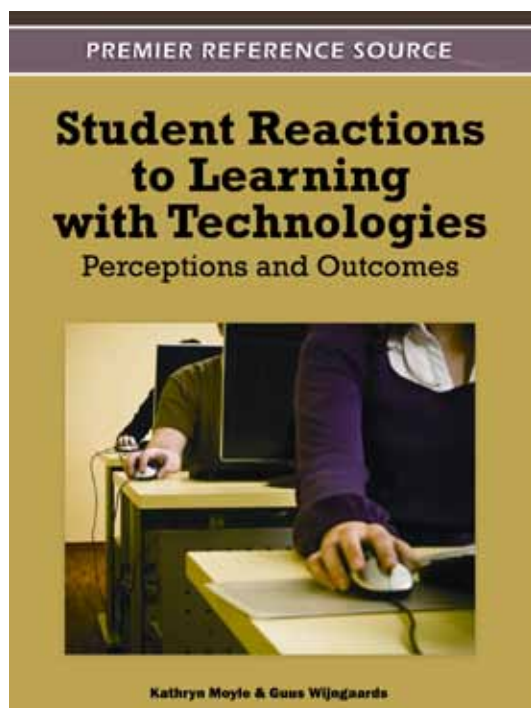


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Student Reactions to Learning with Technologies: Perceptions and Outcomes



Kathryn Moyle (Charles Darwin University, Australia)
and Guus Wijngaards (Inholland University, The Netherlands)

While the creation and adoption of new technologies has increased in recent years, the educational sector often limits technology use. Despite this, many researchers are convinced of the vital role that technologies can play in learning and teaching.

Student Reactions to Learning with Technologies: Perceptions and Outcomes brings together recent research findings about the views and expectations of students when including technologies in their studies. The chapters in this book suggest that the use of technologies in teaching not only makes learning more interesting but also offers possibilities for variations in the learning processes. While this book does not offer irrevocable opinions and definitive views or insights, it provides a useful lens for viewing the world of students and providing insights into the possibilities for accessing and conducting similar research.

Topics Covered:

- Asynchronous Online Discussions
- Compulsory Online Discussions
- Ethical Concerns Related to Teaching and Learning with Technology
- Learning in Virtual Worlds
- Mobile Learning
- Social Learning Sites
- Student Voices and Digital Technology
- Successful Learning Using Web 2.0
- Technological Pedagogical Content Knowledge (TPACK)

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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.

Kathryn Moyle is the Executive Director of the Centre for School Leadership, Learning and Development and Professor of Educational Leadership at Charles Darwin University, Australia. Prior to holding this position, Kathryn was an Associate Professor at the University of Canberra, where she was the Director of the Secretariat for the peak national policy committee, the Australia, Information and Communication Technologies in Education Committee (AICTEC). Kathryn undertakes research into various aspects of including technologies into teaching and learning in education, particularly in relation to student voice and the relationships between school leadership and teaching and learning with technologies. Prior to taking up her academic positions, Kathryn worked as a teacher and policy maker in the Department for Education and Children's Services in South Australia where she led national professional learning, and research and development projects.

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