

Foreign Language Learning With Digital Technology

Digital Learning: The Key Concepts Digital Learning in Motion Transforming Digital Learning and Assessment Handbook on Digital Learning for K-12 Schools Digital Learning Teaching and Learning in the Digital Age Digital Media for Learning Literacy Coaching Digital Technologies and Learning in Physical Education Balancing the Tension between Digital Technologies and Learning Sciences Equity and Quality in Digital Learning Reconceptualising Learning in the Digital Age Learning with Digital Games Leveraging Digital Tools to Assess Student Learning Authentic Learning for the Digital Generation Reimagining Digital Learning for Sustainable Development Emergence and Innovation in Digital Learning Learning in the Digital Era Effective Digital Learning Reconceptualising Learning in the Digital Age Teaching Every Student in the Digital Age Creative Learning in Digital and Virtual Environments The Digital Classroom Digital Workplace Learning Learning and Instruction in the Digital Age Teaching Digital Natives Children, Educators and Early Learning in a Digital Age Digital Tools for Seamless Learning Digital Literacies for Learning Communication and Learning in an Age of Digital Transformation Handbook of Research on Digital Learning Language and Learning in the Digital Age Informal Digital Learning of English Diversifying Digital Learning Serious Play Digital Resources for Learning Foreign Language Learning in the Digital Age E-Learning and Digital Education in the Twenty-First Century Literacy in the Digital University Digital Language Learning and Teaching

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Teaching and Learning in the Digital Age May 23 2022 Teaching and Learning in the Digital Age is for all those interested in considering the impact of emerging digital technologies on teaching and learning. It explores the concept of a digital age and perspectives of knowledge, pedagogy and practice within a digital context. By examining teaching with digital technologies through new learning theories cognisant of the digital age, it aims to both advance thinking and offer strategies for teaching technology-savvy students that will enable meaningful learning experiences. Illustrated throughout with case studies from across the subjects and the age range, key issues considered include: how young people create and share knowledge both in and beyond the classroom and how current and new pedagogies can support this level of achievement the use of complexity theory as a framework to explore teaching in the digital age the way learning occurs - one way exchanges, online and face-to-face interactions, learning within a framework of constructivism, and in communities what we mean by critical thinking, why it is important in a digital age, and how this can occur in the context of learning how students can create knowledge through a variety of teaching and learning activities, and how the knowledge being created can be shared, critiqued and evaluated. With an emphasis throughout on what it means for practice, this book aims to improve understanding of

how learning theories currently work and can evolve in the future to promote truly effective learning in the digital age. It is essential reading for all teachers, student teachers, school leaders, those engaged in Masters' Level work, as well as students on Education Studies courses.

Digital Learning: The Key Concepts Oct 28 2022 The new edition of Digital Learning: The Key Concepts is the perfect reference for anyone seeking to navigate the myriad of named concepts, approaches, issues and technologies associated with digital learning. Key terms are explained succinctly, making this book ideal to dip into for a quick answer, or to read from cover-to-cover, in order to gain a mastery of how digital concepts fit within the world of education. Fully updated to include important developments in digital practice and technology in education over the last ten years, this book takes the reader from A to Z through a range of relevant topics including: • Course design • Digital scholarship • Learning design • Open education • Personal learning environments • Social media and social networking. Ideal as an introductory guide, or as a reference book for ongoing referral, this quick-to-use and comprehensive guide is fully crossreferenced and complete with suggestions for further reading and exploration, making it an essential resource for anyone looking to extend their understanding of digital practices, techniques and pedagogic concepts.

Leveraging Digital Tools to Assess Student Learning Sep 15 2021 Leveraging Digital Tools to Assess Student Learning provides a practical approach to using technology to collect, interpret, and curate assessment data in K-12 in-person, online, hybrid, and dual learning environments. Digital media, emerging learning technologies, and handheld devices play larger roles than ever in students' 21st-century educational experiences. Digital tools, meanwhile, can also transform assessment practices for teachers, allowing more efficient means of identifying gaps and modifying instruction to maximize student learning. Situating assessment practices in today's networked, flexible, and virtual classrooms, this book reframes polling and quizzing, social media and memes, and multimedia platforms as digital learning tools for engaging, interactive, and meaningful formative, summative, open-ended, peer and self-paced assessments. The final chapter discusses technology's role in organizing, evaluating, and disseminating assessment data to students, their families, and administrators.

Learning with Digital Games Oct 16 2021 Written for Higher Education teaching and learning professionals, Learning with Digital Games provides an accessible, straightforward introduction to the field of computer game-based learning. Up to date with current trends and the changing learning needs of today's students, this text offers friendly guidance, and is unique in its focus on post-school education and its pragmatic view of the use of computer games with adults. Learning with Digital Games enables readers to quickly grasp practical and technological concepts, using examples that can easily be applied to their own teaching. The book assumes no prior technical knowledge but guides the reader step-by-step through the theoretical, practical and technical considerations of using digital games for learning. Activities throughout guide the reader through the process of designing a game for their own practice, and the book also offers: A toolkit of guidelines, templates and checklists. Concrete examples of different types of game-based learning using six case studies. Examples of games that show active and experiential learning Practical examples of educational game design and development. This professional guide upholds the sound reputation of the Open and Flexible Learning series, is grounded in theory and closely links examples from practice. Higher Education academics, e-learning practitioners, developers and training professionals at all technical skill levels and experience will find this text is the perfect resource for explaining "how to" integrate computer games into their teaching practice. A companion website is available and provides up-to-date technological information, additional resources and further examples.

Handbook on Digital Learning for K-12 Schools Jul 25 2022 This book guides the adoption, design, development and expectation of future digital teaching and learning projects/programs in K12 schools. It provides a series of case studies and reports experiences from international digital teaching and learning projects in K12 education. The book also furnishes advice for future school policy and investment in digital teaching and learning projects. Finally, the book provides an explanation of the future capacity and sustainability of digital teaching and learning in K12 schools.

Handbook of Research on Digital Learning Mar 29 2020 Education has gone through numerous radical changes as the digital era has transformed the way we as humans communicate, inform ourselves, purchase goods, and perform other mundane chores at home and at work. New and emerging pedagogies have enabled rapid advancements, perhaps too rapidly. It's a challenge for instructors and researchers alike to remain up to date with educational developments and unlock the full potential that technology could have on this significant profession. The Handbook of Research on Digital Learning is an essential reference source that explores the different challenges and opportunities that the new and transformative pedagogies have enabled. The challenges will be portrayed through a number of case studies where learners have struggled, managed, and adapted digital technologies in their effort to progress educational goals. Opportunities are revealed and displayed in the form of new methodologies, institutions scenarios, and ongoing research that seeks to optimize the use of such a medium to assist the digital learner in the future of networked education. Featuring research on topics such as mobile learning, self-directed learning, and cultural considerations, this book is ideally designed for teachers, principals, higher education faculty, deans, curriculum developers, instructional designers, educational software developers, IT specialists, students, researchers, and academicians.

Diversifying Digital Learning Dec 26 2019 Many Schools and programs in low-income neighborhoods lack access to the technological resources that those in middle- and upper-income neighborhoods have at their fingertips. This inequity creates a persistent divide in both formal and informal digital literacy that further marginalizes youths from minority and first-generation communities. *Diversifying Digital Learning* outlines the pervasive problems that exist with ensuring digital equity and identifies successful strategies to tackle the issue. Bringing together top scholars to discuss how digital equity in education might become a key goal in American education, this book is structured to provide a framework for understanding how historically underrepresented students most effectively engage with technology- and how institutions may help or hinder students' ability to develop and capitalize on digital literacies. Addressing the intersection of digital media, race/ethnicity, and socioeconomic class in a frank manner, the lessons within this compelling work will help educators enable students in grades K-12, as well as in postsecondary institutions, to participate in a rapidly changing world framed by shifting new media technologies.

Reconceptualising Learning in the Digital Age Nov 17 2021 This book situates Massive Open Online Courses and open learning within a broader educational, economic and social context. It raises questions regarding whether Massive Open Online Courses effectively address demands to open up access to education by triggering a new education order, or merely represent reactionary and unimaginative responses to those demands. It offers a fresh perspective on how we conceptualise learners and learning, teachers and teaching, accreditation and quality, and how these dimensions fit within the emerging landscape of new forms of open learning.

Digital Language Learning and Teaching Jun 19 2019 This carefully balanced set of studies and practitioner research projects carried out in various learning contexts around the world highlights cutting-edge research in the use of digital learning technologies in language classrooms and in online learning. Providing an overview of

recent developments in the application of educational technology to language learning and teaching, it looks at the experience of researchers and practitioners in both formal and informal (self-study) learning contexts, bringing readers up to date with this rapidly changing field and the latest developments in research, theory, and practice at both classroom and education system levels.

Digital Learning Jun 24 2022 Originally published: London; New York: Routledge, 2006, under title E-learning / by Robin Mason and Frank Rennie.

Learning in the Digital Era May 11 2021 This book constitutes the refereed proceedings of the 7th European Lean Educator Conference ELEC 2021, hosted in Trondheim, Norway, in October 2021 and sponsored by IFIP WG 5.7. The conference was held virtually. The 42 full papers presented were carefully reviewed and selected from 82 submissions. They are organized in the following thematic sections: Learning Lean; Teaching Lean in the Digital Era; Lean and Digital; Lean 4.0; Lean Management; Lean Coaching and Mentoring; Skills and Knowledge Management; Productivity and Performance Improvement; New Perspectives of Lean.

Effective Digital Learning Apr 10 2021 Traditional learning as we know it has evolved. Gone are the days when students need to travel to a physical location to learn. With the increase of mobile devices and broadband Internet services, learning can take place anywhere at any time. Effective Digital Learning is here to help you make the paradigm shift with ease. More technology resources are available than ever to help people and organizations affordably present their information online. But, are they as optimized as they can be? Author Lisa Sims provides engaging and insightful tools and tips for delivering content online. Transform your traditional learning models and enhance your online learning models to fit the virtual world with Effective Digital Learning. Many organizations have recently made the jump from in-person conferences and training to providing all-virtual environments in order to keep employees, volunteers, and attendees safe and connected. Stay secure with the most up-to-date knowledge so that you, your organizations, and learners are always prepared. Whether you are a teacher, entrepreneur, or speaker, Effective Digital Learning is the ideal roadmap to have at your side on this innovative new journey. What You Will Learn Discover how online learning can be an effective method of delivering information to target audiences Think outside the box when it comes to delivering content online Structure online learning to engage target audiences Who This Book Is For Teachers, entrepreneurs, speakers, and business owners (big and small) who are interested in delivering their knowledge via online platforms, but lack the technical expertise to make it happen.

Literacy Coaching Mar 21 2022 What does it mean to be an effective literacy coach? Former teacher and veteran literacy coach Stephanie Affinito shares a core set of beliefs about literacy coaching and how it can transform teacher and student learning. While chart paper, sticky notes, and notebooks will always be essential teaching tools, Stephanie shows that by thoughtfully incorporating digital tools into your coaching, you can personalize teacher learning even more and provide greater options to increase motivation and collaboration. In Literacy Coaching, she explores the ways coaches and teachers can incorporate technology to: cultivate and innovate teacher learning communities redesign professional development collaborate to impact and elevate student learning find inspiration for their continued journey. Technology is changing the way we work, learn, and play. It has the ability to expand what is possible for teachers and students. Stephanie offers concrete steps to enhance coaching with both digital and non-digital tools. Ultimately, the goal is to strengthen teaching practice and elevate the level of literacy instruction in classrooms and schools. Literacy Coaching is not just about coaching with technology; it's about making teacher learning more meaningful, relevant, and student-centered. Match teachers with the right tools to help bring teaching ideas and goals to life.

Reimagining Digital Learning for Sustainable Development Jul 13 2021 Reimagining

Digital Learning for Sustainable Development is a comprehensive playbook for education leaders, policy makers, and other key stakeholders leading the modernization of learning and development in their institutions as they build a high value knowledge economy and prepare learners for jobs that don't yet exist. Currently, nearly every aspect of human activity, including the ways we absorb and apply learning, is influenced by disruptive digital technologies. The jobs available today are no longer predictors of future employment, and current and future workforce members will need to augment their competencies through a lifetime of continuous upskilling and reskilling to meet the demands of the Fourth Industrial Revolution. This book features curated insights and real-world cases from thought leaders throughout the world and identifies major shifts in content formats, pedagogic approaches, technology frameworks, user and design experiences, and learner roles and expectations that will reshape our institutions, including those in emerging economies. The agile, lean, and cost-effective strategies proposed here will function in scalable and flexible bandwidth environments, enabling education leaders and practitioners to transform brick-and-mortar learning organizations into digital and blended ecosystems and to achieve the United Nation's ambitious Sustainable Development Goals by 2030.

Digital Resources for Learning Oct 24 2019 This book addresses the theory and practice of using digital resources for contemporary learning, and how such resources can be designed, developed, and employed in a variety of learning activities and with various devices. Drawing on insights into learning theory, educational research and the practical design of digital resources for learning that the author has gained over the past 20 years, the book provides the first classification guide to digital resources for learning and links various types of digital resources for learning to both contemporary curriculum design and learning design models.

Reconceptualising Learning in the Digital Age Mar 09 2021 This book situates Massive Open Online Courses and open learning within a broader educational, economic and social context. It raises questions regarding whether Massive Open Online Courses effectively address demands to open up access to education by triggering a new education order, or merely represent reactionary and unimaginative responses to those demands. It offers a fresh perspective on how we conceptualise learners and learning, teachers and teaching, accreditation and quality, and how these dimensions fit within the emerging landscape of new forms of open learning.

Children, Educators and Early Learning in a Digital Age Aug 02 2020 Young Children Playing and Learning in a Digital Age explores the emergence of the digital age and young children's experiences with digital technologies at home and in educational environments. Drawing on theory and research-based evidence, this book makes an important contribution to understanding the contemporary experiences of young children in the digital age. It argues that a cultural and critically informed perspective allows educators, policy-makers and parents to make sense of children's digital experiences as they play and learn, enabling informed decision-making about future early years curriculum and practices at home and in early learning and care settings. An essential read for researchers, students, policy-makers and professionals working with children today, this book draws attention to the evolution of digital developments and the relationship between contemporary technologies, play and learning in the early years.

Learning and Instruction in the Digital Age Oct 04 2020 Instruction tailored to the individual student, learning and teaching outside the limits of time and space—ideas that were once considered science fiction are now educational reality, with the prospect of an intelligent Web 3.0 not far distant. Alongside these innovations exists an emerging set of critical-thinking challenges, as Internet users create content and learners (and teachers) take increased responsibility in their work. Learning and Instruction in the Digital Age nimbly balances the technological and

pedagogical aspects of these rapid changes, gathering papers from noted researchers on a wealth of topics relating to cognitive approaches to learning and teaching, mental models, online learning, communications, and innovative educational technologies, among them: Cognition and student-centered, Web-based learning, The progression of mental models throughout a course of instruction, Experiencing education with 3D virtual worlds, Expanding educational boundaries through multi-school collaboration, Adapting e-learning to different learning styles, The student blog as reflective diary. With its blend of timely ideas and forward thinking, *Learning and Instruction in the Digital Age* will enrich the work of researchers in educational psychology, educational technology, and cognitive science.

Creative Learning in Digital and Virtual Environments Jan 07 2021 Originally published as a special issue of the Creativity Research Journal, this volume gives a balanced and reflective account of the challenges and opportunities of technology-enabled creative learning in contemporary societies. Providing a current and updated account of the challenges posed by the Coronavirus to online education, chapters more broadly offer conceptual reflections and empirically informed insights into the impact of technology on individual and collective creativity and learning. These thoughts are explored in relation to school achievement, the development of digital educational resources, online collaboration, and virtual working. Further, the book also considers how the creative use of technology poses risks to learning through the accidental or deliberate dissemination of misinformation, and online manipulation of common societal values in the era of COVID-19. *Creative Learning in Digital and Virtual Environments* looks at the connection between creativity, learning, and school achievement, and analyses the impact of virtual environments on creative expression. It will appeal to postgraduate students in the fields of creativity and learning, as well as to students and academics involved with broader research in areas such as the role of technology in education, e-Learning and distance education. Vlad P. Glăveanu is Associate Professor and Head of the Department of Psychology and Counselling at Webster University Geneva, Switzerland, as well as Associate Professor II at the University of Bergen, Norway. Ingunn Johanne Ness is a Senior Researcher at the Centre for the Science of Learning & Technology, University of Bergen, Norway. Constance de Saint Laurent is a Postdoctoral Researcher at the University of Bologna, Italy.

Authentic Learning for the Digital Generation Aug 14 2021 Why should we use technology to support learning? Where does the responsibility lie to prepare young people to be active and successful cybercitizens? Can we go on confiscating pupils' smartphones indefinitely? *Authentic Learning for the Digital Generation* is a vital examination of young people's use of personal devices, online creative communities and digital gaming. It calls into question the idea of the 'digital native' and shows clearly that the majority of young users need help and support in order to benefit from the rich learning potential of personal, mobile and online technology use. Written by a leading authority on the role of digital technologies in education, it looks in detail at the practice and implications of learning using personal devices, collaborative online spaces, learning platforms, user generated content and digital games. In particular, approaches to solving problems, building knowledge, manipulating data and creating texts are examined. It offers clear strategies, a vision for what effects on learning we might reasonably expect when children are given access to different types of technology, and explores the challenges of managing these practices in the classroom. *Authentic Learning for the Digital Generation* offers careful analysis at a time when there is much discussion about young people emerging from school unprepared for the world of work and often struggling to manage their personal relationships as they are exposed to strong content and harsh criticism online. It considers what we know of childhood experience in a digital world and offers ways in which schools and teachers can embrace the opportunity presented by ubiquitous ownership of connected, digital

devices to enrich and deepen learning.

Balancing the Tension between Digital Technologies and Learning Sciences Jan 19 2022 This volume focuses on the implications of digital technologies for educators and educational decision makers that is not widely represented in the literature. While there are many volumes on how one might integrate a particular technology, there are no volumes on how digital technologies can or should be exploited to address the needs and propel the benefits of large-scale teaching, learning and assessment.

Teaching Every Student in the Digital Age Feb 08 2021 Draws from brain research and advances in digital technology to explore the concept of universal design for learning and how it can help meet educational standards while addressing the unique needs of each student.

Digital Literacies for Learning May 31 2020 In the 21st century, digital tools enable information to be generated faster and in greater profusion than ever before, to the point where its extent and value are literally beyond imagining. Such quantities can only be meaningfully addressed using more digital tools, and thus our relationship to information is fundamentally changed. This situation presents a particular challenge to processes of learning and teaching, and demands a response from both information professionals and educators. Enabling education in a digital environment means not only changing the form in which learning opportunities are offered, but also enabling students to survive and prosper in digitally based learning environments. This collection brings together a global community of educators, educational researchers, librarians and IT strategists, to consider how learners need to be equipped in an educational environment that is increasingly suffused with digital technology. Traditional notions of literacy need to be challenged, and new literacies, including information literacy and IT literacy, need to be considered as foundation elements for digitally involved learners. Leading international experts from the USA, Canada, Australia, New Zealand, South Africa, Mexico and throughout Europe contribute to the debate, and Hannelore Rader, Librarian and Dean of the University Libraries, University of Louisville, Kentucky, provides the foreword. The book is in two parts: In Part 1, Literacies in the Digital Age, the contributors analyse how digital technologies have enabled transformative change in the ways in which learning can be constructed, and discuss the nature of the new literacies that have emerged in this new virtual and e-learning environment. In Part 2, Enabling and Supporting Digital Literacies, the contributors go on to consider the ways in which digital literacies can be made available to learners, and how these literacies are being relocated in a more student-centred environment within the broader perspective of learning. Readership: This book takes the issues raised in the successful Information and IT Literacy, also co-edited by Allan Martin, into a broader context. It is essential reading for all information professionals and educators involved in developing strategies and practices for learning in a digital age.

Digital Media for Learning Apr 22 2022 This book provides a comprehensive overview on the theories, processes, and solutions relevant to effectively creating, using, and managing digital media in a variety of instructional settings. In the first section of the book, the authors provide an overview of the theories, development models, and principles of learning with digital media. In the second section, the authors detail various digital media solutions, including: Instructional Videos, Instructional Simulations and Games, Online Learning, Mobile Learning, and Emerging Learning Technologies. Overall, this book emphasizes the theoretical principles for learning with digital media and processes to design digital media solutions in various instructional settings. The readers are also provided with multiple case studies from real world projects in various instructional settings.

Informal Digital Learning of English Jan 27 2020 In today's digital era, increasing numbers of youth around the world learn English outside classrooms, frequently with

the use of technology. This timely book brings together research and theory on the increasingly common phenomenon of Informal Digital Learning of English (IDLE) among students of all ages and across a wide range of contexts globally. By examining the positive impact of IDLE on students' reading, writing, listening, and speaking abilities, as well as the unique challenges that result, Lee synthesizes research in one accessible and comprehensive volume in this rapidly developing domain. This book addresses key concepts, including Computer Assisted Language Learning, the impact on standardized assessment, and the role of classroom learning. Lee offers empirically tested activities, pedagogical recommendations, and lesson plans to engage ESL/EFL students. The research overview and practical offerings make this an ideal text for courses in TESOL on online education, language teaching online, digital learning, community and language, and applied linguistics.

Literacy in the Digital University Jul 21 2019 Literacy in the Digital University is an innovative volume bringing together perspectives from two fields of enquiry and practice: 'literacies and learning' and 'learning technologies'. With their own histories and trajectories, these fields have seldom overlapped either in practice, theory, or research. In tackling this divide head on, the volume breaks new ground. It illustrates how complementary and contrasting approaches to literacy and technology can be brought together in productive ways and considers the implications of this for practitioners working across a wide range of contexts. The book showcases work from well-respected authorities in the two fields in order to provide the foundations for new conversations about learning and practice in the digital university. It will be of particular relevance to university teachers and researchers, educational developers and learning technologists, library staff, university managers and policy makers, and, not least, learners themselves, particularly those studying at post-graduate level.

Serious Play Nov 24 2019 Serious Play is a comprehensive account of the possibilities and challenges of teaching and learning with digital games in primary and secondary schools. Based on an original research project, the book explores digital games' capacity to engage and challenge, present complex representations and experiences, foster collaborative and deep learning and enable curricula that connect with young people today. These exciting approaches illuminate the role of context in gameplay as well as the links between digital culture, gameplay and identity in learners' lives, and are applicable to research and practice at the leading edge of curriculum and literacy development.

Digital Workplace Learning Nov 05 2020 This book aims to provide insight into how digital technologies may bridge and enhance formal and informal workplace learning. It features four major themes: 1. Current research exploring the theoretical underpinnings of digital workplace learning. 2. Insights into available digital technologies as well as organizational requirements for technology-enhanced learning in the workplace. 3. Issues and challenges for designing and implementing digital workplace learning as well as strategies for assessments of learning in the workplace. 4. Case studies, empirical research findings, and innovative examples from organizations which successfully adopted digital workplace learning.

Emergence and Innovation in Digital Learning Jun 12 2021 Educational systems worldwide are facing an enormous shift as a result of sociocultural, political, economic, and technological changes. The technologies and practices that have developed over the last decade have been heralded as opportunities to transform both online and traditional education systems. While proponents of these new ideas often postulate that they have the potential to address the educational problems facing both students and institutions and that they could provide an opportunity to rethink the ways that education is organized and enacted, there is little evidence of emerging technologies and practices in use in online education. Because researchers and practitioners interested in these possibilities often reside in various disciplines and academic departments the sharing and dissemination of their work

across often rigid boundaries is a formidable task. Contributors to *Emergence and Innovation in Digital Learning* include individuals who are shaping the future of online learning with their innovative applications and investigations on the impact of issues such as openness, analytics, MOOCs, and social media. Building on work first published in *Emerging Technologies in Distance Education*, the contributors to this collection harness the dispersed knowledge in online education to provide a one-stop locale for work on emergent approaches in the field. Their conclusions will influence the adoption and success of these approaches to education and will enable researchers and practitioners to conceptualize, critique, and enhance their understanding of the foundations and applications of new technologies.

Language and Learning in the Digital Age Feb 26 2020 In *Language and Learning in the Digital Age*, linguist James Paul Gee and educator Elisabeth Hayes deal with the forces unleashed by today's digital media, forces that are transforming language and learning for good and ill. They argue that the role of oral language is almost always entirely misunderstood in debates about digital media. Like the earlier inventions of writing and print, digital media actually power up or enhance the powers of oral language. Gee and Hayes deal, as well, with current digital transformations of language and literacy in the context of a growing crisis in traditional schooling in developed countries. With the advent of new forms of digital media, children are increasingly drawn towards video games, social media, and alternative ways of learning. Gee and Hayes explore the way in which these alternative methods of learning can be a force for a paradigm change in schooling. This is an engaging, accessible read both for undergraduate and graduate students and for scholars in language, linguistics, education, media and communication studies.

Transforming Digital Learning and Assessment Aug 26 2022 Responding to both the trend towards increasing online enrollments as the demand for face-to-face education declines, and to the immediate surge in remote learning owing to the COVID-19 pandemic, this book provides vital guidance to higher education institutions on how to develop faculty capacity to teach online and to leverage the affordances of an ever-increasing array of new and emerging learning technologies. This book provides higher education leaders with the context they need to position their institutions in the changing online environment, and with guidance to build support in a period of transition. It is intended for campus leaders and administrators who work with campus teams charged with identifying learning technologies to meet an agreed upon program- or institution-level educational needs; for those coordinating across campus to build consensus on implementing online strategies; and for instructional designers, faculty developers and assessment directors who assist departments and faculty effectively integrate learning technologies into their courses and programs. It will also appeal to faculty who take an active interest in improving online teaching. The contributors to this volume describe the potential of artificial intelligence algorithms, such as those that fuel learning analytics software that mines LMS data to enable faculty to quickly and efficiently assess individual students' progress in real time, prompting either individual attention or the need to more generally clarify concepts for the class as whole. They describe and provide access to a hybrid professional development MOOC and an associated WIKI that curate information about a wide range of learning software solutions currently available; and present case studies that offer guidance on building the buy-in and consensus needed to successfully integrate learning technologies into course, program- and institution-level contexts. In sum, this book provides readers with a comprehensive understanding of the technological capabilities available to them and identifies collaborative processes related to engaging and building institutional support for the changes needed to provide the rapidly growing demand for effective and evidence-based online learning.

Digital Tools for Seamless Learning Jul 01 2020 In recent years, the use of

technology has become increasingly integrated into classroom settings. By utilizing new innovations, students can be provided with a deeper learning experience. *Digital Tools for Seamless Learning* is a pivotal reference source for the latest scholarly material on the implementation of technology in modern classrooms and provides a thorough overview of how such applications assist in the learning process. Highlighting pedagogical approaches, theoretical foundations, and curriculum development strategies, this book is ideally designed for teachers, researchers, professionals, upper-level students, and practitioners actively involved in the education field.

E-Learning and Digital Education in the Twenty-First Century Aug 22 2019 E-learning and digital education approaches are evolving and changing the landscape of teaching and learning at all levels of education throughout the world. Innovation of emerging learning technologies is assisting e-learning and digital education to meet the needs of the 21st century. Due to the digital transformation of everyday practice, the process of learning and education has become more self-paced and accessible at any time from anywhere. The new generations of digital natives are growing up with a set of skills through their engagement with the digital world. In this context, this book includes a collection of chapters to facilitate continuous improvements including flexibility and accessibility in e-learning and digital education by exploring the challenges and opportunities of innovative approaches through the lenses of current theories, policies, and practices.

The Digital Classroom Dec 06 2020 The way students learn changes when they have access to digital tools. *The Digital Classroom* demonstrates that using technology to enhance students' learning is not dependent on a specific learning management system or software - it is about changing the pedagogy with the help of an arsenal of useful tools and methods. This practical book introduces easy to use methods to all teachers in digital classrooms with the intention to make it simple, accessible, and achievable for everyone. It is not only about the tools, and the how and why, but also about changing the pedagogy making the learning more relevant to the students. When you open the classroom to the rest of the world, the teacher becomes more important than ever. Topics in the book include: Technology and deeper learning Social media in the global classroom Building a personal learning network The flipped classroom and cooperative learning The use of iPads in primary and middle school Teaching with videogames Special education Digital citizenship Digital tools can play a key role in making learning happen and what the teachers know about the use of technology is key. *The Digital Classroom* will be of great interest to teachers and trainee teachers who wish to develop their digital competency by using the book as part of their professional learning.

Foreign Language Learning in the Digital Age Sep 22 2019 *Foreign Language Learning in the Digital Age* addresses the growing significance of diversifying media in contemporary society and expands on current discourses that have formulated media and a multitude of literacies as integral objectives in 21st century education. The book engages with epistemological and critical foundations of multiliteracies and related pedagogies for foreign language-learning contexts. It includes a discussion of how multimodal and digital media impact meaning-making practices in learning, the inherent potentials and challenges that are foregrounded in the use of multimodal and digital media, and the contribution that (foreign) language education can provide in developing multiliteracies. The volume additionally addresses foreign language education across the formal educational spectrum: from primary education to adult and teacher education. This multifaceted volume presents the scope of media and literacies for foreign language education in the digital age and examples of best practice for working with media in formal language learning contexts. This book will be of great interest to academics, researchers, and post-graduate students in the fields of language teaching and learning, digital education, media education, applied linguistics and TESOL.

Communication and Learning in an Age of Digital Transformation Apr 29 2020

Communication and Learning in an Age of Digital Transformation provides cross-disciplinary perspectives on digitization as social transformation and its impact on communication and learning. This work presents openness within its interpretation of the digital and its impact on learning and communication, acknowledging historical contexts and contemporary implications emerging from discourse on digitization. The book presents a triangulation of different research perspectives. These perspectives, which range from digital resistance parks and cyber-religious questions to cultural-scientific media-theoretical reflections, point to the performative openness of the analysis. The book represents an interdisciplinary approach and opens a space for understanding the social complexity of digital transformations in teaching and learning. This book will be of great interest to academics, post graduate students and researchers in the field of digital learning, communication and education research.

Digital Technologies and Learning in Physical Education Feb 20 2022

There is evidence of considerable growth in the availability and use of digital technologies in physical education. Yet, we have scant knowledge about how technologies are being used by teachers, and whether or how these technologies are optimising student learning. This book makes a novel contribution by focusing on the ways in which teachers and teacher educators are attempting to use digital technologies in PE. The book has been created using the innovative 'pedagogical cases' framework. Each case centres on a narrative, written by a PE practitioner, explaining how and why technology is used in their practice to advance and accelerate learning. Each practitioner narrative is then analysed by a team of experts from different disciplines. The aim is to offer a multi-dimensional understanding of the possibilities and challenges of supporting young people's learning with digital technologies. Each case concludes with a practitioner reflection to illustrate the links between theory, research and practice. Digital Technologies and Learning in Physical Education encourages critical reflection on the use of technologies in PE. It is an essential resource for students on physical education, kinesiology or sport science courses, practitioners working in PE or youth sport, and researchers interested in digital technologies and education.

Equity and Quality in Digital Learning Dec 18 2021

Equity and Quality in Digital Learning identifies and presents specific strategies and practices for using digital tools to reduce inequities in educational opportunities and improve student outcomes. Based on a ten-year research-practice partnership with the Dallas and Milwaukee public school districts, the book highlights the factors that can support or impede the implementation of digital learning in K-12 schools. As public schools make major investments in digital learning, it is critical to ensure that digital tools are effectively leveraged to enhance learning and reduce achievement gaps, especially for those students historically underserved in schools. The authors offer concrete ways to use evidence from the book to increase the effectiveness of digital learning. "With rich accounts of two districts' efforts to integrate digital tools, the authors offer a well-reasoned caution that digital tools can easily replicate, even amplify, inequality in our education system. Yet, they offer a clear outline for how districts can adopt and implement digital tools to improve learning for all students. This book is an essential read for any school system leader." --Betheny Gross, associate director, Center on Reinventing Public Education, University of Washington Bothell "At this moment, we are grappling with not only how to ensure equity of access to devices and internet but also how to provide equity in quality and delivery of digital content. This book serves as a resource to help educational organizations understand how we got here and offers solutions on where to go." --Lakisha Brinson, Director of Learning Technology, Metro Nashville Public Schools Carolyn J. Heinrich is the Patricia and Rodes Hart Professor of Public Policy and Education, chair of the Department of Leadership, Policy, and Organizations, and an

affiliated professor of Economics at Vanderbilt University. Jennifer Darling-Aduana is an assistant professor of learning technologies in the Department of Learning Sciences, College of Education and Human Development, at Georgia State University. Annalee G. Good is a researcher at the Wisconsin Center for Education Research (WCER), codirector of the Wisconsin Evaluation Collaborative, and director of the WCER Clinical Program at the University of Wisconsin-Madison.

Teaching Digital Natives Sep 03 2020 A new paradigm for teaching and learning in the 21st century! Marc Prensky, who first coined the terms "digital natives" and "digital immigrants," presents an innovative model that promotes student learning through the use of technology. Discover how to implement partnership learning, in which: Digitally literate students specialize in content finding, analysis, and presentation via multiple media Teachers specialize in guiding student learning, providing questions and context, designing instruction, and assessing quality Administrators support, organize, and facilitate the process schoolwide Technology becomes a tool that students use for learning essential skills and "getting things done"

Digital Learning in Motion Sep 27 2022 Digital Learning in Motion provides a theoretical analysis of learning and related learning media in society. The book explores how changing media affects learning environments, which changes the learning itself, showing that learning is always in motion. This book expounds upon the concept of learning, reconstructing how learning unfolds and analyzing the discourse around pedagogy and Bildung in the age of new digital media. It further discusses in detail the threefold relationship between learning and motion, considering how learning is based on motion, generated by new experiences and changes with the environment and through its own mediatization. The book presents a normative model that outlines how learning can be structured on the basis of society's values and self-understanding discourses in the digital age. This book will be of great interest for academics, postgraduate students, and researchers in the fields of digital learning and inclusion, education research, educational theory, communication and cultural studies.