

Learning with Computers

Analysing productive interaction

Edited by Karen Littleton and Paul Light



Learning With Computers Analysing Productive Interactions

Karen Littleton, Paul Light



Learning With Computers Analysing Productive Interactions:

Learning with Computers Karen Littleton, Paul Light, 1999 A collection of essays by leading researchers which examine computer based learning and the often positive affects which result from peer interaction and collaborative activities

Investigating Classroom Interaction ,2009-01-01 This book adds a new perspective to existing research methodology literature on analyzing social interactions in the classroom Not only does this book introduce multiple research methodologies for analyzing classroom interactions but it also demonstrates these methodologies at work in different empirical research studies The authors of this book are all internationally well recognized for their research work on the social life of classrooms and now for the first time they provide concrete accounts of the ways in which the theories and methodologies they have chosen to guide their research work function in action These black boxes or tacit knowledge of conducting different types of analyses on classroom interaction have seldom been opened up in such a concrete way in the existing research literature This book is an edited collection of papers introducing strands of research on classroom interaction whose logic of inquiry illuminate different approaches analyses and interpretations of social interactions and discourses in contemporary classroom settings The methodological approaches discussed draw on studies of language and discourse ethnography as well as on sociological psychological and domain specific analyses In recognizing the complexity and challenges in mapping out the complex research territory focusing on classroom interactions the prime goal of the book is to build a complimentary context for discussion of the ways in which different approaches to classroom interaction are realized and how they produce different analyses because of their purpose conceptual framework and methodological choice The illumination of diverse approaches to classroom interaction and discourse is believed to demonstrate the potential and challenges each strand of research is likely to bring towards understanding the psychological social and cultural life of the classroom and how these mediate the situated practice of teaching and learning in today s schooling This book is targeted towards researchers and graduate students working within the field of social sciences education and psychology It also makes an excellent text for courses in research methodology education and related fields

Analyzing Interactions in CSCL Sadhana Puntambekar, Gijsbert Erkens, Cindy Hmelo-Silver, 2011-01-11 Analyzing Interactions in CSCL Methodology Approaches and Issues deepens the understanding of ways to document and analyze interactions in CSCL and informs the design of the next generation of CSCL tools It provides researchers with several alternative methodologies theoretical underpinnings of the methods used data indicating how the method worked guidance for using the methods implications for understanding collaborative processes and their effect on learning outcomes and implications for design CSCL research tends to span across several disciplines such as education psychology computer science and artificial intelligence As a result the methods for data collection and analysis are interdisciplinary from fields such as sociology anthropology psychology computer science and artificial intelligence This book brings perspectives together and provides researchers with an array of

methodologies to document and analyze collaborative interactions *Classroom Interaction and Social Learning* Kristiina Kumpulainen, David Wray, 2002 Today's classroom presents a wealth of opportunities for social interaction amongst pupils leading to increased interest in teachers and researchers into the social nature of learning While classroom interaction can be a valuable tool for learning it does not necessarily lead to useful learning experiences Through case studies this book highlights the use of new analytical methodologies for studying the content and patterns of children's interactions and how these contribute to their construction of knowledge Classroom Interaction and Social Learning will be of interest to students and in-service teachers and researchers concerned with classroom discourse and learning International Handbook of Psychology in Education Karen Littleton, Clare Wood, Judith Kleine Staarman, 2010-05-26 Provides researchers practitioners and advisers working in the fields of psychology and education with an overview of research across a broad spectrum of work within the domain of psychology of education This book focuses on typically developing school age children although issues relating to specific learning difficulties are also addressed Dialogue and the Development of Children's Thinking Neil Mercer, Karen Littleton, 2007-06-22 This book draws on extensive research to provide a ground breaking new account of the relationship between dialogue and children's learning development It closely relates the research findings to real life classrooms so that it is of practical value to teachers and students concerned that their children are offered the best possible learning opportunities The authors provide a clear accessible and well illustrated case for the importance of dialogue in children's intellectual development and support this with a new and more educationally relevant version of socio-cultural theory which explains the fascinating relationship between dialogues and learning In educational terms a sociocultural theory that relates social cultural and historical processes interpersonal communication and applied linguistics is an ideal way of explaining how school experience helps children learn and develop By using evidence of how the collective construction of knowledge is achieved and how engagement in dialogues shapes children's educational progress and intellectual development the authors provide a text which is essential for educational researchers postgraduate students of education and teachers and is also of interest to many psychologists and applied linguists *Social and Emotional Aspects of Learning* Sanna Jarvela, 2011-02-17 Social and emotional aspects of schooling and the learning environment can dramatically affect one's attention understanding and memory for learning This topic has been of increasing interest in both psychology and education leading to an entire section being devoted to it in the third edition of the International Encyclopedia of Education Thirty three articles from the Encyclopedia form this concise reference which focuses on such topics as social and emotional development anxiety in schools effects of mood on motivation peer learning and friendship and social networks Saves researchers time in summarizing in one place what is otherwise an interdisciplinary field in cognitive psychology personality sociology and education Level of presentation focuses on critical research leaving out the extraneous and focusing on need to know information Contains contributions from top international researchers in the field Makes MRW

content affordable to individual researchers

The Bloomsbury Handbook of Language Learning and Technology

Regine Hampel, Ursula Stickler, 2024-06-27 This handbook draws together international perspectives on technology and its application to language teaching and learning written and edited by leading scholars in the field It meets the increasing demand for pedagogically informed online language instruction which is particularly important in the context of the effects that the Covid 19 pandemic has had on the education sector on a global scale as well as exploring language learning in informal and non formal contexts With contributions from 5 continents and over 20 countries including Australia Canada Cyprus Denmark Finland France Greece Ireland Japan Spain Sweden the Netherlands the UK and the USA the book offers a thorough overview of the main influential theories and explores technology tools approaches to research and applications to practice Carefully curated this is an innovative and exciting volume for students teachers researchers and lecturers in language education

Activity-Centered Design

Geraldine Gay, Helene Hembrooke, 2004-02-06 An examination of the shift to context based human computer interaction design practice illuminated by the concepts of Activity Theory and related methods The shift in the practice of human computer interaction HCI Design from user centered to context based design marks a significant change in focus With context based design designers start not with a preconceived idea of what users should do but with an understanding of what users actually do Context based design focuses on the situation in which the technology will be used the activities relating to it and their social contexts Designers must also realize that introduction of the technology itself changes the situation in order to design workable systems the design process must become flexible and adaptive In Activity Centered Design Geri Gay and Helene Hembrooke argue that it is time to develop new models for HCI design that support not only research and development but also investigations into the context and motivation of user behavior Gay and Hembrooke examine the ongoing interaction of computer systems use design practice and design evaluation using the concepts of activity theory and related methods as a theoretical framework Among the topics they discuss are the reciprocal relationship between the tool and the task how activities shape the requirements of particular tools and how the application of the tools begins to reshape the activity differing needs and expectations of participants when new technology is introduced examining in particular the integration of wireless handheld devices into museums and learning environments and the effect of the layout of the computing space on movement function and social interaction Gay and Hembrooke then apply their findings on the use of technology in everyday contexts to inform future HCI design practice

The Routledge International Companion to Educational Psychology

Andrew J. Holliman, 2013-07-24 The Routledge International Companion to Educational Psychology brings together expert practitioners researchers and teachers from five continents to produce a unique and global guide to the core topics in the field Each chapter includes coverage of the key thinkers topic areas events and ideas that have shaped the field but also takes the reader beyond typical textbook material and into engagement with current issues cutting edge research and future directions in the field of educational psychology

from an international perspective With over 30 chapters the volume is divided into four themed sections An introduction to educational psychology How children learn and develop Issues concerning the assessment of children and Identifying and meeting the needs of children with learning difficulties Covering the key issues and fundamental strands of educational psychology The Routledge International Companion to Educational Psychology aims to provide the reader with knowledge of educational psychology history child rights and practice factors which influence children s learning and development issues to do with assessment a key aspect of educational psychology special educational needs identification and how to meet their needs the key thinkers events and ideas that have shaped the field the core topics across educational psychology in an accessible manner cutting edge research including recent research evidence and theory future directions in the field of educational psychology educational psychology from an international perspective The book is conceived for both student and researcher use and considers the implications for educational psychology practice in all sections It will be highly beneficial for both students and lecturers on Education Studies and Psychology undergraduate courses as well as combined undergraduate degrees

The RoutledgeFalmer Reader in Psychology of Education Harry Daniels, Anne Edwards, 2004 With a specially written introduction from the editors providing a much needed context to the current education climate students of educational psychology will find this reader an important route map to further reading understanding

Language and the Joint Creation of Knowledge Neil Mercer, 2019-04-25 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Language and the Joint Creation of Knowledge draws on the most prominent writing of Neil Mercer covering his ground breaking and critically acclaimed work on the role of talk in education and on the relationship between spoken language and cognition The text explores key themes relating theoretical ideas to research evidence and to practical educational situations that improve children s lives Offering students and researchers a clear accessible and up to date account of a sociocultural perspective on the relationship between spoken language and cognition it explains one of the key themes in Neil Mercer s work that humans have uniquely evolved the capacity to think together or interthink Offering a crucial insight into the work of Neil Mercer this selection showcases why his approach has become the dominant paradigm in educational research and why it is increasingly influential in the psychology of teaching and learning This unique collection of published articles and chapters which represent the key themes and range of his research over the last 40 years will be of interest to all followers of his work and any reader interested in the role of language in education

Online and Distance Learning: Concepts, Methodologies, Tools, and Applications Tomei, Lawrence A., 2007-07-31 This comprehensive six volume collection addresses all aspects of online and distance learning including information communication technologies applied to education virtual

classrooms pedagogical systems Web based learning library information systems virtual universities and more It enables libraries to provide a foundational reference to meet the information needs of researchers educators practitioners administrators and other stakeholders in online and distance learning Provided by publisher **Encyclopedia of Distance Learning** Howard, Caroline,Boettcher, Judith V.,Justice, Lorraine,Schenk, Karen D.,Rogers, Patricia L.,Berg, Gary A.,2005-04-30 This encyclopedia offers the most comprehensive coverage of the issues concepts trends and technologies of distance learning More than 450 international contributors from over 50 countries Provided by publisher **Unlocking Speaking and Listening** Deborah Jones,Pamela Hodson,2012-10-12 Written by expert contributors from Brunel University this vital resource offers practical advice on teaching speaking and listening creatively from the Foundation Stage through Key Stages One and Two **Web 2.0-Based E-Learning: Applying Social Informatics for Tertiary Teaching** Lee, Mark J.W.,McLoughlin, Catherine,2010-07-31 This book deals with Web 2 0 and how social informatics are impacting higher education practice pedagogical theory and innovations Provided by publisher eLearning for Quality Teaching in Higher Education Nan Yang,2020-04-20 This book explores the impact of eLearning on the quality of teaching in higher education focusing on three main issues university teachers perception of quality teaching their strategies for achieving quality teaching in practice and interventions that design and implement online collaborative activities in a large class The book argues that if eLearning targets the real problems in practice and is appropriately designed and implemented it can improve the teaching quality at universities It also demonstrates the complexity of teachers perception of quality teaching and contextual factors that affect teaching practice and quality Further it explores university teachers perception of quality teaching in Italy the UK and China an aspect that is rarely addressed in the literature and reveals why the impact of ICTs on university teaching is not as great as in other fields by explaining the issues that threaten the quality of day to day teaching Lastly it confirms that traditional lecturing combined with online collaborative activities improves the quality of teaching compared to traditional lecturing alone As such this book is a necessary and important resource for the research community

Unlocking Speaking and Listening Pamela Hodson,2011-10-07 Speaking and listening are key elements of the primary English National Curriculum they are also fundamental to children s language development and learning The need for teachers to develop children s talk in its own right and also to use talk as a means of learning is central to effective primary practice yet it is an area in which teachers often have little confidence The contributors offer creative and practical advice on teaching speaking and listening from the early years through Key Stages 1 and 2 underpinned by theory into the approach from publisher description **What We Know About CSCL** Jan-Willem Strijbos,Paul A. Kirschner,Rob L. Martens,2006-04-11 A Dutch policy scientist once said the information and knowledge in the twenty first century has the shelf life of fresh fish and learning in this age often means learning where and how to find something and how to relate it to a specific situation instead of knowing everything one needs to know On top of this the world has become so highly

interconnected that we have come to realise that every decision that we make can have repercussions somewhere else To touch as many bases as possible we need to work with knowledgeable others from different fields multiple agents and take heed of their points of view multiple representations To do this we make increasing use of computers and computer mediated communication If computer supported collaborative learning CSCL is not simply a newly discovered hype in education what is it and why are we writing a book about it Dissecting the phrase into its constituent parts we see that first of all CSCL is about learning and in the twenty first century this usually means constructivist learning

Redesigning Higher Education Initiatives for Industry 4.0 Raman, Arumugam, Rathakrishnan, Mohan, 2019-03-29 The Fourth Industrial Revolution is introducing automation technology into all major disciplines including business engineering and education Higher education institutions need to incorporate this digital transformation in order to remain competitive Redesigning Higher Education Initiatives for Industry 4.0 is an essential reference source that discusses education strategies for human computer interactions in an automated world and the role of education in conjunction with artificial intelligence and virtual technologies Featuring research on topics such as e learning mobile devices and artificial intelligence this book is ideally designed for professionals IT specialists researchers librarians administrators and educators

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