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Physical and Virtual Learning Spaces in Higher Education: Concepts for the Modern Learning Environment

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Physical and Virtual Learning Spaces in Higher Education

Concepts for the Modern Learning Environment



Mike Keppell, Kay Souter & Matthew Riddle

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Mike Keppell (Charles Sturt University, Australia), Kay Souter (LaTrobe University, Australia) and Matthew Riddle (LaTrobe University, Australia)

Higher education is facing a renaissance in terms of its approaches to teaching and learning and the use of physical and virtual spaces.

Physical and Virtual Learning Spaces in Higher Education: Concepts for the Modern Learning Environment documents real-world experiences of innovators in higher education who have redesigned spaces for learning and teaching. The redefined spaces encompass a broader range of physical, virtual, formal, informal, blended, flexible, and time sensitive factors.

Topics Covered:

- Assessment in Virtual Learning Spaces
- E-Portfolios
- Evaluating Learning Spaces
- Knowledge Creation Metaphors
- Learning Space Designs
- Outdoor and Environmentally Integrated Learning Spaces
- Student-Focused Virtual Learning Spaces
- Technology-Enriched Learning Spaces
- Viral Learning Spaces
- Virtual Learning Environment for Undergraduate Nursing Students

Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners and is ideal for classroom use.

Professor **Mike Keppell** is currently Director, The Flexible Learning Institute and Professor of Higher Education at Charles Sturt University, Australia. Prior to this, he worked from 2003 – 2007 at the Hong Kong Institute of Education as Associate Professor and Head of the Centre for Learning, Teaching and Technology (LITC). Before this, he was Head of the Biomedical Multimedia Unit, Faculty of Medicine, Dentistry and Health Science, The University of Melbourne, Australia from 1998-2002 and Head of the Interactive Multimedia Unit, Division of Distance and Continuing Education, Central Queensland University, Australia from 1994-1998. He has a background in learning and teaching, curriculum, evaluation, and more specifically, instructional design. His research focuses on blended learning, learning oriented assessment, authentic learning, learning spaces and transformative learning using design based research. He is currently President of ascilite. In 2007 he edited a book through IGI Global titled *Instructional Design: Case Studies in Communities of Practice* with authors from eight different countries.



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