



HYPERTEXT AND COGNITION

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Hypertext And Cognition

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Hypertext And Cognition:

Hypertext and Cognition Jean-Francois Rouet, Jarmo J. Levonen, Andrew Dillon, Rand J. Spiro, 2012-11-12 The recent evolution of western societies has been characterized by an increasing emphasis on information and communication As the amount of available information increases however the user worker student citizen faces a new problem selecting and accessing relevant information More than ever it is crucial to find efficient ways for users to interact with information systems in a way that prevents them from being overwhelmed or simply missing their targets As a result hypertext systems have been developed as a means of facilitating the interactions between readers and text In hypertext information is organized as a network in which nodes are text chunks e g lists of items paragraphs pages and links are relationships between the nodes e g semantic associations expansions definitions examples virtually any kind of relation that can be imagined between two text passages Unfortunately the many ways in which these hypertext interfaces can be designed has caused a complexity that extends far beyond the processing abilities of regular users Therefore it has become widely recognized that a more rational approach based on a thorough analysis of information users needs capacities capabilities and skills is needed This volume seeks to meet that need From a user centered perspective between systems and users this volume presents theoretical and empirical research on the cognitive processes involved in using hypertext In so doing it illustrates three main approaches to the design of hypertext systems cognitive which examines how users process multilayered hypertext structures ergonomical which explores how users interact with the design characteristics of hardware and software and educational which studies the learning objectives frequency and duration of hypertext sessions type of reading activity and the user s learning characteristics This volume also tries to provide answers for the questions that have plagued hypertext research What is hypertext good for Who is hypertext good for If it is useful for learning and instruction then what type What particular cognitive skills are needed to interact successfully with a hypertext system Anyone interested in the fields of computer science linguistics psychology education and graphic design will find this volume intriguing informative and a definitive starting point for future research in the field of hypertext

The Theory and Criticism of Virtual Texts Lory Hawkes, Joe Law, Christina Murphy, 2000-11-30 Virtual texts have emerged within the realm of the Internet as the predominant means of global communication As both technological and cultural artifacts they embody and challenge cultural assumptions and invite new ways of conceptualizing knowledge community identity and meaning But despite the pervasiveness of the Internet in nearly all aspects of contemporary life no single resource has cataloged the ways in which numerous disciplines have investigated and critiqued virtual texts This bibliography includes more than 1500 annotated entries for books articles dissertations and electronic resources on virtual texts published between 1988 and 1999 Because of the multiple contexts in which virtual texts are studied the bibliography addresses virtual communication across a broad range of disciplines and philosophies It encompasses studies of the historical development of virtual texts investigations of

the many interdisciplinary applications of virtual texts and discussions of such legal issues as privacy and intellectual property Entries are arranged alphabetically within topical chapters and extensive indexes facilitate easy access

International Handbook of Metacognition and Learning Technologies Roger Azevedo,Vincent Aleven,2013-04-23 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 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 *Proceedings of the Twenty-Third Annual Conference of the Cognitive Science Society* Johanna D. Moore,Keith Stenning,2001 Vol includes all papers and posters presented at 2001 Cog Sci Mtg summaries of symposia invited addresses Deals w issues of repres model g cog processes Appeals to scholars in subdisciplines that comprise Cog Sci Psych Computr Sci Neuro Lin **Human-Computer Interaction: Users and Contexts of Use** Masaaki Kurosu,2013-07-03 The five volume set LNCS 8004 8008 constitutes the refereed proceedings of the 15th International Conference on Human Computer Interaction HCII 2013 held in Las Vegas NV USA in July 2013 The total of 1666 papers and 303 posters presented at the HCII 2013 conferences was carefully reviewed and selected from 5210 submissions These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems The papers accepted for presentation thoroughly cover the entire field of human computer Interaction addressing major advances in knowledge and effective use of computers in a variety of application areas This volume contains papers in the thematic area of human computer interaction addressing the following major topics identity privacy and trust user studies interaction for society and community HCI for business and innovation Encyclopedia of

Library and Information Science Allen Kent, 2000-09-21 This is the 68th volume supplement 31 in a series which examines library and information science

Cognitive Support for Learning Piet A. M. Kommers, 2004 This book addresses the various aspects of computational support systems for learners nowadays It highlights in particular those learning aspects that rely heavily upon one's imagination of knowledge and new ideas The question is how learners may become more effective through the use of highly graphical computer systems that now conquer almost every desk As an extrapolation of the constructionistic paradigm learning is seen here as a process of conceptual design Witnessing the prudent introduction of CADD software Computer Aided Drafting and Design it is obvious that users are generally scrupulous to accept the computer in the ideational stages of design This book presents both existing conceptual techniques and those estimated to arrive in the few coming years

Learning and Teaching on the World Wide Web Christopher R. Wolfe, 2001-04-26 This book is about using the Internet as a teaching tool It starts with the psychology of the learner and looks at how best to fit technology to the student rather than the other way around The authors include leading authorities in many areas of psychology and the book takes a broad look at learners as people Thus it includes a wide range of materials from how the eye reads moving graphs on a Web page to how people who have never met face to face can interact on the Internet and create communities of learners The book considers many Internet technologies but focuses on the World Wide Web and new hybrid technologies that integrate the Web with other communications technologies This book is essential to researchers in psychology and education who are interested in learning It is also used in college and graduate courses in departments of psychology and educational psychology Teachers and trainers at any level who are using technology in their teaching or thinking about it find this book very useful

Key Features Distinguished authors with considerable expertise in their fields Broad intra disciplinary perspective on learning and teaching on the Web Focus on the Web and emerging Web based technologies Special attention to conducting educational research on line Emphasis on the Social and Psychological Context Analyses of effective Web based learning resources Firmly grounded in contemporary psychological research and theory

Computers As Cognitive Tools Susanne P. Lajoie, 2020-04-15 Since the publication of the first edition of Computers as Cognitive Tools in 1993 rapid changes have taken place in the uses of technology for educational purposes and in the theories underlying such uses Changes in perspectives on thinking and learning are guiding the instructional design of computer based learning environments Computers as Cognitive Tools Volume II No More Walls provides examples of state of the art technology based research in the field of education and training These examples are theory driven and reflect the learning paradigms that are currently in use in cognitive science The learning theories which consider the nature of individual learning as well as how knowledge is constructed in social situations include information processing constructivism and situativity Contributors to this volume demonstrate some variability in their choice of guiding learning paradigms This allows readers the opportunity to examine how such paradigms are operationalized and validated An array of instructional and assessment approaches are

described along with new techniques for automating the design and assessment process New considerations are offered as possibilities for examining learning in distributed situations A multitude of subject matter areas are covered including scientific reasoning and inquiry in biology physics medicine electricity teacher education programming and hypermedia composition in the social sciences and ecology This volume reconsiders the initial camp analogy posited in 1993 edition of Computers as Cognitive Tools and presents a mechanism for breaking camp to find new summits Understanding Multimedia Documents Richard Lowe, Jean-Francois Rouet, Wolfgang Schnotz, 2008-07-17 Professionals who use multimedia documents as a tool to communicate concepts will find this a hugely illuminating text It provides a comprehensive and up to date account of relevant research issues methodologies and results in the area of multimedia comprehension More specifically the book draws connections between cognitive research instructional strategies and design methodologies It includes theoretical reviews discussions of research techniques and original experimental contributions The book highlights essential aspects of current theories and trends for future research on the use of multimedia documents Language in the Digital Era. Challenges and Perspectives Daniel DeJica, Gyde Hansen, Peter Sandrini, Iulia Para, 2016-11-05 This book pinpoints the impact of new technologies on language and communication highlights the evolution and changes undergone by humanities in conjunction with technological innovation and looks at how language has adapted to the challenges of today's digitized world **International Handbook of Literacy and Technology** Michael C. McKenna, Linda D. Labbo, Ronald D. Kieffer, David Reinking, 2013-01-11 This Handbook provides a comprehensive and international representation of state of the art research theory and practice related to principal areas in which significant developments are occurring in the study of literacy and technology It offers a glimpse of the commonalities faced by literacy educators around the world together with specific challenges raised by unique circumstances Volume I of this Handbook endeavored to lay essential groundwork for the study of literacy and technology it retains an explanatory value that will not weaken over time Volume II differs considerably in conception It assumes for the most part a higher level of expertise on the part of readers and the projects and applications described by the contributors are characterized by greater sophistication The scope of technology use is broader and the challenges that have emerged are in sharper focus A powerful feature of this volume is the addition of commentaries from experts across the field on the potential of technology in key dimensions of literacy The title of Volume II has changed slightly to reflect the inclusion of contributions on a broad geographic basis It is now a truly international Handbook with chapter authors from six countries and five continents The International Handbook of Literacy and Technology Volume II is organized in five sections The Role of Technology in the New Literacies Technology Applications with Specific Populations Literacy Software and the Internet Teacher Education and Professional Development and The Potential of Technology in Key Dimensions of Literacy The effects of technology on literate activity have been both sweeping and subtle marked by an increasing variety of changes that are difficult to evaluate and project Perhaps the only prediction that can be offered with

certainty is that the impact of technology is irreversible Specific changes may come and go but literacy and technology seem inextricably linked This Handbook is dedicated to that linkage and to examining the intricacies that define it International Handbook of Literacy and Technology Volume II is an essential reference for researchers professionals and students in reading literacy education literacy and technology educational technology and related areas and will serve well as a text for upper level and graduate courses on these topics *The Cambridge Handbook of Multimedia Learning* Richard E. Mayer, 2005-08-15 This 2005 book constitutes comprehensive coverage of research and theory in the field of multimedia learning Multiple Perspectives on Problem Solving and Learning in the Digital Age Dirk Ifenthaler, J. Michael Spector, Kinshuk, Pedro Isaias, Demetrios G. Sampson, 2010-11-13 This edited volume with selected expanded papers from CELDA Cognition and Exploratory Learning in the Digital Age 2009 <http://www.celda.conf.org> addresses the main issues concerned with problem solving evolving learning processes innovative pedagogies and technology based educational applications in the digital age There have been advances in both cognitive psychology and computing that have affected the educational arena The convergence of these two disciplines is increasing at a fast pace and affecting academia and professional practice in many ways Paradigms such as just in time learning constructivism student centered learning and collaborative approaches have emerged and are being supported by technological advancements such as simulations virtual reality and multi agents systems These developments have created both opportunities and areas of serious concerns This volume aims to cover both technological as well as pedagogical issues related to these developments *Digital Genres, New Literacies and Autonomy in Language Learning* María José Luzón, M^a Noelia Ruiz-Madrid, María Luisa Villanueva, 2010-07-12 The exponential growth in the amount and complexity of information transmitted and shared on the Internet and the capabilities afforded by new information technologies result in the continuous emergence of new genres and new literacy practices that call for new models of genre analysis and new approaches to teaching literacy and language where language learning autonomy has to take centre stage Any pedagogical approach which seeks to develop autonomy in online language learning should also be concerned with the development of new literacies with raising an awareness of digital texts and with the cognitive processes learners engage in when constructing meaning in hypertext The purpose of this volume is to lay the foundations for an approach to online language learning which draws on the analysis of digital texts and of the practices and strategies involved in using such texts With this aim in mind this book incorporates and draws relations between research on digital genres autonomy electronic literacies and language learning tasks combining theoretical reflections with pedagogical research The chapters in this volume written by researchers from different academic traditions report research concerning digital genres new literacy skills and the design of webtasks for effective language learning These chapters will be useful resources for researchers and doctoral students interested in the development of autonomous language learning in digital environments Web-based Intelligent E-learning Systems Zongmin Ma, 2006-01-01 This book offers a complete

understanding of the notions techniques and methods related to the research and developments of web based e learning systems Provided by publisher **The Psychology of Digital Learning** Stephan Schwan,Ulrike Cress,2017-04-17 This book provides an overview of the state of the art of psychological research on learning and knowledge exchange with digital media based on a comprehensive research program that was realized at the Leibniz Institut f r Wissensmedien IWM during the last decade The dramatic rise of new tools and technologies including both hardware devices like smartphones tablets multitouch tables or stereoscopic screens as well as software environments like Google Wikipedia Facebook Twitter or MOOCs has fundamentally reshaped teaching learning and knowledge exchange The authors describe an area of digital learning in light of these recent technological developments specify the relevant theoretical approaches summarize the main research results from the lab and discuss their theoretical and practical implications Electronic Books and ePublishing Harold Henke,2012-12-06 Since the advent of personal computers experts have predicted the paperless office the rise of the electronic book and the mass communication effect of the World Wide Web as the beginning of the end of the book However trends show that sales of paper increased with sales of computer networks people have been trained to read books and are more familiar with the act of picking up a book and reading than looking at chunks of information There are many publishing applications that enable you to create sophisticated electronic books and distribute your electronic books to your readers via the World Wide Web or electronic book reader with ease not seen before in the publishing industry Electronic Books and ePublishing shows you how to design electronic books using the book metaphor The information presented in this book is a culmination of the author s experience as an author and researcher and includes valuable information gathered through user surveys user focus groups usability testing and participation in industry groups and standards organisations

Constructivist Instruction Sigmund Tobias,Thomas M. Duffy,2009-05-28 Bringing together leading thinkers from both sides of the hotly debated controversy about constructivist approaches to instruction this book presents the evidence for and against constructivism and detailed views from both sides of the controversy A distinctive feature is the dialogue built into it between the different positions **The Skills of Document Use** Jean-François Rouet,2006 Publisher Description

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