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Nota di bibliografia

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Nota di contenuto

1. Perspectives on learning -- 2. Internet growth and the impact on learning -- 3. The case against e-learning -- 4. Observing learners -- 5. Personality and learning -- 6. Using personality in e-learning choices -- 7. From theory to practice.

Sommario/riassunto

Trainers and educators ask: 'What personality types do best at e-learning; who really likes e-learning?' Better that they should ask: 'How can we make e-learning more appealing to more people?' E-learning is here to stay in the same way that the Internet is here to stay. The classroom, as a mass education tool, was an invention of the industrial age and we have made good use of it. E-learning is an invention of the information age but we have yet to properly realise its potential. Some of the steam has gone out of e-learning. Organizations have experienced problems with technology, variable content, poor course take-up and even greater drop-out. The problem is that what appeals to the organization, a mass training and development medium that can be used to train everyone at once, is at odds with - or at least ignorant of - the learning needs of the individual. Individual Preferences in e-Learning focuses on the process of e-learning, with the emphasis on learning and individual differences. With a firm rooting in previous research, in particular the author's in-depth knowledge of the MBTI[®] functions, this book shows you how to make e-learning work for different personality types.
