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| 1. Record Nr.           | UNISALENT0991003023459707536   |
| Autore                  | Menéndez y Pelayo, Marcelino   |
| Titolo                  | Historia de las ideas estéticas en España / antología, introducción y notas de Fernando Lázaro Carreter ; edición autorizada por la Sociedad Menéndez y Pelayo, de Santander |
| Pubbl/distr/stampa      | Salamanca-Madrid : Anaya, 1962   |
| Descrizione fisica      | 221 p. ; 22 cm.  |
| Collana                 | Menéndez y Pelaio : su época y su obra literaria ; 2   |
| Altri autori (Persone)  | Carreter, Fernando Lázaro  |
| Disciplina              | 801.93   |
| Soggetti                | Estética - Spagna  |
| Lingua di pubblicazione | Spagnolo   |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |

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| 2. Record Nr.           | UNINA9910967461203321  |
| Autore                  | Clark Ruth Colvin  |
| Titolo                  | Scenario-based e-learning : evidence-based guidelines for online workforce learning // Ruth Colvin Clark   |
| Pubbl/distr/stampa      | San Francisco, Calif., : Pfeiffer, 2013  |
| ISBN                    | 9781118416457<br>1118416457<br>9781283893312<br>1283893312<br>9781118419007<br>1118419006  |
| Edizione                | [1st ed.]  |
| Descrizione fisica      | 1 online resource (248 p.)   |
| Classificazione         | EDU039000  |
| Disciplina              | 658.312404   |
| Soggetti                | Employees - Training of - Computer-assisted instruction<br>Problem-based learning<br>Instructional systems - Design  |
| 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       | Intro -- Scenario-Based e-Learning: Evidence-Based Guidelines for Online Workforce Learning -- Copyright -- Contents -- Foreword -- Acknowledgments -- Chapter 1: What Is Scenario-Based e-Learning -- Scenario-Based e-Learning: A First Look -- What Do You think? -- Scenario-Based e-Learning Defined -- The Learner Is an Actor Responding to a Job-Realistic Situation -- The Environment Is Preplanned -- Learning Is Inductive Rather Than Instructive -- The Instruction Is Guided -- Scenarios Incorporate Instructional Resources -- The Goal Is to Accelerate Workplace Expertise -- What's in a Name? -- Scenario-Based vs. Directive Training Environments -- Learning from Mistakes -- Scenarios to Lead or to Culminate? -- Target Audience -- What Scenario-Based e-Learning Is Not -- Not a Game -- Not a Scenario with Questions -- Not a Simulation -- Not About a Delivery Mode or Media -- Not About Specific Technology -- Six Reasons to Consider Scenario-Based e-Learning Now -- 1. Scenario-Based e-Learning Can Accelerate Expertise -- 2. Scenario-Based e- |

Learning Can Offer Return on Investment -- 3. Learners Like Scenario-Based e-Learning -- 4. Scenario-Based e-Learning Has Better Transfer Potential -- 5. Scenario-Based e-Learning Can Build Critical Thinking Skills -- 6. Technology Can Facilitate Scenario-Based e-Learning Development -- What Do You Think? Revisited -- Coming Next -- Additional Resources -- Scenario-Based e-Learning and You: Why Now? -- Chapter 2: When To Use Scenario-Based e-Learning -- Consider Scenario-Based e-Learning for Strategic Tasks -- What Do You Think? -- Situations That Call for Scenario-Based e-Learning -- Rare Occurrence Tasks -- Critical Thinking Skills Training -- Compliance-Mandated Training -- Learner Expertise and Scenario-Based e-Learning -- Lengthy Timeline Tasks -- Risk-Adverse Tasks -- Eight Scenario-Based Learning Domains.

1. Interpersonal Skills -- 2. Compliance Policies and Procedures -- 3. Diagnosis and Repair -- 4. Research, Analysis, and Rationale -- 5. Tradeoffs -- 6. Operational Decisions and Actions -- 7. Design -- 8. Team Coordination -- Scenario-Based Multimedia Interfaces -- Branched Scenarios -- Menu-Driven -- Full Screen Active Object -- Virtual Worlds -- Meet the Scenario-Based e-Learning Samples -- Coming Next -- Additional Resources -- Scenario-Based e-Learning and You: Your Scenario-Based e-Learning Opportunities -- Chapter 3: Design of Scenario-Based e-Learning -- Overview of a Scenario-Based e-Learning Design Model -- Component 1: The Task Deliverable -- Core Component 2: The Trigger Event -- Core Component 3: Scenario Data -- Core Component 4: Guidance and Instruction -- Core Component 5: Feedback -- Core Component 6: Reflection -- Modes and Media in Scenario-Based e-Learning -- Coming Next -- Additional Resources -- Scenario-Based e-Learning and You: Your Draft Design Model -- Chapter 4: Defining Scenario Outcomes -- Outcome Deliverables for Learning Domains -- Assess the Complexity of your Outcome Responses -- 1. Number of Outcomes -- 2. Outcome Precision -- 3. Interface Response Options -- 4. Social Presence -- What Do You Think? -- Translate Your Learning Objectives -- Multimedia Response Options -- Scenario Outcomes and Multimedia Interfaces -- What Do You Think? Revisited -- Coming Next -- Additional Resource -- Scenario-Based e-Learning and You: Translating Your Objectives -- Chapter 5: Designing the Trigger Event and Case Data -- What Do You Think? -- Planning the Trigger Event -- Defining Case Data -- Formats for Case Data -- Saving and Tracking Case Data -- What Do You Think? Revisited -- Coming Next -- Scenario-Based e-Learning and You: Defining Your Trigger Event and Case Data -- Chapter 6: Building Guidance in Scenario-Based e-Learning. What Do You Think -- What Is Guidance? -- Option 1: Fade Support from High to Low -- Option 2: Move from Simple to Complex -- Use SMES to Identify Complexity Factors -- Option 3: Consider Open vs. Closed Response Options -- Option 4: Consider Interface/Navigation Design -- Option 5: Add Training Wheels -- Option 6: Incorporate Coaching and Advisors -- Option 7: Embed Worksheets -- Option 8: Adjust Feedback -- Option 9: Make Learning Collaborative -- What Do You Think? Revisited -- Coming Next -- Additional Resources -- Scenario-Based e-Learning and You: Defining Guidance -- Chapter 7: Putting the "L" In Scenario-Based e-Learning -- What Do You Think? -- Integrating Knowledge and Skill Resources -- Tutorials -- Reference -- Examples -- Make Examples Engaging -- Instructors -- Give Your Learners an Instructional Role -- What Do You Think? Revisited -- Coming Next -- Additional Resources -- Scenario-Based e-Learning and You: Defining Instructional Resources -- Chapter 8: Designing

Feedback and Reflection -- The Power of Feedback -- Learning from Mistakes -- Instructional vs. Intrinsic Feedback -- What Do You Think? -- Feedback in a Nutshell -- 1. Be Specific -- 2. Provide Intrinsic and Instructional Feedback -- 3. Adjust Feedback Frequency Based on Guidance Needs and Learning Goals -- 4. Focus the Feedback Based on Your Goals -- Embed Reflection Opportunities for Learners -- Feedback and Reflection in Learning Domains -- Interpersonal Skills -- Compliance -- Diagnosis and Repair-Research and Analysis -- Tradeoffs -- Operational Decisions -- Design -- Team Coordination -- What Do You Think? Revisited -- Coming Next -- Additional Resources -- Scenario-Based e-Learning and You: Defining Feedback -- Chapter 9: Evaluation of Scenario-Based e-Learning -- What Do You Think? -- Focusing Your Evaluation -- Do the Learners Like It? -- Is Instruction Effective?.

Is the Learning Environment Efficient? -- Does Learning Transfer? -- Is There a Good Return on Investment? -- Plan Evaluation in Stages -- Back to the Basics: Test Reliability and Validity -- Test Items for Scenario-Based e-Learning -- Did I Pass the Test? -- Testing with Online Scenarios -- What Do You Think? Revisited -- Coming Next -- Additional Resources -- Scenario-Based e-Learning and You: Planning Your Evaluation -- Chapter 10: Does Scenario-Based e-Learning Work? -- Does It Work? -- Is It Efficient? -- Does It Motivate? -- What Features Make a Difference? -- What Do You Think? -- Limits of Research -- The Evolution from Single Experiments to Meta-Analysis -- What's in a Name? -- Discovery Learning Does Not Work -- Guided Discovery Can Have Learning Advantages over "Traditional" Instruction -- Learning Excel in Scenario-Based Versus Directive Lessons -- Learner Scaffolding Is Essential for Success -- Should Domain Information Come Before or After Problem Solving? -- Assign Problems First-Then Provide Explanations -- Provide Explanations Before and During Learning -- Use Collaboration for More Challenging Scenarios -- Make the Instructional Interface Easy to Use -- Guided Discovery Can Be More Motivating Than "Traditional" Instruction -- Feedback and Reflection Promote Learning -- Provide Detailed Instructional Feedback -- Provide Opportunities to Compare Answers with Expert Solutions -- Visual Representations Should Be Congruent with Your Learning Goals -- Use Visual Representations Rather Than Text Alone When Visual Discrimination Is Important -- Can Scenario-Based e-Learning Accelerate Expertise? -- Accelerating Orthopedic Expertise -- Accelerating Electronic Troubleshooting Expertise -- Research on Scenario-Based e-Learning - The Bottom Line -- What Do You Think? Revisited -- Coming Next -- Additional Resources.

Scenario-Based e-Learning and You: Evidence-Based Decisions -- Chapter 11: Eliciting Critical Thinking Skills for Scenario-Based e-Learning -- What Is Knowledge Elicitation? -- What Do You Think? -- Three Approaches to Knowledge Elicitation -- Concurrent Verbalization -- After-the-Fact Stories -- Reflections on Recorded Behaviors -- Which Elicitation Method Should You Use? -- Evidence on Knowledge Elicitation Methods -- Types of Knowledge and Skill to Elicit -- Actions and Decisions -- Cues -- Rationale and Rules of Thumb -- Monitoring -- Questions to Elicit Knowledge Needed During the Interview -- Incorporating Critical Thinking Skills into Your Lessons -- Use of Actions Taken -- Use of Decisions Made -- Use of Cues Identified -- Use of Rationale and Rules of Thumb -- Teaching Monitoring Skills in Your Scenario-Based e-Learning -- Guidelines for Success -- 1. Take Care in Selecting Experts -- 2. Don't Over-Extend -- 3. Work in a Team -- What Do You Think? Revisited -- Coming Next -- Additional Resources -- Scenario-Based e-Learning and You: Eliciting Tacit

Knowledge -- Chapter 12: Implementing Scenario-Based e-Learning -- What Do you Think? -- Four Steps to Project Success -- Step One: Present a Strong Business Case -- Visualize Scenario-Based e-Learning for Stakeholders -- Determine the Magnitude of the Performance Gap -- Incident-Driven Training -- Compliance Training -- Identify Tradeoffs to Diverse Solution Options -- Delivery Media Tradeoff Analysis for Automotive Troubleshooting -- Highlight Opportunities to Build Expertise That Are Unavailable or Impractical in Workplace -- Leverage the Motivational Potential of Scenario-Based e-Learning -- Present Evidence on the Benefits of Scenario-Based e-Learning -- Estimate Your Production Costs -- Step Two: Plan Your Project -- Plan and Secure Your Resources. Define and Classify the Target Knowledge and Skills.

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#### Sommario/riassunto

"Scenario-Based Learning offers a wealth of ideas for improving critical thinking skills, problem solving, and includes suggestions for promoting opportunities for practicing scenario-based learning on the job. The book contains a wealth of kick-off alternative research-based examples and describes various types of case data. The book also includes tutorials, action templates, and online references. This must-have resource also includes information on intrinsic versus instructional feedback, rubrics for virtual worlds, as well as technique for refining thinking skills"--

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