teaching aids incorporated into the course  
4.1.3. The courseware

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Sommario/riassunto

There is a trend to offer courses by virtual means. This approach has definite advantages. For example, virtual programs target professionals who would otherwise have to leave their jobs to pursue the degree. An enormous proportion of universities are in the process of developing courses in a virtual environment. This book deals with virtual environments for teaching and learning. The chapters can be considered to be representative of the many approaches taken and the diversity of applications. The different perspectives and different solutions adopted are the result of intense research in v

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