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Altri autori (Persone)	SumintonoBambang PereraCorinne Jacqueline
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Nota di contenuto	Background -- Reinventing sustainable learning in malaysia and indonesia since the pandemic -- Visionary initiatives for sustainable education evidence from malaysia and indonesia -- The twists and turns of remote teaching an autoethnography -- Transactional distance perceptions and instructional evidence in a higher education setting during the pandemic era -- The role of context and experience in understanding engagement in online learning of public university

students in indonesia -- Virtual collaborative teaching and learning for esl and efl a comparative case study between malaysia and indonesia -- Gamifying thesis completion a study of postgraduate research students experiences with a self gamified system for sustainable learning motivation -- Mitigation program of students literacy culture in an indonesian university -- Islamic based school readiness in facing post pandemic learning challenges.

Sommario/riassunto

This book creates awareness about effective and innovative learning using technology tools that can induce more fun and engagement in our present-day learning communities. It explores the post-pandemic educational practices of two countries, Malaysia and Indonesia, and presents reports of empirical evidence concerning the challenges and opportunities that have arisen due to the pandemic. This book also serves as a guide to provide educational practitioners, learners, and researchers with the knowledge required for curriculum development and realignment assessment methods, particularly in post-pandemic education. It provides further insights into advancing post-pandemic education, namely digital learning solutions for sustainable education, alternative assessments for remote education settings, continuous professional development for teachers in the COVID-19 recovery phase, learner engagement in virtual learning environments, and qualitative evidence of teaching and learning during the pandemic. This book serves as a point of reference and a useful resource for developing and underdeveloped countries that need to lean on alternative pedagogies that cater to the group of marginalized learners affected by the pandemic, and aligns with the goals of sustainable education worldwide.
