Authoring Tools For Advanced Technology Learning Environments Toward Cost Effective Adaptive Interactive And Intelligent Educational Software

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Interactive And Intelligent Educational Software therefore simple!

Newmedia - 1997

New Science of Learning - Myint Swe Khine 2010-06-16 The earliest educational software simply transferred print material from the page to the monitor. Since then, the Internet and other digital media have brought students an ever-expanding, low-cost knowledge base and the opportunity to interact with minds around the globe—while running the risk of shortening their attention spans, isolating them from interpersonal contact, and subjecting them to information overload. The New Science of Learning: Cognition, Computers and Collaboration in Education deftly explores the multiple relationships found among these critical elements in students' increasingly complex and multi-paced educational experience. Starting with instructors' insights into the cognitive effects of digital media—a diverse range of viewpoints with little consensus—this cutting-edge resource acknowledges the double-edged potential inherent in computer-based education and its role in shaping students' thinking capabilities. Accordingly, the emphasis is on strategies that maximize the strengths and compensate for the negative aspects of digital learning, including: Group cognition as a foundation for learning Metacognitive control of learning and remembering Higher education course development using open education resources Designing a technology-oriented teacher professional development model Supporting student collaboration with digital video tools Teaching and learning through social annotation practices The New Science of Learning: Cognition, Computers and Collaboration in Education brings emerging

challenges and innovative ideas into sharp focus for researchers in educational psychology, instructional design, education technologies, and the learning sciences.

Advanced Technology for Engineering Education - 1998

Learning Technology in the European Communities - PRECISE Consortium 1992

Blended Learning in Action - Catlin R. Tucker 2016-09-03
Shift to blended learning to transform education Blended learning has the power to reinvent education, but the transition requires a new approach to learning and a new skillset for educators. Loaded with research and examples, Blended Learning in Action demonstrates the advantages a blended model has over traditional instruction when technology is used to engage students both inside the classroom and online. Readers will find: Breakdowns of the most effective classroom setups for blended learning Tips for leaders Ideas for personalizing and differentiating instruction using technology Strategies for managing devices in schools Questions to facilitate professional development and deeper learning

Learning Spaces - Diana Oblinger 2006

Emerging Technologies in Teaching Languages and Cultures - Yoshiko Saito-Abbott 2003
Proceedings of the annual DigitalStream conferences held at California State University-Monterey Bay, in March 15-17, 2001 and March 21-23, 2002.

Oxford University Computing Services Guide to Digital Resources for the Humanities - Frances Condron 2001
A comprehensive reference tool in humanities computing. Essays in nine disciplines describe resources and introduce the state of humanities computing. Platform, price, system requirements, and means of acquisition are noted with

substantial descriptions of each project plus review citations.

Artificial Intelligence in Education - Cristina Conati 2015-06-16

This book constitutes the refereed proceedings of the 17th International Conference on Artificial Intelligence in Education, AIED 2015, held in Madrid, Spain, in June 2015. The 50 revised full papers presented together with 3 keynotes, 79 poster presentations, 13 doctoral consortium papers, 16 workshop abstracts, and 8 interactive event papers were carefully reviewed and selected from numerous submissions. The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer science, cognitive and learning sciences, education, game design, psychology, sociology, linguistics, as well as many domain-specific areas.

Language Learning Online: Towards Best Practice - Uschi Felix 2003-01-01

This important and accessible book identifies the key elements in the quest for best practice in online language teaching. The authors, all of them international experts who have made significant contributions to the debate about how to exploit the new technologies, consider online language teaching from three crucial perspectives: design, tools and pedagogy. Their recommendations are such that they can actually be realised in spite of the limitations of today's educational environments. The book demonstrates that the new technologies offer far greater potential for authentic encounters and constructivist learning than even the best classroom simulations; that automated exercise and feedback structures can be individualised and meaningful; and that if we have to teach fully by distance, these ventures no longer need to represent impoverished versions of live classes but can engender a strong sense of community. To achieve this we

need to understand what elements constitute good design both in technical and pedagogical terms, to think seriously about providing the best feedback possible, and to have the courage to take the risks associated with letting go of traditional learner/teacher relationships.

TechTactics - Carolyn Thorsen 2009

Resource added for the Paraeducator (Instructor Assistant) program 105222.

Interdisciplinary Research in Engineering: Steps towards Breakthrough Innovation for Sustainable Development - Aurel Vlaicu 2013-06-27

Interdisciplinary field of engineering and applied sciences forms the base of a sustainable development philosophy for all economic and social fields. Design, development and innovation of processes, technologies and products that meet the needs and requirements of customers and society in a sustainable framework, constitute the focus of this book. Results of over 69 postdoctoral researcher papers of engineering related to information society technologies, sustainable development, energy and environment, as well as innovative products, processes and materials are included. Volume is indexed by Thomson Reuters CPCI-S (WoS).

Technology, Instruction, Cognition, and Learning - 2004

Games-To-Teach or Games-To-Learn - Yam San Chee 2016-08-23

The book presents a critical evaluation of current approaches related to the use of digital games in education. The author identifies two competing paradigms: that of games-to-teach and games-to-learn. Arguing in favor of the latter, the author advances the case for approaching game-based learning through the theoretical lens of performance, rooted in play and dialog, to unlock the power of digital games for 21st century learning. Drawing upon the author's research,

three concrete exemplars of game-based learning curricula are described and discussed. The challenge of advancing game-based learning in education is addressed in the context of school reform. Finally, future prospects of and educational opportunities for game-based learning are articulated. Readers of the book will find the explication of performance theory applied to game-based learning especially interesting. This work constitutes the author's original theorization. Readers will derive four main benefits: (1) an explication of the difference between game-based-teaching and game-based learning, and why this difference is of critical importance, (2) an exposition of the theory of game-based learning as performance, (3) concrete exemplars and research outcomes relating to three game-based learning curricula that have been empirically evaluated in schools, and (4) an understanding of complex issues related to the human side of school change that must be effectively addressed to achieve take-up of game-based learning in schools.

Proceedings of the National Conference on Computing for Nation Development - 2007

Authoring Tools for Advanced Technology Learning Environments - T. Murray 2013-04-18

This edited book gives a comprehensive picture of the state of the art in authoring systems and authoring tools for advanced technology instructional systems. It includes descriptions of fifteen systems and research projects from almost every significant effort in the field. The book will appeal to researchers, teachers and advanced students working in education, instructional technology and computer-based education, psychology, cognitive science and computer science.

World Meetings Outside U.S.A. and Canada - 2000

How People Learn - National

Research Council 2000-08-11 First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

World Conference on Computers in Education VI -

David Tinsley 1995-07-31
The conference is about using information technology in education and the teaching of informatics. The conference themes will appeal to people involved at all levels from elementary and primary through secondary to tertiary and vocational education.

Communication & Cognition - 2008

School of Tomorrow - Monica Nilsson 2005
This volume provides a description and analysis of findings from a European Commission research and development project: «The Fifth Dimension - Local Learning Communities in a Global World», funded within the framework «Information, Society, and Technology (IST), School of Tomorrow». The contributors take as a point of departure that the school of tomorrow, the school in the information society, has two significant features. One is the expanded use of information and communication technologies (ICT). The other is the development of partnerships. The cases described here are based on the work of three European university teams from Blekinge Institute of Technology in Sweden; the University of Copenhagen and Roskilde University in Denmark, and the Autonomous University of Barcelona in Spain, that developed collaborations jointly to create new technology-based tools and learning environments that expanded beyond school walls. Using the Fifth Dimension approach to building learning environments, this network of university researchers worked together with teachers and software developers to co-design tools, strategies, and materials for teaching and learning in the «school of tomorrow». The volume addresses both the challenges and the possibilities of integrating technology in schools and classrooms that are partners in local and global learning communities.

Evolution of Teaching and Learning Paradigms in

Intelligent Environment - Raymond A. Tedman 2011-04-07

This book is a fascinating window on the evolution of teaching and learning paradigms in intelligent environments. It presents the latest ideas coming out of educational computing research. The three Australian authors include a number of chapters on issues of real relevance to today's teaching practice, including an introduction to the evolution of teaching and learning paradigms; why designers cannot be agnostic about pedagogy, and the influence of constructivist thinking in design of e-learning for HE.

Technology-mediated Learning Environments for Young English Learners - Leann Parker 2008

This book explores issues related to the use of technologies to support young second-language learners and looks at promising areas for research, design, and development. Grounded in a sociocultural theoretical framework, it invites educators, researchers, and educational technology developers to consider a range of social and cultural factors in utilizing technology as a tool to help children from diverse linguistic and cultural backgrounds develop their English-language and reading skills. A major contribution is the authors' consideration of ways that technology outside of school can benefit these students' English-language development in school. The central chapters are counter pointed by invited reflections that bring to the discussion different, yet complementary, perspectives from notable scholars in the field of second-language literacy and learning. Technology-Mediated Learning Environments for Young English-Language Learners is targeted to researchers, educators, and policymakers in the areas of elementary education, after-school learning, second-language teaching and learning, English language and literacy development, and reading.

Recent Innovations in Educational Technology that Facilitate Student Learning - Daniel H. Robinson 2008
Many innovations are developed in the field of educational technology that hold fascinating promises but enjoy almost no empirical support. There are educational researchers who have done both - developed innovations and tested their potential empirically. This book discusses the most promising innovations from leading educational technologists.
Multimedia Technologies - Mahbubur Rahman Syed 2008-01-01
"This book offers an in-depth explanation of multimedia technologies within their many specific application areas as well as presenting developing trends for the future"--Provided by publisher.
38th AIAA/ASME/SAE/ASEE Joint Propulsion Conference & Exhibit: 02-4150 - 02-4199 - 2002

Copyright Bulletin - Unesco. Copyright Division 1998

Journal of Artificial Intelligence in Education - 1989

Advances in Intelligent Tutoring Systems - Roger Nkambou 2010-09-21
May the Forcing Functions be with You: The Stimulating World of AIED and ITS Research It is my pleasure to write the foreword for Advances in Intelligent Tutoring S- tems. This collection, with contributions from leading researchers in the field of artificial intelligence in education (AIED), constitutes an overview of the many challenging research problems that must be solved in order to build a truly intel- gent tutoring system (ITS). The book not only describes some of the approaches and techniques that have been explored to meet these challenges, but also some of the systems that have actually been built and deployed in this effort. As discussed in the Introduction (Chapter 1), the terms “AIED” and “ITS” are often used int- changeably, and there is a

large overlap in the researchers devoted to exploring this common field. In this foreword, I will use the term “AIED” to refer to the -search area, and the term “ITS” to refer to the particular kind of system that AIED researchers build. It has often been said that AIED is “AI-complete” in that to produce a tutoring system as sophisticated and effective as a human tutor requires solving the entire gamut of artificial intelligence research (AI) problems.

Facilitating the Development and Use of Interactive Learning Environments - Charles P. Bloom 1998-07-01

Intelligent tutoring technology is on the verge of a breakthrough into the mainstream of training and education. Over the past 25 years, researchers have learned not only what it takes to develop an effective intelligent tutoring system (ITS), but also what it takes to deploy and use one--the true barometer of a technology's success. This volume brings together a cross-section of ITS researchers from academia, industry, and the government to talk about their experiences in ITS development and technology transfer, both successful and unsuccessful. Section 1 is devoted to detailed descriptions of tools and methods ITS developers can employ during development to facilitate technology adoption. It includes discussions of the paradigmatic change in learning and instructional design that ITS fosters, techniques for gathering design information for ITS domains where empirical or knowledge-based methods are inappropriate, and the conduct of cost-benefits analyses to facilitate ITS funding decisions. Sections 2 and 3 offer numerous case studies of ITS deployment from both industry and the government. All of these case studies--regardless of outcome--provide valuable insights into the dos and don'ts of ITS technology transfer. This volume will be an invaluable resource for all researchers and developers of ITS, as well

as for managers and personnel in education and training organizations who must adopt and use ITS technology, and information systems and computing support organization professionals who must support it if it is to succeed.

K-12 Blended Teaching - Jered Borup 2019-03-08

This book is the color print version (go here for the black and white version: http://bit.ly/k12blended-print). This book is your guide to blended teaching in K-12 settings. It was designed to help both pre-service and in-service teachers prepare their classes for blended teaching. The book can be accessed in several different formats at http://edtechbooks.org/k12blended.This book begins by orienting you to the foundational dispositions and skills needed to support your blended teaching practice. Then you will be introduced to four key competencies for blended teaching which are: (1) Online Integration - ability to effectively combine online instruction with in-person instruction. (2) Data Practices - ability to use digital tools to monitor student activity and performance in order to guide student growth. (3) Personalization - ability to implement a learning environment that allows for student customization of goals, pace, and/or learning path. (4) Online Interaction - ability to facilitate online interactions with and between students. The final chapter of the book helps you bring all four competencies together as you implement blended teaching in your classroom.

The International Journal of Applied Engineering Education - 1989

Human Factors in Computing Systems - 1997

Mastering Mobile Learning - Chad Udell 2014-10-13

Discover the strategies, tools, and technologies necessary for developing successful mobile learning programs In the modern, rapidly-expanding mobile learning environment,

only clear guidelines and state-of-the-art technologies will stand up to the challenges that lie ahead. With a smart focus that combines a proven process with all-important strategies and practical applications, Mastering Mobile Learning stands as the most modern, comprehensive resource on the subject. It also features unique technical content previously unavailable among the literature of the mobile learning field. This book will help you turn concept into reality. This book will show you best practices for obtaining and providing educational, training, and professional development content on devices like smartphones, tablets and other mobile devices. Trainers, educators, designers, instructional technologists, workplace learning professionals, and HR professionals will learn how mobile learning differs from other forms of e-learning, and will be introduced to the challenges and—more importantly—the advantages of mobile learning strategies and technologies for 21st century business environments. The book provides: An overview of mobile learning, including evolving definitions and reasons for executives to embrace this approach A discussion of the business drivers of mobile learning, advice for creating a mobile learning content strategy, and easy ways to inexpensively launch mobile learning Valuable tips on how to use unique affordances of mobile devices to better serve your learners while they are on the go Information on the ROI of mobile learning, using mobile devices as research tools, and why training in mobile development is critical An overview of the technical aspects of the design and development of mobile learning Written by experts in this burgeoning field, Mastering Mobile Learning provides a roadmap for creating the most effective learning content, strategies, and applications possible.

Intelligent Tutoring Systems - James C. Lester 2004-08-18

Welcome to the proceedings of the 7th International Conference on Intelligent Tutoring Systems! In keeping with the rich tradition of the ITS conferences, ITS 2004 brought together an exciting mix of researchers from all areas of intelligent tutoring systems. A leading international forum for the dissemination of original results in the design, implementation, and evaluation of ITSs, the conference drew researchers from a broad spectrum of disciplines ranging from artificial intelligence and cognitive science to pedagogy and educational psychology. Beginning with the first ITS conference in 1988, the gathering has developed a reputation as an outstanding venue for AI-based learning environments. Following on the great success of the first meeting, subsequent conferences have been held in 1992, 1996, 1998, 2000, and 2002. The conference has consistently created a vibrant convocation of scientists, developers, and practitioners from all areas of the field. Reflecting the growing international involvement in the field, ITS 2004 was hosted in Brazil. The previous conferences were convened in Canada, the USA, and Europe. We are grateful to the Brazilian ITS community for organizing the first ITS conference in Latin America--in Maceiþ o, Alagoas. With its coconut palm-lined beaches and warm, crystal-clear waters, Maceiþ o, the capital city of the state of Alagoas, is fittingly known as "The Water Paradise." The conference was held at the Ritz Lagoa da Anta Hotel, which is by Lagoa da Anta Beach and close to many of the city's beautiful sights

Authoring Tools for Advanced Technology Learning Environments - T. Murray 2003-12-31

This edited book gives a comprehensive picture of the state of the art in authoring systems and authoring tools for advanced technology instructional systems. It includes descriptions of fifteen systems and research projects

from almost every significant effort in the field. The book will appeal to researchers, teachers and advanced students working in education, instructional technology and computer-based education, psychology, cognitive science and computer science.

Learning Design - Rob Koper 2005-02-18

E-learning is still in its infancy. This can be seen both in the limited pedagogical quality and lack of portability of e-learning content, and in the lack of user-friendly tools to exploit the opportunities offered by current technologies. To be successful, e-learning must offer effective and attractive courses and programmes to learners, while at the same time providing a pleasant and effective work environment for staff members who have the task to develop course materials, plan the learning processes, provide tutoring, and assess performance. To overcome these deficiencies, the IMS Global Learning Consortium Inc. released the Learning Design Specification in 2003. With Learning Design it is possible to develop and present advanced, interoperable e-learning courses embracing educational role and game playing methods, problem-based learning, learning community approaches, adaptivity and peer coaching and assessment methods. In this handbook Koper and Tattersall have put together contributions from members of the "Valkenburg Group", consisting of 33 experts deeply involved in e-learning and more specifically learning design. The result is a rich and lasting source of information for both e-learning course and tool developers, providing information about the specification itself, how to implement it in practice, what tools to use, and what pitfalls to avoid. The book not only reports first experiences, but also goes beyond the current state of the art by looking at future prospects and emerging applications.

Web 2.0 - Gwen Solomon 2007

What can Web 2.0 tools offer educators? Web 2.0: New

Tools, New Schools provides a comprehensive overview of the emerging Web 2.0 technologies and their use in the classroom and in professional development. Topics include blogging as a natural tool for writing instruction, wikis and their role in project collaboration, podcasting as a useful means of presenting information and ideas, and how to use Web 2.0 tools for professional development. Also included are a discussion of Web 2.0 safety and security issues and a look toward the future of the Web 2.0 movement. Web 2.0: New Tools, New Schools is essential reading for teachers, administrators, technology coordinators, and teacher educators.

Universal Access in Human-Computer Interaction. Applications and Services - Constantine Stephanidis 2007-08-24

This is the third of a three-volume set that constitutes the refereed proceedings of the 4th International Conference on Universal Access in Human-Computer Interaction, UAHCI 2007, held in Beijing, China. It covers applications and services, including Web and media accessibility and usability, universal access to information and communication, learning and entertainment, and universal access to e-services.

Design Recommendations for Intelligent Tutoring Systems - Robert Sottilare 2015-07-05

Design Recommendations for Intelligent Tutoring Systems (ITSs) explores the impact of intelligent tutoring system design on education and training. Specifically, this volume examines “Authoring Tools and Expert Modeling Techniques”. The “Design Recommendations book series examines tools and methods to reduce the time and skill required to develop Intelligent Tutoring Systems with the goal of improving the Generalized Intelligent Framework for Tutoring (GIFT). GIFT is a modular, service-oriented architecture developed to capture simplified authoring

techniques, promote reuse and standardization of ITSs along with automated instructional techniques and effectiveness evaluation capabilities for adaptive tutoring tools and methods.