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Encyclopedia of Terminology for Educational Communications and TechnologyThe Wiley Handbook of Learning TechnologyEmergent Practices and Material Conditions in Learning and Teaching with TechnologiesDesign Thinking for EducationThe Role of Higher Education in the Professionalisation of Adult EducatorsBest Practices in Literacy Instruction, Fifth EditionIntegration of Cloud Technologies in Digitally Networked Classrooms and Learning CommunitiesLearning, Problem Solving, and MindtoolsProven Programs in Education: Science, Technology, and Mathematics (STEM)Teacher Training and Professional Development: Concepts, Methodologies, Tools, and ApplicationsMeaningful Learning with TechnologyHandbook of Research on Mobile Technology, Constructivism, and Meaningful LearningAdult and Continuing Education: Concepts, Methodologies, Tools, and ApplicationsTechnology in the Middle and Secondary Social Studies ClassroomNaturalizing Digital ImmigrantsChallenges and Opportunities for Transforming From STEM to STEAM EducationFuture Learning in Primary SchoolsKnowledge Creation in EducationEmerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and GlobalizationEducational Media and Technology YearbookInstructional Design: Case Studies in Communities of PracticeDeveloping Online Learning Environments in Nursing Education, Third EditionCases on Educational Technology Implementation for Facilitating LearningPersonalising Learning in Teacher EducationMeaningful Learning with Technology: Pearson New International EditionTeaching and Learning Mathematics OnlineHandbook of Research on Instructional Systems and TechnologyLearning from Dynamic VisualizationTeacher Education Programs and Online Learning Tools: Innovations in Teacher PreparationCases on Instructional Technology in Gifted and Talented EducationUsing New Technologies to Enhance Teaching and Learning in HistoryTablets in Schule und UnterrichtTep Vol 27-N4Integrating Multi-User Virtual Environments in Modern ClassroomsConference proceedings. ICT for language learningHandbook of Research on Autopoiesis and Self-Sustaining Processes for Organizational SuccessBest Practices in Literacy Instruction, Sixth EditionTeaching and Learning the Arts in Higher Education with TechnologyEffects of Information Capitalism and Globalization on Teaching and LearningMeaningful Online Learning

Beyond the undergraduate and graduate levels, education has traditionally ceased when students enter the workforce as professionals in their respective fields. However, recent trends in education have found that adult students beyond the traditional university age often benefit greatly from returning to further their education. Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications investigates some of the most promising trends in furthering education and professional development in a variety of settings and industries. With an extensive array of chapters on topics ranging from non-traditional students to online and distance education for adult learners, this multi-volume reference book will provide students, educators, and industry professionals with the tools necessary to make the most of their return to the classroom.For Intro Educational Technology courses. Grounded in constructivist teachings, this popular text demonstrates how teachers can use technology to engage and support meaningful learning of their students. Organized around learning processes such as inquiring, experimenting, writing, modeling, community building, communicating, designing, visualizing, and assessing, Meaningful Learning with Technology, Fourth Edition, demonstrates for the reader how learners can use different technologies for meaningful learning. Numerous examples from teachers in K-12 classrooms, give readers a clear understanding of how technology can be used with different types of students, including expanded coverage of effective technology use with young learners. All chapters now present learning objectives as well as ISTE NETS for Students and 21st Century Skills that may be met through the learning activities described.The text is further strengthened by the inclusion of practical application with technologies that many teachers currently use; discussion of widely available web-based tools for learning and collaboration; and the addition of Assessing Meaningful Teaching and Learning rubrics which give readers a tool for reflecting on their practice. Each chapter extends learning by culminating with questions and issues for readers to think about."This book is an annual publication entering its 40th year. The series represents current trend and issues in the field of educational communications and technology, journals and other periodicals associated with the field, and the academic programs that prepare instructional technology professionals. Springer has been the publisher for the series, in cooperation with the Association for Educational Communications and Technology, for the past four years. Volume 39 will feature a section on Information Studies, in addition to updated information about programs and a new ranking of the top academic degree programs in the field of Learning, Design, and Technology."Nearly all history teachers are interested in how new technology might be used to improve teaching and learning in history. However, not all history departments have had the time, expertise and guidance which would enable them to fully explore the wide range of ways in which ICT might help them to teach their subject more effectively. This much-needed collection offers practical guidance and examples of the ways in which new technology can enhance pupil engagement in the subject, impact on knowledge retention, get pupils learning outside the history classroom, and help them to work collaboratively using a range of Web 2.0 applications. The chapters, written by experienced practitioners and experts in the field of history education and ICT, explore topics such as: - How to design web interactivities for your pupils; - What can you accomplish with a wiki; - How to get going in digital video editing; - What to do with the VLE?; - Making best use of the interactive whiteboard; - Designing effective pupil webquests; - Digital storytelling in history; - Making full use of major history websites; - Using social media. Using New Technologies to Enhance Teaching and Learning in History is essential reading for all trainee, newly qualified and experienced teachers of history. It addresses many of the problems, barriers and dangers which new technology can pose, but it also clearly explains and exemplifies the wide range of ways in which ICT can be used to radically improve the quality of pupils' experience of learning history"--Der Band liefert erste Forschungsergebnisse zu den erweiterten Möglichkeiten schülerzentrierten Unterrichts mit mobilen Medien. Der Überblick über die aktuelle Tabletforschung greift nationale und internationale Entwicklungen auf und versteht sich als Grundlage für eine konstruktive Auseinandersetzung im fachwissenschaftlich-pädagogischen und öffentlichen Diskurs.The application of emerging technology in educational settings has proven to significantly enhance students’ experiences. These tools provide better learning opportunities and engagement between students and instructors. Integration of Cloud Technologies in Digitally Networked Classrooms and Learning Communities is a pivotal reference source for the latest scholarly research on the implementation of cloud pedagogies and innovations in classroom environments. Highlighting concepts related to learning engagement, curriculum design, and theoretical perspectives, this book is ideally designed for researchers, practitioners, professionals, and students interested in the use of cloud technology in digital classrooms.Autopoietic systems show a remarkable property in the way they interact with their environment: on the one hand building blocks and energy (including information) are exchanged with the environment, which characterizes them as open systems; on the other hand, any functional mechanisms—the way the system processes, incorporates building blocks, and responds to information—are totally self-determined and cannot be controlled by interventions from the environment. Information systems in an organization seem to accept the autopoietic system way of development and can help managers to understand the operations of their organizations better. The Handbook of Research on Autopoiesis and Self-Sustaining Processes for Organizational Success is an innovative reference book that presents the meaning of autopoietic organizations for social and information science, examines how autopoietic organizations are information self-producing and self-controlled, and provides a framework for its development in modern organizations. The book focuses on analyzing autopoiesis features such as self-managing, self-sustaining, self-producing, self-regulating, etc. Moreover, as the aforementioned characteristics receive a new interpretation in IT environments, the book also includes an exploration of IT solutions that enable the development of these characteristics. This book is ideal for professionals, academicians, researchers, and students working in the field of information economics and management in various disciplines such as information and communication sciences, administrative sciences and management, education, computer science, and information technology.This book explores the complexities of interacting with digital technologies in the everyday flow of practices in schools, museums, and the home. In particular, the authors pay attention to the material conditions of such practices via the exploration of media discourses on information and communication technologies in the classroom; the ongoing digitization of the school; the use of video chat for language learning; the instantiation of CrossActionSpaces in an urban science classrooms; the development of symbolic technologies such as the Carbon Footprint Calculator; the design of apps and virtual museums for learning science; the use of text message tools for collaborative learning in teacher education and the design, implementation, and evaluation of Augmented Reality apps in outdoor learning. The book is grounded in case studies presented by scholars at the workshop, “Changing Teaching and Learning Practices in Schools with Tablet-Mediated Collaborative Learning: Nordic, European and International Views” and the workshop “Emergent Practices and Material Conditions in Tablet-mediated Collaborative Learning and Teaching” both of which have been held at the Computer-Supported Collaborative Learning conference (CSCL). This volume brings together inspirational and high-quality chapters that raise a range of important ideas and showcase the importance of looking beyond technology-enhanced learning. Taken together, this volume unpacks a variety of everyday situations by engaging with what is really happening with digital technologies rather than what is expected to happen with them in educational settings. The take-away message is a call for research on learning, teaching, and digital technologies that enables engagement with the materiality of educational practices and, in particular, their constitutive relationships that configure the contemporary educational practices of the digital age.This book has been replaced by

Best Practices in Literacy Instruction, Sixth Edition, ISBN 978-1-4625-3677-1.While online learning has become pervasive in many fields in higher education, it has been adopted somewhat slower in teacher education. In addition, more research is needed to empirically evaluate the effectiveness of online education in teacher preparation. Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation presents information about current online practices and research in teacher education programs, and explores the opportunities, methods, and issues surrounding technologically innovative opportunities in teacher preparation. It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure.Learning, Problem Solving, and Mindtools is inspired by the substantial body of learning research by David H. Jonassen in the areas of mind tools and problem solving. The focus of the volume is on educational technology, especially with regard to how new technologies have facilitated and supported problem solving and critical thinking. Each chapter focuses on a particular aspect of learning with technology and elaborates the implications for the design and implementation of learning environments and activities aimed at improving the conceptualization of problems, reasoning and higher-order thinking, and solving challenging problems. This collection of scholarly essays provides a highly engaging treatment of using tools and technologies to improve problem solving; multiple perspectives on integrating educational technology to support learning in complex and challenging problem solving domains; guidance for the design of instruction to support problem solving; a systemic account of the relationships between mental models, instructional models, and assessment models; and a look into the future of educational technology research and practice.Meaningful Online Learning explores the design and facilitation of high-quality online learning experiences and outcomes through the integration of theory-based instructional strategies, learning activities, and proven educational technologies. Building on the authors' years of synthesized research and expertise, this textbook prepares instructors in training to create, deliver, and evaluate learner-centered online pedagogies. Pre- and in-service K–12 teachers, higher education faculty, and instructional designers in private, corporate, or government settings will find a comprehensive approach and support system for their design efforts.Technology in the Middle and Secondary Social Studies Classroom introduces pre-service teachers to the research underpinning the effective integration of technology into the social studies curriculum. Building off of established theoretical frameworks, veteran social studies teacher educator Scott Scheuerell shows how the implementation of key technologies in the classroom can help foster higher-level thinking among students. Plentiful, user-friendly examples illustrate how specific educational tools—including games, social media, flipped classrooms, and other emerging technologies—spur critical thinking and foster authentic intellectual work. A rigorous study, Technology in the Middle and Secondary Social Studies Classroom provides a comprehensive, up-to-date research framework for conceptualizing successful, technology-rich social studies classrooms.Teacher Education and Practice, a peer-refereed journal, is dedicated to the encouragement and the dissemination of research and scholarship related to professional education. The journal is concerned, in the broadest sense, with teacher preparation, practice and policy issues related to the teaching profession, as well as being concerned with learning in the school setting. The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes. As a forum, the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue. Alternative forms of inquiry and representation are invited, and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute. Teacher Education & Practice is published by Rowman & Littlefield.As new classroom resources are developed, educators strive to incorporate digital media advancements into their curriculum to provide an enriched learning experience for students with exceptional intelligence, as well as students in need of supplementary instruction. Though the resources exist, their effective use in the classroom is currently lacking. Cases on Instructional Technology in Gifted and Talented Education provides educators with real-life examples and research-based directions for the use of digital media resources in classrooms at all academic levels. This reference work will appeal to educators and researchers interested in enriching P-12 classrooms in order to extend student learning and promote effective e-learning in the classroom.This collection of essays focuses on the important, but under-discussed, role of higher education institutions in both delivering academic programmes that provide relevant cognitive and professional skills and competences to future adult educators, and in being more actively involved in the current dialogue with regard to the professionalization paths of adult educators and trainers. The topics discussed here vary from the initial education and training of adult educators in higher education environments, to the role of universities as validating agencies of existing psycho-pedagogical competences for in-service adult educators. Particular attention is also drawn to the ways in which adult education policies and initial education and training opportunities for prospective adult educators affect the role of higher education institutions in terms of academic orientation and programme delivery.Print+CourseSmartWith constant explorative research on educational technologies, it remains important to have a detailed understanding of the implementation of these innovations. Cases on Educational Technology Implementation for Facilitating Learning blends together vital research and advancements on educational technologies into one comprehensive collection; while structuring the information to make it accessible for implementation into the classroom. Academics, professors, and educators will find this casebook especially useful for integrating new aspects of technology into their programs.Since the dawn of the digital era, the transfer of knowledge has shifted from analog to digital, local to global, and individual to social. Complex networked communities are a fundamental part of these new information-based societies. Emerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and Globalization examines the production, dissemination, and consumption of knowledge within networked communities in the wider global context of pervasive Web 2.0 and social media services. This book will offer insight for business stakeholders, researchers, scholars, and administrators by highlighting the important concepts and ideas of information- and knowledge-based economies.The addition of the arts to STEM education, now known as STEAM, adds a new dimension to problem-solving within those fields, offering students tools such as imagination and resourcefulness to incorporate into their designs. However, the shift from STEM to STEAM has changed what it means for students to learn within and across these disciplines. Redesigning curricula to include the arts is the next step in preparing students throughout all levels of education. Challenges and Opportunities for Transforming From STEM to STEAM Education is a pivotal reference source that examines the challenges and opportunities presented in redesigning STEM education to include creativity, innovation, and design from the arts including new approaches to STEAM and their practical applications in the classroom. While highlighting topics including curriculum design, teacher preparation, and PreK-20 education, this book is ideally designed for teachers, curriculum developers, instructional designers, deans, museum educators, policymakers, administrators, researchers, academicians, and students.This edited book tells the story of the multifaceted efforts devoted by a "future school" in Singapore—The Nan Chiau Primary School—in shaping future learning. It documents the various measures implemented by one primary school to improve student learning outcomes in a technology-rich teaching and learning environment. With the current interest in Singapore's "Masterplan for ICT (information and communication technology) in Education," and the increasing focus on teaching and learning design by leading education researchers and professionals, this well-timed book will appeal to policy makers, educators and researchers.?The Encyclopedia of Terminology for Educational Communications and Technology is a volume of scholarly definitions and short discussions of approximately 180 key terms of the field. Each 200-500 word entry includes material such as the salient attributes of the term, any alternative views and interpretations of the term, and future trends. The definition discussions are supported with relevant literature from educational communications and technology and related fields, such as communications or educational psychology. Individual signed entries are written by over 50 established scholars from throughout the field and throughout the world. The terms included in the encyclopedia cover the many topics addressed by the field's practitioners and scholars. They encompass six general categories of educational technology content – foundational subjects, instructional design, technology and media, analysis and evaluation, management and organizational improvement, and research and theory.?Regardless of the field or discipline, technology is rapidly advancing, and individuals are faced with the challenge of adapting to these new innovations. To remain up-to-date on the current practices, teachers and administrators alike must constantly stay informed of the latest advances in their fields. Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications contains a compendium of the latest academic material on the methods, skills, and techniques that are essential to lifelong learning and professional advancement. Including innovative studies on teaching quality, pre-service teacher preparation, and faculty enrichment, this multi-volume book is an ideal source for academics, professionals, students, practitioners, and researchers.The Wiley Handbook of Learning Technology is an authoritative and up-to-date survey of the fast-growing field of learning technology, from its foundational theories and practices to its challenges, trends, and future developments. Offers an examination of learning technology that is equal parts theoretical and practical, covering both the technology of learning and the use of technology in learning Individual chapters tackle timely and controversial subjects, such as gaming and simulation, security, lifelong learning, distance education, learning across educational settings, and the research agenda Designed to serve as a point of entry for learning technology novices, a comprehensive reference for scholars and researchers, and a practical guide for education and training practitioners Includes 29 original and comprehensively referenced essays written by leading experts in instructional and educational technology from around the worldInstructional designers hold the responsibility of selecting, sequencing, synthesizing, and summarizing unfamiliar content to subject matter experts. To successfully achieve legitimate participation in communities of practice, instructional designers need to utilize a number of communication strategies to optimize the interaction with the subject matter expert. Instructional Design: Case Studies in Communities of Practice documents real-world experiences of instructional designers and staff developers who work in communities of practice. Instructional Design: Case Studies in Communities of Practice explains the strategies and heuristics used by instructional designers when working in different settings, articulates the sophistication of communication strategies when working with subject matter experts, and provides insight into the range of knowledge, skills, and personal

characteristics required to complete the tasks expected ofthem.This book explores, through eight chapters, how design thinking vocabulary can be interpreted and employed in educational contexts. The theoretical foundations of design thinking and design in education are first examined by means of a literature review. This is then followed by chapters that characterize design thinking among children, pre-service teachers and in-service teachers using research data collected from the authors' design-driven coursework and projects. The book also examines issues associated with methods for fostering and assessing design thinking. In the final chapter, it discusses future directions for the incorporation of design thinking into educational settings. Intended for teachers, teacher educators and university instructors, this book aims to provide them with the theoretical foundations needed to grasp design thinking, and to provide examples of how design thinking can be interpreted and evaluated. The materials covered will help these groups of professionals to consider how design thinking can be integrated into their own teaching and learning contexts. The book will also promote a discourse between educational researchers on the theoretical development of design thinking in educational settings.As innovation advances and grows, classrooms are able utilize more advanced technology to educate students. Through virtual learning environments, students can experience real-life tasks and situations more directly, promoting active engagement in education. Integrating Multi-User Virtual Environments in Modern Classrooms provides emerging research on the development of multi-user virtual learning environments and their potential role in education. Highlighting a range of pertinent topics, such as project-based learning, social learning theory, and interactive media, this book is a vital resource for educational researchers, school teachers, college professors, and instructional designers seeking current research on the benefits and integration of multi-user virtual environments in modern education.Effective educational leadership entails continuously seeking and implementing innovative professional development opportunities for teachers and support staff. In today's age of rapid technology expansion within educational settings, professional development targeting technology integration remains an area of tremendous need. This guidebook details the process of collegial coaching for technology integration within educational environments and is intended for use within a variety of settings, from primary classrooms through high schools to graduate educational leadership and instructional technology courses and beyond.Many tens of thousands of preservice and inservice teachers have relied on this highly regarded text from leading experts, now in a revised and updated sixth edition. The latest knowledge about literacy teaching and learning is distilled into flexible strategies for helping all PreK–12 learners succeed. The book addresses major components of literacy, the needs of specific populations, motivation, assessment, approaches to organizing instruction, and more. Each chapter features bulleted previews of key points; reviews of the research evidence; recommendations for best practices in action, including examples from exemplary classrooms; and engagement activities that help teachers apply the knowledge and strategies they have learned. New to This Edition *Incorporates the latest research findings and instructional practices. *Chapters on new topics: developmental word study and the physiological, emotional, and behavioral foundations of literacy learning. *Chapters offering fresh, expanded perspectives on writing and vocabulary. *Increased attention to timely issues: classroom learning communities, teaching English learners, and the use of digital tools and multimodal texts.This volume tackles issues arising from today's high reliance on learning from visualizations in general and dynamic visualizations in particular at all levels of education. It reflects recent changes in educational practice through which text no longer occupies its traditionally dominant role as the prime means of presenting to-be-learned information to learners. Specifically, the book targets the dynamic visual components of multimedia educational resources and singles out how they can influence learning in their own right. It aims to help bridge the increasing gap between pervasive adoption of dynamic visualizations in educational practice and our limited understanding of the role that these representations can play in learning. The volume has recruited international leaders in the field to provide diverse perspectives on the dynamic visualizations and learning. It is the first comprehensive book on the topic that brings together contributions from both renowned researchers and expert practitioners. Rather than aiming to present a broad general overview of the field, it focuses on innovative work that is at the cutting edge. As well as further developing and complementing existing approaches, the contributions emphasize fresh ideas that may challenge existing orthodoxies and point towards future directions for the field. They seek to stimulate further new developments in the design and use of dynamic visualizations for learning as well as the rigorous, systematic investigation of their educational effectiveness.the volume="" sheds="" light="" on="" the="" complex="" and="" highly="" demanding="" processes="" of="" conceptualizing,="" developing="" implementing="" dynamic="" visualizations="" in="" practice="" as="" well="" challenges="" relating="" research="" application="" perspectives.This volume sheds light on debates about personalised learning in teacher education by exploring the popular emergence of personalising learning in education and hence its significance in teacher education in the 21st century. It examines personalising learning theory and explores the tenets of this theory and its recent trends in international settings. The theory is explored in relation to both general and higher education pedagogy, and in a range of examples within a teacher education context. The examples from practice provide insights into maximising the potential for personalising learning theory to enhance teaching, learning and assessment in teacher education. The book includes case studies involving pre-service teachers working in communities of practice with one another, with schools and with the wider community. Examples of technology for personalising learning are also described. All the case studies demonstrate how the learner is made central to the teaching and assessment approaches adopted and contributes to a lifelong learning continuum. Providing insights into a new pedagogy for teacher education that leads to an enriched student experience, the book presents a model for personalising learning in teacher education that offers support for 21st century teacher educators.Let the best evidence based practices guide you to STEM success. This series turns research into practice with practical, evidence-based advice from the world's premier education researchers and authors. In this volume, top articles on science, technology, and math provide multiple perspectives on current STEM issues as well as strategies for effective teaching of STEM subjects at all grade levels. Each chapter offers: Research and case studies showcasing innovative approaches to teaching Best practices, validated by research, that have stood the test of time Practical advice you can put to work right away Sources for additional exploration of the researchFor Intro Educational Technology courses. Grounded in constructivist teachings, this popular text demonstrates how teachers can use technology to engage and support meaningful learning of their students. Organized around learning processes such as inquiring, experimenting, writing, modeling, community building, communicating, designing, visualizing, and assessing, Meaningful Learning with Technology, Fourth Edition, demonstrates for the reader how learners can use different technologies for meaningful learning. Numerous examples from teachers in K-12 classrooms, give readers a clear understanding of how technology can be used with different types of students, including expanded coverage of effective technology use with young learners. All chapters now present learning objectives as well as ISTE NETS for Students and 21st Century Skills that may be met through the learning activities described. The text is further strengthened by the inclusion of practical application with technologies that many teachers currently use; discussion of widely available web-based tools for learning and collaboration; and the addition of Assessing Meaningful Teaching and Learning rubrics which give readers a tool for reflecting on their practice. Each chapter extends learning by culminating with questions and issues for readers to think about.This book arises from research conducted through Singapore's National Institute of Education on such topics as integrating knowledge building pedagogies into Singaporean classrooms, with both students and teachers across school levels, from primary schools to high schools. Additionally, international scholars contribute research on theories of knowledge creation, methodological foundations of research on knowledge creation, knowledge creation pedagogies in classrooms and knowledge creation work involving educators. The book is organized in two sections. Section A focuses on theoretical, technological and methodological issues, where sources of justification for claims are predominantly theories and extant literature, although empirical evidence is used extensively in one chapter. Section B reports knowledge creation practices in schools, with teachers, students or both; the key sources of justification for claims are predominantly empirical evidence and narratives of experience The editor asserts that schools should focus on developing students' capacity and disposition in knowledge creation work; at the same time, leaders and teachers alike should continue to develop their professional knowledge as a community. In the knowledge building vernacular, the chapters are knowledge artifacts – artifacts that not only document the findings of the editors and authors, but that also mediate future advancement in this area of research work. The ultimate aim of the book is to inspire new ideas, and to illuminate the path for researchers of similar interest in knowledge creation in education.Advancements in technology in modern societies have resulted in an abundance of new educational tools and aids. Analyzing the effects of different mobile educational applications can provide insight into how technology can promote or discourage purposeful learning among students and educators alike. The Handbook of Research on Mobile Technology, Constructivism, and Meaningful Learning is a crucial scholarly resource that examines the use of newly-developed technology on classroom education. Featuring pertinent topics that include collaborative learning, social media integration, virtual reality, and critical thinking dispositions, this publication is ideal for educators, academicians, students, and researchers that are interested in expanding their knowledge on recent trends and technologies that are enhancing the educational field."This book provides information on different styles of instructional design methodologies, tips, and strategies on how to use technology to facilitate active learning and techniques to help faculty and researchers develop online instructional and teaching materials. It enables libraries to provide a foundational reference for researchers, educators, administrators, and others in the context of instructional systems and technology"--Provided by publisher."This book examines issues concerning emerging multimedia technologies and their challenges and solutions in teaching and learning, exploring the global society's effect on learning"--Provided by publisher.Online education has become a major component of higher education worldwide. In mathematics and statistics courses, there exists a number of challenges that are unique to the teaching and learning of mathematics and statistics in an online environment. These challenges are deeply connected to already existing difficulties related to math anxiety, conceptual understanding of mathematical ideas, communicating mathematically, and the appropriate

use of technology. Teaching and Learning Mathematics Online bridges these issues by presenting meaningful and practical solutions for teaching mathematics and statistics online. It focuses on the problems observed by mathematics instructors currently working in the field who strive to hone their craft and share best practices with our professional community. The book provides a set of standard practices, improving the quality of online teaching and the learning of mathematics. Instructors will benefit from learning new techniques and approaches to delivering content. Features Based on the experiences of working educators in the field Assimilates the latest technology developments for interactive distance education Focuses on mathematical education for developing early mathematics courses