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Online Distance Education Olaf Zawacki-Richter 2014-06-01 Online Distance Education: Towards a Research Agenda offers a systematic overview of the major issues, trends, and areas of priority in online distance education research. In each chapter, an international expert or team of experts provides an overview of one timely issue in online distance education, summarizing major research on the topic, discussing theoretical insights that guide the research, posing questions and directions for future research, and discussing the implications for distance education practice as a whole. Intended as a primary reference and guide for distance educators, researchers, and policymakers, Online Distance Education addresses aspects of distance education practice that have often been marginalized, including issues of cost and economics, concerns surrounding social justice, cultural bias, the need for faculty professional development, and the management and growth of learner communities. At once soundly empirical and thoughtfully reflective, yet also forward-looking and open to new approaches to online and distance teaching, this text is a solid resource for researchers in a rapidly expanding discipline.

Online Teaching and Learning in Higher Education Mariam Akinlolu 2024-06-03 This edited volume explores current practices in African higher education during and post the global pandemic. It fills a gap in the existing literature by focusing on student engagement and online learning in South Africa and examines how pandemic restrictions amplified pre-existing inequalities within the higher education sector. The book is divided into 3 sections: The first section discusses various methods of instruction and the use of online tools for facilitating learning; succeeded by a section focusing on the resource implications of moving to online learning platforms from a social justice perspective; and finally the last section considers issues and concerns about online assessments and quality assurance. Drawing on lessons from the experiences of South African educators and students during the pandemic, this book provides a knowledge base essential for the effective management of online teaching and learning in Africa. It is intended for academic stakeholders, to develop and engender an improved higher education climate.

e-Learning Standards Carol Fallon 2002-11-25 For the first time ever, clear, comprehensive information about the major e-learning standards has been brought together in a single resource. No more confusing patchworks of information gleaned from scattered Web sites and periodicals. No more frustrating searches through hundreds of pages of technical specifications to find the twenty pages that apply to you. No more sorting through the alphabet soup of acronyms trying to discern which of them you need. Written by the developers of the first Learning Management System (LMS) to be AICC-certified for Web-based interoperability, *E-Learning Standards: A Guide to Purchasing, Developing, and Deploying Standards-Conformant E-Learning* thoroughly covers this complex topic. The authors focus on those standards that are being successfully implemented such as the AICC and SCORM specifications for interoperable data tracking, searchable meta-data, and interchangeable course structures and the QTI specification for interoperable tests and test questions. They clearly explain the purpose of each standard and its application to the various components of e-learning such as learning management systems and learning content management systems, assessment systems, and courseware. The book provides practical advice on choosing and purchasing standards-based e-learning components and gives guidance on developing interoperable, interchangeable courseware that will work in any standards-based e-learning environment. Learning technology standards are still very new to the Web-based training world, leaving room for many potential pitfalls. There are distinct sets of standards available for Internet-delivered learning that enable all components of an e-learning system to communicate with each other. However, choosing which set of standards would best suit the system's needs, then understanding and following those specifications, can be a daunting task. *E-Learning Standards: A Guide to Purchasing, Developing, and Deploying Standards-Conformant E-Learning* provides a road map for anyone involved in the development of components for e-learning environments and a guide buyers can use to make well-informed decisions about their e-learning purchases.

Cases on Technology Enhanced Learning through Collaborative Opportunities Mukerji, Siran 2010-03-31 "The collection of cases in the

book analyzes and evaluates how organizations and institutions of learning in the developing and developed world are adapting to technology enhanced learning environments and exploring transnational collaborative opportunities"--Provided by publisher.

Handbook of Research on E-Learning Standards and Interoperability: Frameworks and Issues Lazarinis, Fotis 2010-08-31 *Handbook of Research on E-Learning Standards and Interoperability: Frameworks and Issues* promotes the discussion of specific solutions for increasing the interoperability of standalone and Web-based educational tools. This book investigates issues arising from the deployment of learning standards and provides relevant theoretical frameworks and leading empirical research findings. Chapters presented in this work are suitable for practitioners and researchers in the area of educational technology with a focus on content reusability and interoperability.

CDC's E-learning Essentials 2013 CDC's E-learning Essentials Guide was developed for course developers and training decision makers who are new to e-learning. The guide aids in the creation of quality e-learning by identifying key instructional components and summarizing what they are, why they are important, and how to use them most effectively. The guide does not provide step-by-step instructions to create e-learning. For best use of the guide's information, some experience in education, adult learning, or instructional design is recommended. Information on the instructional design process and a glossary of frequently used terms are located in the Instructional Resources section.

Handbook of Research on E-learning Standards and Interoperability Fotis Lazarinis 2011 "This handbook promotes the discussion and solutions for increasing the interoperability of future standalone and Web-based educational tools, specifically focusing on content reusability and interoperability"--Provided by publisher.

E-Learning Guide Ingram 2002-06

The E-learning E-volution in Colleges and Universities Kanada.

Advisory Committee for Online Learning 2001

ELearning 2004

Pedagogical Research Practices in Higher Learning Institutions in Malaysia Zuwati Hasim 2017 On education of universities and colleges in Malaysia.

Magyar statisztikai szemle Hungary. Központi Statisztikai Hivatal 2021

Enhancing China's Competitiveness Through Lifelong Learning Carl J. Dahlman 2007 This book discusses the issues and steps involved in building a lifelong learning system in China, including: a coherent policy framework, a sound incentive and institutional framework, a sound regulatory environment, a coordinated governance process, a timely and reliable management information system, a dynamic link with the evolving global system, and the optimal use of limited resources.

Care and Culturally Responsive Pedagogy in Online Settings Kyei-Blankson, Lydia 2019-04-19 Due to the recent increase in digital education technologies, online education classes have been experiencing a popularity increase among students worldwide. As classroom diversity continues to expand, instructors grapple with strategies to create caring and culturally responsive educational environments to increase student engagement irrespective of their demographic composition. *Care and Culturally Responsive Pedagogy in Online Settings* is a collection of innovative research on the incorporation of culturally sensitive teaching practices in online classrooms and how these methods have had an impact on student learning. Contributed by education experts from the USA, UK, and more, this publication provides comprehensive coverage on topics including faculty teaching, restorative justice, nontraditional students, and more, making it a valuable resource for instructors, researchers, instructional designers, administrators, policymakers, and students seeking current research on online educators incorporating care and culturally responsive pedagogy.

Online Learning and Teaching in Higher Education Shirley Bach 2007 What are the links between theory and practice in the area of online learning in higher education? What are the strengths and weaknesses of the online approach? How can online learning be used to enhance the student experience? This book provides the first critical evaluation of theory and practice in online learning and teaching in higher education. It also provides a critique of online learning for all those working in a higher education setting. It examines the online approach in the context of the internet age and global higher education, examining changes in distance learning as well as how online learning is

affecting mainstream mass higher education. Practical examples throughout the book allow the reader to: Understand quality issues with regard to online learning Design appropriate courses Create stimulating online learning environments Transform learning methods Adapt and develop strategies to enhance online teaching practice Online Learning and Teaching in Higher Education is key reading for lecturers, managers and policy makers in the higher education sector.

Research Anthology on Culturally Responsive Teaching and Learning

Management Association, Information Resources 2021-05-28

As education continues to take great strides to become more inclusive and understanding of diverse students and cultures, teaching practices and methods for learning are an essential part of the puzzle and must be addressed to create culturally responsive educational experiences.

Teachers must make meaningful connections between a student's culture, language, life experiences, and background to what the student is learning in the classroom. By integrating culture into the classroom, student achievement can be fostered, and students can excel.

Underserved populations may face discrimination when it comes to culture, language, or race, and their needs can often be neglected. By implementing culturally responsive teaching, students can feel valued, motivated, understood, and included in their education. The Research Anthology on Culturally Responsive Teaching and Learning displays the best practices and lessons learned for culturally responsive teaching and learning across different types of institutions, classroom subjects, and with different types of students from diverse cultural backgrounds. The chapters focus on culturally responsive practices and how these methods for teaching can impact student success, empowerment, and cultural competence. This book is essential in understanding cultural diversity and inequity in education as well as the ways to address it. This book is ideal for faculty, teachers, counselors, administrators, principals, curriculum developers, instructional designers, professionals, researchers, and students seeking to improve their understanding of culturally responsive teaching and learning.

Getting Started Campusdirect (Canada) 2003-01-01

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