Index

Abstraction, 40, 365–402
  defined, 366–367
  importance of, 366–367
Access control affordances, 69
Accessibility
  promoting, 132–133
  of social networking, 229–230
Access to learning, 9–10, 321–322, 368
Accommodation, 42
Accretion, 135
Acquisition, 135
Active Worlds, 305, 310, 311–312, 315, 317, 331, 334
Adaptive media, 134
Affordances, 14, 65–74, 87, 88, 128, 174
  defined, 66–68
  of learning technologies, classification of, 69–71
  mobile technology, 266–267
  in practice, 71–72
  of technologies, 68–69, 72–73, 407
AirDisk, 270
Alignment within designs, 132
Anderson and Krathwohl’s taxonomy, 93, 94–97, 106, 116, 407
Apple’s App Store, 295
Art Rage, 268

Assessment
  mobile learning, 279, 282
  social networking, 234–235, 240, 248
  technology-enhanced learning, 373
  virtual worlds, 328–329, 335
  Web 2.0, 185, 205
Assimilation, 41–42
Assistive technologies, 3
Attention, 39
AudioNote, 271
Auditory information, 75–76
Augmented reality, 272
Australian Curriculum, 6
Australian Curriculum Assessment and Reporting Authority (ACARA), 6
Australian Government
  Transforming Australia’s Higher Education System, 7
Australian Institute for Teaching and School Leadership (AITSL), 8
Australian Professional Standards for Teachers (APST), 8
Australian Professional Teaching Standards, 8
Australian Universities Teaching Committee (AUTC) 
*ICTs and Their Role in Flexible Learning*, 143–144

Learning Design Visual Sequence, 144, 145, 148, 151

Authentic learning, 56, 57, 274

Behaviorism, 36–38

Blogs, 161, 167, 169–172, 194

Blogsy, 270

Blurb, 285

Book Creator, 268

BridgeIT initiative, 279

British Educational Communications and Technology Agency (BECTA)

*Next Generation Learning*, 7

Brushes, 268

BYOD (Bring Your Own Device) policy, 289, 389

Calculator, 268

Catering to special needs, 278

Catering to today’s learners, 10–11

Challenge-Experience-Reflect-Plan-Apply model, 289

Classroom 2.0, 196

Classroom boundaries, expanding, 232

Cloud computing, 162

Cognitive constructivism, 44

Cognitive load, 76, 77, 346–347

technology-enhanced learning, 377, 392

Cognitive overload, 76

during fieldwork, 281

virtual worlds and, 332

Cognitive process dimension, levels of, 96

Cognitive realism, 57

Cognitivism, 39–41

Coherence effect. See Redundancy effect

Collaboration, 5

effective collaboration, design for, 198

mobile learning, 292

social networking, 228–229

technology-enhanced learning, 369, 378, 393

virtual worlds, 332–333

Web 2.0 technologies, 183, 184

Collaborative knowledge building, 176

Collaborative learning, 3, 50, 407

mobile learning, 276–278

virtual worlds, 321

Collaborative remixability, 176

Communal constructivism, 353

Communication, 5

mobile learning and, 274

online technologies and, 368–369

potentials, leveraging, 247

social networking and, 227–228

virtual worlds and, 320–321, 332–333, 349

Web 2.0 technologies and, 174–175

Communicative media, 134

Communities of practice, 233

Community building

virtual worlds and, 329

Web 2.0 technologies and, 199

Community development

social networking and, 233–234

technology and, 373–374

Web 2.0 and, 181

Community engagement, 232–233
virtual worlds and, 329
Community of praxis, 226
Compendium LD, 144, 149, 151
Competence
  digital, 4
  technological, 5
Comprehension, 39
Computational thinker, 4
Computer supported
  collaborative learning (CSCL), 50
Computing, content representation in, 104–105
Conceptual knowledge, 95, 107
Conditions of Learning
  framework, 40
Connectivism, 46–49, 227
Constructionism, 51
Constructionist learning, 51, 407
Constructive alignment, 97
Constructivism, 41–44
  cognitive, 44
  social, 44–46, 227
Content knowledge (CK), 18, 21
Content representation, 93–117, 370
  Anderson and Krathwohl's taxonomy, 93, 94–97, 106, 116, 407
  computing, 104, 105
  English, 98–99
  geography, 104
  history, 103
  learning assessment using technology, 107–110
  mathematics, 101–103
  open education revolution, 110–115
  science, 99–100
  using technology, 105–107
Context, 20
Cooperative learning, 276–278
Co-presence, 326–327
Copyright, 282
Corrections, 37
Cost of virtual world, 337
Coursera, 115
Creative Commons, 93
  4.0 scheme, 114
  licenses, 113–114, 116, 407
Creative communicator, 4–5
Creative design, 123
Creativity, 5, 372
Critical thinking, 5
Croquet, 310
C21 Canadians for 21st Century Learning & Innovation “Shifting Minds” framework, 5
Cueing effect, 83–84
Curricula, 6–7, 54
Cyberbullying, 239–240
Cybersafety, 239–240
  of participants, monitoring and managing, 251
Decision maker, 189
Design
  alignment within, 132
  creative, 123
  defined, 121, 122–124
  engineering, 123
  good, 130
  learning. See Learning design;
    Learning Design field
  models, critical reflection on, 136–138
  teaching as, 126–127
  thinking. See Design thinking
Design-based learning, 51–52, 407
Designing for learning, 129–133, 139
  accessibility, promoting, 132–133
  alignment within designs, 132
defined, 129
tasks according to intended
learning outcomes,
131–132
understanding and catering
to students, 130–131
using social networking,
219–254
Design thinking, 121–154, 408
challenge of developing,
127–129
creative search, 125
current state of, 150–151
flexibility in, 125
learning and, 125
previous design knowledge,
leveraging, 125
problem framing, 125
prototyping, 125
social, 125
solution focused, 124–125
tolerance for ambiguity, 125
user focused, 125
Design Thinking for Educators,
136
Differentiation, 131, 132
Diffusion of Innovations theory,
412, 415, 417–418
Digital capability, 372
inadequate, 377
Digital citizen, 4
Digital competence, 4
Digital creativity, 278
Digital Economy and Society
Index, 4
Digital expectancy, 11
Digital immigrants, 11–12
Digital natives, 1, 11–13
Digitization, 3
Diigo, 162
Disequilibrium, 42
Distraction
mobile learning and, 282
social networking and,
237–238
technology-enhanced
learning, 380
virtual worlds and, 334
Docs2PDF, 270
Draw Free, 271
Dropbox, 269, 270, 276
Dynamic conditionality, 327
Ecology of learning, 295
Edmodo, 222, 223–224,
225
Educational affordances, 69
Educational culture
Web 2.0 technologies, 188
Educational design models
conversational framework,
133–134, 150
Learning Development Cycle,
134–135
7Cs model, 135–136
Educators
negative dispositions, 336,
382
professional requirements
for, 7–9
supporting, 418–420
EdX, 115
Elgg, 224
Embodiment, 322
Emergence, 134
Emphasis affordances, 69
Empowered learner, 4
Engagement
mobile learning, 275
social networking, 231–232
technology-enhanced
learning, 371, 394
virtual worlds, 327–328
Web 2.0-based learning,
178–179, 201
Engagement-Exploration-
Explanation-Elaboration-
Evaluation (5E) model,
289
Engineering design, 123
English, content representation in, 98–99
English as a Second Language, 227, 235, 244
Epistemological knowledge, 42
E-portfolios, 170, 176, 178, 203, 227, 242, 243, 372
Equilibration, 42
Equitable access to education, 279
Equity
  mobile learning, 283
  technology-enhanced learning, 380–381
European Commission
  Digital Competence Framework for Citizens, 5
  Digital Economy and Society Index, 4
Evernote, 276
Executive control, 39
Experiential learning, 326, 345
Extended abstract representation, 108
Facebook, 152, 173, 219, 222–223, 225–242, 248, 252, 269, 270
FaceTime, 270
Factual knowledge, 95, 106, 107
Feedback
  peer, 185, 203–204
  regular, 293–294
  technology-enhanced learning, 373, 379
  through Web 2.0, 176
Feedblender, 194
Feedburner, 194
Fidelity, 331, 346
Flashcards, 38
Flexible narrative worlds, 306
Flickr, 161, 194
FlipSnack, 71–72
Folksonomies, 161
  4 Component Instructional Design Model, 136
  Friending, 233, 387
Games-based learning, 52–53, 279–280, 407
Gamification, 3
Gartner’s Hype Cycle, 415–416, 417
GeoGebra, 102, 102
Geographical Information Systems (GISs), 104
Geography, content representation in, 104
Geometer’s Sketchpad, 101
Global collaborator, 5
Global Positioning System (GPS), 266, 274
Glogster, 21
Good design, 130
Google, 170
Google Apps. See G Suite
Google Docs, 172, 180, 192, 193, 269
Google Earth, 306
Google Play, 295
Google Plus, 224
Google Reader, 194
Group work processes
  strategies for managing, 250
  strategies to support, applying, 202–203
  Web 2.0 technologies and, 183–184
G Suite, 173, 174, 371
Higher education, 7
  mobile learning in, 269–271
  small groups learning multiple Web 2.0 tools in, supporting, 193–194
  virtual worlds in, 316–319
High school business studies, social networking in, 242–244
History, content representation in, 103
HTML, 144, 180, 370
Human anatomy, teaching of, 338–340
iAnnotate, 270
iBooks, 270
*ICTs and Their Role in Flexible Learning*, 143–144
Identity construction, 322
IDRISI GIS system, 104
iGoogle, 193
Image sharing, 161
Immersion, 326–327
iMovie, 268
IMS Learning Design (IMS-LD), 142–143, 148, 151
Inappropriate design, and technology-enhanced learning, 382
Information and Communication Technologies (ICTs), 3, 6, 24, 28, 183, 411
affordances of, 69
Information processing, 39
Innovative designer, 4
Inquiry-based learning, 50–51, 407
Institutional culture
Web 2.0 technologies, 188
Institutional infrastructure, 132
Institutional support
in mobile learning, 284
in social networking, 241–242
in technology-enhanced learning, 383–384
virtual worlds, 337
Web 2.0 learning design, 195
Instructional Design, 138
Intellectual property, 282
Interactive media, 134
International Society for Technology in Education (ISTE)
Standards for Students, 4–5
Standards for Teachers, 8
Intrinsic desire to improve learning outcomes, 2–3
iPads, 266
and assessment, 279
BYOD policy, 289
collaborative and cooperative learning, p 285
distraction and misuse, 282
encouraging media literacies, 278
flexible access to learning, 273
in higher education, 270–271
motivating and engaging learners, 275
personalizing learning, 276
pre-service teacher reflection, 287–288
professional learning, 294
role of teacher, 293
in schools, 268–277
tasks, 291–300
technical issues, 281
iTunes, 270
Jibe, 310
Justice
social, 11
Keynote, 268
Kitely, 310
Knowing-in-action, 128
Knowledge
conceptual, 95, 105–107
constructor, 4
content, 18, 21
developer, 190
epistemological, 42
learning, 47
metacognitive, 95
pedagogical, 18–19, 21
pedagogical content, 18–19, 25
procedural, 95, 106, 107
technological, 18, 19, 21, 25, 26
technological content, 19, 21, 25, 94
technological pedagogical, 19, 21, 25, 26
Kodu, 53
K-12 education, 267, 274, 293, 295
KWL, 285
Laurillard’s Conversational Framework, 108
Leadership, 7
Learner agency, promoting, 230
Learning
access to, 9–10, 321–322, 368
activity, 129, 138
authentic, 56, 57, 274, 390
collaborative, 3, 50, 276–278, 321, 407
computer supported collaborative, 50
collectionist, 51, 407
cooperative, 276–278
design-based, 51–52, 407
experiential, 326, 345
games-based, 52–53, 279–280, 407
inquiry-based, 50–51, 407
learning. See Learning design;
Learning Design field
meaningful, 56–57, 390
mobile, 261–297
outcomes, intrinsic desire to improve, 2–3
peer, 231
problem-based, 50, 407
reflective, 394–395
seamless, 265, 276
situated, 274, 326, 345
skills, 4
task, 129
ubiquitous, 276
vicarious, 177, 371–372, 394–395
Learning Activity Management System (LAMS), 147–148, 149, 151, 408
Learning by design, 17, 23, 24, 52
Learning design, 150
defined, 139
as product, 139
Learning Designer, 146, 149, 151
Learning designers, directions forward for, 151–152
Learning Design field, 121–154, 408
conceptual map, 140–141
current state of, 150–151
defined, 138–140
Learning Activity Management System, 147–148, 408
pattern descriptions, 143
pedagogical planner tools, 145–147
representation and sharing of, 148–150
technical standards, 141–142
visualization approaches, 143–145
visualization tools, 145
Learning Design Support Environment, 145–146
Learning Design Visual Sequence (LDVS), 144, 145, 148–149, 151
Learning Development Cycle, 134–135, 137, 150
Learning management system (LMS), 377, 382
Learning objects, 111–112
Linden Dollars, 317
Linden Scripting Language (LSL), 311, 319, 325
LinkedIn, 152, 221
Long-term memory, 39, 42, 76

Macquarie ICT Innovations Centre
3-D Virtual Worlds Project 3.0, 340
MapIT, 285
Massively Multiplayer Online Games (MMOGs), 308
Massive Open Online Courses (MOOCs), 47, 48, 93, 114–115, 116, 407, 415
Mathematica, 101
Mathematics, content representation in, 101–103
Meaningful learning, 56–57, 390

Media
adaptive, 134
affordances, 69
communicative, 134
interactive, 134
literacies, 278
narrative, 134
productive, 134
social, 162, 222
MediaWiki, 168
Memorization, 40

Memory
long-term, 39, 42, 76
working, 39, 42, 76
Mental models, 77, 108, 109

Metacognitive knowledge, 95
Microblogging, 161, 167, 172
Mindmeister, 172, 192
Minecraft, 53, 268, 305, 310, 313–314, 315
Mobile computer supported collaborative learning (mCSCL), 295
Mobile games, 272
Mobile learning (m-learning), 261–297
assessment issues, 282
benefits and potentials of, 272–280
categories of, 264–265
catering to special needs, 278
cognitive overload during fieldwork, 281
collaborative and cooperative learning, enabling, 276–278
communication, enabling, 273–274
defined, 262–265
design and implementation recommendations. See Mobile learning design and implementation recommendations
distraction and misuse, 282
equitable access to education, 279
equity issues, 283
flexible and convenient access to learning, providing, 273
games-based learning, facilitating, 279–280
in higher education, 269–271
in-situ reflections, capturing, 279
institutional issues in, 284
intellectual property and copyright, 282
iPads supported pre-service teacher reflection, 287–288
issues and limitations of, 280–284
lack of pedagogical and technical support, 283–284
media literacies and digital creativity, encouraging, 278
mobile games and augmented reality, 272
Mobilized 5E Science Curriculum, 285–286
motivating and engaging learners, 275
new forms of assessment, promoting, 279
personalized student-centered learning, promoting, 275–276
QR codes, 271
in schools, 267–269
situated and authentic learning, facilitating, 274
student safety, 283
teachers and students, technical skills of, 283
technical issues in, 280–281
technologies, 265–267
time of, 284
ubiquitous and seamless access, enabling, 276
Mobile learning design and implementation recommendations
active role in learning experience, 293
authentic contexts, 293
BYOD policy, 289–290
collaboration and cooperation, 292
learning types and pedagogical objectives, 290
pedagogical shift, 294
pedagogies, 288–289
prerequisite learning skills, 291
productive and open-ended mobile learning tasks, utilizing, 291–292
quality of apps, 290–291
regular feedback to students, providing, 293–294
safe and responsible use of technology, 291
sort of mobile devices, 289
teacher professional learning support and communities, leveraging, 294–295
technological environment and enlist support, constraints of, 289
user-friendly content based on multimedia learning effects, 292–293
Mobile phone operating systems, 266
Mobilized 5E Science Curriculum (M5ESC), 285–286
Modality effect, 79–80, 85
Moore’s Law, 412
Motivation
Mobile learning, 275
technology and, 371
virtual worlds, 327–328
Web 2.0-based learning, 179–180, 200
Multimedia
defined, 74
learning effects. See Multimedia learning effects
skills, developing, 177–178
Multimedia learning effects, 65, 66, 74–87, 407
assumptions of, 75–77
caveat to application of learning principles, 86–87
defined, 74
modality effect, 79–80
personalization effect, 84
redundancy effect, 80–81
signaling (or cueing) effect, 83–84
split-attention effect, 81–83
technology-enhanced learning, 391–392
transfer-appropriate processing, 85
Multimodality, 74
Multiple choice questions, 38
Multistructural representation, 108
Multi-User Virtual Environments (MUVEs), 307–308
MySpace, 224
Narrative media, 134
Navigational affordances, 69
Navigational aids to support wayfinding, 347–348
Negative educator dispositions technology-enhanced learning, 382
virtual worlds, 336
Negative reinforcement, 36–37
Negative reinforcers, 37
Negative staff perceptions, 187
Negative student dispositions social networking in education, 236–237
technology-enhanced learning, 378
virtual worlds, 333–334
Web 2.0 in education, 184
Negative teacher dispositions social networking in education, 241
New literacies, developing, 230
New Media Consortium (NMC) Horizon Reports, 412–414
New millennium learners, 12
Next Generation Learning (BECTA), 7
Ning, 222, 224, 225, 227, 235
Notepad, 285
Notes, 268
Office HD, 268
Office2HD, 270
Off-task behavior, 294
Online technologies, and communication, 368–369
Open Cobalt, 310
Open Educational Practices (OEPs), 117
Open Educational Resources, 116, 407
Open education revolution, 110–115
Creative Commons licenses, 113–114
learning objects, 111–112
Massive Open Online Courses, 114–115, 407
resources for, 112–113
Open Sim, 53, 305, 310, 312, 315, 331, 343
as architectural design environment for school students, 340–342
Open Wonderland, 310
Pages, 268
Partnership for 21st Century Skills (P21), 5, 6
Pattern descriptions, 143
PBWorks, 167, 168
Pedagogical content knowledge (PCK), 18–19, 21
Pedagogical knowledge (PK), 18, 21
Pedagogical patterns, 143, 148
Pedagogical Patterns Project, 143
Pedagogical planner tools, 145–147, 149, 151
Pedagogy, 13, 18, 407
  approaches to, 49–53
  attributes of, 53
  meanings of, 35–36
  perspectives of, 36–49
  reflecting on aims of, 56–57
  strategies to promote learning, 54–56
  in virtual spaces, 347
Peer feedback, 185
  high-quality, 203–204
Peer learning, 231
Peer-to-peer support, 3
Penultimate, 271
Personal digital assistants, educational affordances, 266
Personalization effect, 84, 86, 87
Personal learning environments for school students, creating, 189–193
PhET Interactive Simulation, 99, 100
PhotoPeach, 21
Physical contiguity, 82
Pinterest, 221–222
Plagiarism, 185–186, 205–206
  monitoring, 249
  technology-enhanced learning, 379–380, 396
Policy documents, 6–7
PollEverywhere, 270
Positive behavior, 36
Positive learning community social networking learning, 250
  technology-enhanced learning, 396–397
Practitioner’s Guide to Technology Pedagogy and Content Knowledge, 20, 21, 136
Preparing Tomorrow’s Teachers to Teach with Technology (PT3), 23
Presence, 326–327
Prestructural representation, 108
Prezi, 97, 172, 270
Prezi Viewer, 270
Privacy
  social networking in education, 238–239, 246
  technology-enhanced learning, 380–381, 387–388
  Web 2.0 in education, 186
Problem-based learning, 50, 407
Procedural knowledge, 95, 106, 107
Productive media, 134
Professional learning
  social networking learning, 253–254
  technology-enhanced learning, 383
  virtual world learning, 354
  Web 2.0 learning, 206
Professional requirements, for educators, 7–9
Project Wonderland, 306
Pseudoanonymity, 340
Quest Atlantis, 316
Quickpolls, 270
Quick Response codes (QR codes), 271
ReactionGrid, 310
Read-write web. See Web 2.0
Realism
  cognitive, 57
  visual, 57
Really Simple Syndication (RSS), 394
RealXtend, 310
Recorder, 285
Redundancy effect, 80–81, 86
Reflection
  in-situ, capturing, 279
  iPads supported pre-service teacher, 287–288
  social networking and, 232, 248
  Web 2.0 and, 178
Reflection-in-action, 128
Reflection-on-action, 128, 248
Reflective learning, 394–395
Reflective thinking, 199
Relational representation, 108
Relationships, fostering,
  233–234
ResearchGate, 221
Retrieval, 39
Rewards, 37
River City, 316, 328
Role-play, 325–326
Safety
  cybersafety, 239–240, 251
  student, 283
  technology-enhanced learning, 380–381, 387–388
  virtual worlds, 334–335
  Web 2.0 technologies, 186, 205
Scaffolding, 44–45, 199–200, 348, 390–391, 416
Schema. See Long-term memory
Scholarship of teaching, 1, 2, 13, 160, 422
Schools
  mobile learning in, 267–269
  virtual worlds in, 314–316
Science, content representation in, 99–101
Science, Technology, Engineering and Mathematics (STEM), 188
Scratch, 104, 105
Seamless learning, 265, 276
Second language learning
  social networking in,
    244–245
  human anatomy, teaching of,
    338–340
Second Life, 53
Selection, 39
Sensory perception, 39
Seven Cs model, 135–136, 137, 150
Shareable Content Object Reference Model (SCORM), 142
Sharing of content, 370
Signaling (or cueing) effect, 83–84, 86
SimCity, 52
Simulation, 3, 323
Simulation worlds, 306
Singapore National ICT Masterplan, 7
Situated learning, 274, 326, 345
Situational model, 39
Sketchbook, 285
Skype, 226, 270
Slideshare, 270
Slideshark, 270
SLOODLE, 311
Smore, 21
Snapchat, 222
Social affordances, 69
Social bookmarking, 162
Social constructivism, 44–46, 227
Socialiser, 190
Social justice, 11
Socially mediated metacognition, 248
Social media, 162, 222
Social networking, 14, 46, 152 defined, 221–222
designing for learning using, 219–254
in education. See Social networking in education
high school business studies, 242–244
learning design recommendations. See Social networking learning design recommendations
second language learning, 244–245
technologies, examples of, 222–224
Social networking in education assessment, 234–235, 240
benefits and potentials of, 227–235
classroom boundaries, expanding, 232
collaboration, facilitating, 228–229
communication, enabling, 227–228
community engagement, 232–233
contribution and engagement, motivating, 231–232
convenient access, 229–230
cyberbullying and cybersafety, 239–240
distraction, 237–238
ease of use, 229
fostering relationships and community development, 233–234
inappropriate task design, 241
institutional issues in, 241–242
issues and limitations of, 235–241
learner agency, promoting, 230
negative student dispositions, 236–237
negative teacher dispositions, 241
new literacies, developing, 230
overlap with other platforms, 237
peer learning, facilitating, 231
privacy issues, 238–239
reflection, enabling, 232
social support, providing, 234
student-centered learning, 230
students and teachers, technical skills of, 240–241
technical constraints, 235–236
uses of, 224–227
Social networking learning design recommendations, 245–253
active involvement, 252–253
assessment process, optimizing, 249
authentic and meaningful tasks, utilizing, 248
communication potentials, leveraging, 247
cybersafety of participants, monitoring and managing, 251
engagement with stakeholders, 249
group work processes, strategies for managing, 251
opportunities for professional learning, creating, 252
plagiarism, monitoring, 249
positive learning community, creating, 250
primary/supplement system, 246
privacy, 246
professional boundaries between students and teachers, maintaining, 251–252
reflection into learning process, building, 248
space for social contributions, creating, 250
structure and authority level, 247–248
student input into course design and implementing, inviting, 250
tool selection and learning tasks, 247
Social worlds, 306
Socratic dialog, 42
SOLO taxonomy, 108, 109
Space for social contributions, creating, 250
Spatial affordances, 69
Spatial knowledge, developing, 346
SpeakUp 2015 survey, 10–11
Split-attention effect, 81–83, 86
Standards for Students (ISTE), 4–5
Standards for Teachers (ISTE), 7
Storify, 269
Storybird, 172
Student’s Globalization Project, 22
Student-centered learning, 230 personalized, promoting, 275–276
technology and, 372–373
Web 2.0-based, 178–179
Students background and interests, 345
construction and modeling, allowing, 324–325
as designers, leveraging, 352–353
designing for learning, 130–131
digital capabilities, inadequate, 377
digital learning capabilities, developing, 200–201, 392–393
digital learning skills, 3–6, 183
input into course design and implementing, 250
misuse of Web 2.0 technologies, 186
mobile learning skills, 283
negative dispositions, 184, 236–237, 333–334, 378
personal learning environments for school students, creating, 189–193
prerequisite learning skills, 291
prior knowledge, and level of challenge to Web 2.0 learning design, 197–198
regular feedback to, providing, 293–294
safety, 283
social networking skills, 240–241
and teachers, maintaining professional boundaries between, 251–252
virtual worlds for learning, 331–332
Students as Producers, 152
Student–teacher relationship, 234
Symbol system theory, 85
Synthesis, 40
affordances, 69
Tablet devices, 266
Tasks
according to intended learning outcomes, design of, 131–132
authentic, 197, 248
goal-oriented, 247
inappropriate design of, 187–188, 241
incident-based, 131
instructions, 348
integrated, 197
meaningful, 248
mobile learning, 291–292
role-based, 131
rule-based, 131
strategy-based, 131
student-directed, 197
tool selection, 247
Taxonomy of Learning,
Teaching and Assessing, 93, 94–97, 106, 116
Teacher(s)
critical role of, 417–418
digital skills, 187
digital skills, underdeveloped, 381–382
mobile learning skills, 283
negative dispositions, 241
social networking skills, 240–241
and students, maintaining professional boundaries between, 251–252
support, 188–189
virtual worlds for learning, 335–336
TeacherPal, 270
Teachers’ Knowledge of Teaching and Technology (TKTT), 25
Teaching
as design, 126–127
scholarship of, 1, 160
Teaching Teachers for the Future, 20
Technical constraints
mobile learning, 280–281
social networking in education, 235–236
technology-enhanced learning, 376–377
virtual worlds, 330–331
Web 2.0 in education, 182
Technical standards, for Learning Design, 141–142
Technological competence, 5
Technological knowledge (TK), 18, 21, 25, 26
Technological content knowledge (TCK), 19, 21, 25, 94
Technological determinism, 1, 2, 11–13
Technological pedagogical knowledge (TPK), 19, 21, 25, 26
Technology
affordances, 68–69, 72–73
content representation using, 105–107
and designing for learning, 131
integration, 1–14
learning assessment using, 107–110
Technology-enhanced learning
access to learning, 368
active and student-centered learning, facilitating, 372–373
assessment and feedback, 373, 379
cognitive load issues, 377
collaboration, 369, 378
contribution, 370–371
development principles. See Technology-enhanced learning design principles
digital capabilities and creativity, 372
flexible environment, 367–368
futures, 410–417
identity, presence, and co-presence, 369–370
inadequate student digital capabilities, 377
inappropriate design, 382
institutional issues, 383–384
issues and limitations of, 376–385
learning communities, development of, 373–374
misuse and distraction, 380
motivation and engagement, 371
negative educator dispositions, 382
negative student dispositions, 378
online technologies and communication, 368–369
plagiarism, 379–380
professional learning, 383
reflections on, 374–376
representation and sharing of content, 370
research-driven and collaborative approach, to, 420–422
safety, privacy, and equity, 389–381
technical issues, 376–377
time of, 383
underdeveloped teacher digital skills, 381–382
vicarious learning and reflection, 371–372
Technology-enhanced learning design principles, 385–400, 409, 410
authentic and meaningful learning, designing for, 390
cognitive load and multimedia learning effects, 391–392
collaboration, 394
current state of, 406–409
engagement, 395
environment construction based on intended activity and pedagogy, 391
general pedagogical strategies and principles, utilizing, 393
high-quality assessment and feedback practices, 395–396
pedagogical motivations, 386
plagiarism, monitoring and managing, 396
positive learning communities, fostering, 396–397
professional learning opportunities and support, leveraging, 397–398
rationale for, 392
reflective and vicarious learning, 394–395
student safety and privacy, 387–388
students’ digital learning capabilities, developing, 392–393
supportive scaffolding, integrating, 390–391
technological context, scope of, 388
technology selection, 388–389
understanding and catering to students, 387
Technology infiltration, 415
Technology integration, 1–14
access to learning, 9–10
catering to today’s learners, 10–11
curricula and policy documents, 6–7
drivers of, 2–11
intrinsic desire to improve learning outcomes, 2–3
professional requirements for educators, 7–9
students’ digital learning skills, development of, 3–6
as tantalizing challenge, 1–2
Technology knowledge (TK), 18, 21, 25, 26
capacity development, 22–25
elements of, 18–19
limitations of, 27–28
measurement of, 25–27
practical outlook of, 20–21
Temporal affordances, 69
Temporal contiguity, 82
3-dimensional (3-D) environments, representation of, 322–323
3-D Virtual Worlds Project 3.0, 340
Tiki-Toki™, 103
TPACK Cases, 20
TPACK-COPR, 24
TPACK-DBL, 24
TPACK-IDDIRR, 24
Transfer-appropriate processing, 85, 86
Transforming Australia’s Higher Education System, 7
Transmission, 134
Transmission-based model of education, 37
Twitter, 161, 172, 175, 179, 181, 186, 222, 270, 274, 373
Ubiquitous learning, 276
Udacity, 115
Unistructural representation, 108
United Kingdom
ICT curricula, 6–7
United Nations Educational, Scientific and Cultural Organization (UNESCO), 262–263, 265
ICT Competency Framework for Teachers, 8–9
United States (US)
Department of Education, 10
SpeakUp 2015 survey, 10–11
Universal Design for Learning (UDL), 132–133
Universal Instructional Design (UID), 292
University of Colorado
PhET Interactive Simulation, 99, 100
University of Kentucky
College of Medicine, 338
University of Lincoln
Students as Producers, 152

University of Michigan
EDT514, 20

University of Nottingham
Periodic Table of Videos, 100

US Common Core State Standards, 6

Utah State University
National Library of Virtual Manipulables, 101

Vicarious learning, 177, 371–372, 394–395

Videoconferencing, 10

Video sharing, 161–162

Virtual Learning Environment, 139

Virtual world learning design recommendations
ability to transcend physicality, 346
applications within scope of curriculum, 344–345
cognitive load implications, 346–347
fidelity, 346
general pedagogical principles, applying, 352
human anatomy, teaching of, 338–340
integrating other tools, 353
intended activity and pedagogy, 347
modes of communication, 349
navigational aids to support wayfinding, 347–348
ongoing technical support, managing, 353–354
pedagogical strategies to support collaboration, applying, 350–351
professional learning opportunities, 354
promoting and leveraging presence, 352
rationale for using virtual worlds, 348–349
reason to use virtual world, 342–343
scaffolding and task instructions, 348
spatial features of environment, learning and teaching enhanced by, 351–352
spatial knowledge, developing, 346
student background and interests, 345
student, task, and institutional requirements, 344
students as designers, leveraging, 352–353
tactics to support effective interaction, applying, 350
technological landscape and support, assessment of, 343
training, 349

Virtual worlds, 10, 14, 305–355
defined, 306–310
in education. See Virtual worlds in education
examples of, 310–314
learning design recommendations. See Virtual world learning design recommendations

Virtual worlds in education
access to learning, providing, 321–322
assessment, 328–329, 335
benefits and potentials of, 319–329
cognitive overload, 332
3-D environments, representation of, 322–323
time issues, 336
Visual information, 75–76
Visualization
approaches, 143–145
tools, 145, 149, 151
Visual realism, 57
Visuwords™, 99

Web 1.0, 161
attributes of, 161
blogs, 169–172
defined, 161–162
enhanced learning, design of, 159–208
examples of, 162–163
learning design recommendation. See Web 2.0 learning design recommendation
microblogging, 172
personal learning
environments for school students, creating, 189–193
small groups learning
multiple Web 2.0 tools in higher education, supporting, 193–194
types of, 164–166
wikis, 167–169
Web 2.0 in education, 173–182
access extending bounds of classroom, 175
assessment, 181–182, 185
collaborative knowledge building, 175–176
communication, enabling, 174–175
community development, 180–181
ease of use, 180
feedback, facilitating, 176–177
group work and collaboration issues, 183–184
inappropriate task design, 187–188
institutional and educational culture, 188
motivation and engagement, enhancing, 179–180
multimedia skills, developing, 177–178
negative staff perceptions, 187
negative student dispositions, 184
peer feedback challenges, 185
plagiarism, 185–186
reflection, encouraging, 178
safety and privacy, 186–187
student digital skills, 183
student misuse, 186
student-centered learning, enabling, 178–179
teacher digital skills, 187
teacher support, 188–189
technical constraints, 182–183
vicarious learning, enabling, 177
Web 2.0 learning design recommendations
assessment, 205
authentic, integrated, and student-directed tasks, 197
community building, 199
contribution, encouraging, 201–202
design for effective collaboration, 198
engagement in learning process, 201
high-quality peer feedback, encouraging, 203–204
institutional support, understanding and leveraging, 195
interface with other tools and course components, 196–197
level of openness, 195
motivation, 200
plagiarism and student safety, management of, 205–206
professional learning opportunities, utilizing, 206
reflective thinking, encouraging, 199
scaffolding, 199–200
strategies to support group work process, applying, 202–203
student’s prior knowledge and level of challenge, 197–198
students digital learning capabilities, developing, 200–201
tool selection based on representational and interactional requirements, 195–196
Web 3.0, 207
Web-conferencing, 10
WeblogMatrix, 170
Web logs. See Blogs
Weebly, 22
WHEN2050, 340–341
WikiMatrix, 168
Wikipedia, 45, 46
Wikis, 161, 167–169, 188
Wikispaces, 161, 167, 194
Wordle™, 98
Wordpress, 161, 170, 270
Working memory, 39, 42, 76
Workspaces, 306
World of Warcraft, 306

YouTube, 162, 172, 173, 270
Zone of Proximal Development, 44
ZumoDrive, 270