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An affordable, easily scannable training guide designed for up to five days of instructor-led training.

This book highlights the latest in educational technology. Here are ideas that are not only intellectually intriguing but also practical and practice-building, inspiring educators to move beyond traditional teaching roles toward learning design.

The purpose of this practical guide is to facilitate college students' academic success by fostering self-regulated learning skills or learning to learn through the use of Integrative Learning Technologies (ILT). It enables the college instructor, online instructor, instructional developer, or educator to envision, plan

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for, and implement customized instructional and curricular designs that foster learning to learn and motivate students to take ownership of their own learning. Specifically, this book demonstrates how college faculty who use Learning Management Systems (LMS) as well as emerging technologies such as Web 2.0 applications and social software can design learning tasks and course assignments that support and promote student: • goal setting • use of effective task strategies • self-monitoring and self-evaluation • time management • help seeking • motivation and affect Given the emphasis on retention of freshmen as a measure of institutional effectiveness, the focus on student success, and the increasing use of ILT in higher education, this book fulfills a dire need in the literature on the integration of technology and self-regulated learning.

This ILT Series course teaches students about IT project management. Students will learn about the systems approach to project management, develop a project plan, identify the key elements of project scope management, and define schedules and activities that related to IT project management.

In April 2003, The Association for Learning Technology (ALT) celebrated its tenth anniversary and this book has been produced in order to commemorate this landmark achievement. It represents a collaboration between key members of ALT and members of ALTs' sister organisations: SURF in Holland and ASCILITE in Australia. The aims of the book are to use the topic of "institutional implementation" to present a review of the impact of learning technology on tertiary education over the past few years; and to highlight and discuss key changes and developments that are shaping present and future activities and consider the implications for individual enthusiasts who work in the field of learning technology. The book outlines the context in which individual enthusiasts have operated and institutional implementation has occurred over the last ten years. Four key themes are highlighted throughout the book: * the individual enthusiast and their role in institutional implementation; * the institutional enthusiast and their role in local and global e-learning initiatives; * finding the evidence to justify enthusiasm and underpin implementation; * reinventing the individual enthusiast.

This ILT Series course covers that basics of personal computers, both software and hardware, networks, the Internet, computer security, green IT, and basic maintenance. The course requires little or no previous experience with personal computers. Students will get most out of this course if their goal is to learn the basics of personal computers and networking. This course also helps students prepare for the exam CompTIA Strata: Fundamentals of IT Technology. This exam is not available in the UK. For more information on the CompTIA Strata program, visit www.comptia.org.

Education in today's technologically advanced environments makes complex cognitive demands on students pre-learning, during, and post-learning. Not surprisingly, these analytical learning processes--metacognitive processes--have become an important focus of study as new learning technologies are assessed for effectiveness in this area. Rich in theoretical models and empirical data, the International Handbook of Metacognition and Learning Technologies synthesizes current research on this critical topic. This interdisciplinary reference delves deeply into component processes of self-regulated learning (SRL), examining theories and models of metacognition, empirical issues in the study of SRL, and the expanding role of educational technologies in helping students learn. Innovations in multimedia, hypermedia, microworlds, and other platforms are detailed across the domains, so that readers in diverse fields can evaluate the theories, data collection methods, and conclusions. And for the frontline instructor, contributors offer proven strategies for using technologies to benefit students at all levels. For each technology covered, the Handbook: Explains how the technology fosters students'

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metacognitive or self-regulated learning. Identifies features designed to study or support metacognitive/SRL behaviors. Reviews how its specific theory or model addresses learners' metacognitive/SRL processes. Provides detailed findings on its effectiveness toward learning. Discusses its implications for the design of metacognitive tools. Examines any theoretical, instructional, or other challenges. These leading-edge perspectives make the International Handbook of Metacognition and Learning Technologies a resource of great interest to professionals and researchers in science and math education, classroom teachers, human resource researchers, and industrial and other instructors.

"This 10-volume compilation of authoritative, research-based articles contributed by thousands of researchers and experts from all over the world emphasized modern issues and the presentation of potential opportunities, prospective solutions, and future directions in the field of information science and technology"--Provided by publisher.

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