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Differentiated Learning. Diversity Dimensions of e-Learning. With Samaa Haniya, Sol Roberts-Lieb. This chapter explores the concept of differentiated learning and how this may be facilitated by technology devices and digital media.

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systems of modern education, even as technology itself is pedagogically neutral. The chapters in this book aim to create an analytical framework with which to differentiate those aspects of educational technology that reproduce old pedagogical relations from those that are genuinely innovative and generative of new kinds of learning. Featuring case studies from elementary schools, colleges, and universities on the practicalities of new learning environments, e-Learning Ecologies elucidates the role of new technologies of knowledge representation and communication in

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bringing about change to educational institutions.

Fully updated and revised, the second edition of *New Learning* explores the contemporary debates and challenges in education and considers how schools can prepare their students for the future. *New Learning, Second Edition* is an inspiring and comprehensive resource for pre-service and in-service teachers alike.

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Students' Experiences of e-learning in Higher Education helps higher education instructors and university managers understand how e-learning relates to, and can be integrated with, other student experiences of learning. Grounded in relevant international research, the book is distinctive in that it foregrounds students' experiences of learning, emphasizing the importance of how students interpret the challenges set before them, along with their conceptions of learning and their approaches to learning. The way students interpret task requirements greatly affects learning outcomes, and those

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interpretations are in turn influenced by how students read the larger environment in which they study. The authors argue that a systemic understanding is necessary for the effective design and management of modern learning environments, whether lectures, seminars, laboratories or private study. This ecological understanding must also acknowledge, though, the agency of learners as active interpreters of their environment and its culture, values and challenges. Students' Experiences of e-learning in Higher Education reports research outcomes that locate e-learning within the broader ecology

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of higher education and: Offers a holistic treatment of e-learning in higher education, reflecting the need for integrating e-learning and other aspects of the student learning experience Reports research on students' experiences with e-learning conducted by authors in the United States, Europe, and Australia Synthesizes key themes in recent international research and summarizes their implications for teachers and managers.

This volume brings together design thinking, critical social theory, and learning sciences

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to describe promising learning innovations that foster rights, dignity, and social justice for youth. The contributors are emerging scholars who are leading voices working at the intersections of theory and practice for educational equity. Chapters in this volume take up themes of power and equity in the design and redesign of learning opportunities for young people. The chapters show variation in the kinds of learning--from complex ecologies spanning multiple institutions and age groups to specific classroom or after-school spaces. Chapters also vary in the focal ages of participants.

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Although most discuss experiences of young people between the ages of 12–25, some also explore the learning of elementary age youth. All of the chapters include the authors—who were researchers, designers, teachers, and facilitators—part of the narrative and process of learning. We are especially thankful that the authors of these chapters invite the reader into their thinking process and the tensions and contradictions that emerged as they sought to catalyze transformative learning spaces.

This collection seeks to define the emerging

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field of "ubiquitous learning," an educational paradigm made possible in part by the omnipresence of digital media, supporting new modes of knowledge creation, communication, and access. As new media empower practically anyone to produce and disseminate knowledge, learning can now occur at any time and any place. The essays in this volume present key concepts, contextual factors, and current practices in this new field. Contributors are Simon J. Appleford, Patrick Berry, Jack Brighton, Bertram C. Bruce, Amber Buck, Nicholas C. Burbules, Orville Vernon Burton, Timothy Cash, Bill

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Cope, Alan Craig, Lisa Bouillion Diaz,
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Wiziecki, and Hanna Zhong.

Ecology is capturing the popular imagination like never before, with issues such as climate change, species extinctions, and habitat destruction becoming ever more prominent. At the same time, the science of ecology has advanced dramatically, growing in mathematical and theoretical sophistication. Here, two leading experts present the fundamental quantitative principles of ecology in an accessible yet rigorous way, introducing students to the most basic of all ecological subjects, the structure and

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dynamics of populations. John Vandermeer and Deborah Goldberg show that populations are more than simply collections of individuals. Complex variables such as distribution and territory for expanding groups come into play when mathematical models are applied.

Vandermeer and Goldberg build these models from the ground up, from first principles, using a broad range of empirical examples, from animals and viruses to plants and humans. They address a host of exciting topics along the way, including age-structured populations, spatially distributed populations, and metapopulations. This second

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edition of Population Ecology is fully updated and expanded, with additional exercises in virtually every chapter, making it the most up-to-date and comprehensive textbook of its kind. Provides an accessible mathematical foundation for the latest advances in ecology Features numerous exercises and examples throughout Introduces students to the key literature in the field The essential textbook for advanced undergraduates and graduate students An online illustration package is available to professors

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This text provides a synthesis of the existing field of wetland ecology using a few central themes, including key environmental factors that produce wetland community types and some unifying problems such as assembly rules, restoration and conservation.

Many Christian institutions have embraced new technologies, especially online education. But is it possible for us to grow spiritually through our digital communities? Steve Lowe and Mary Lowe, longtime proponents of online education, trace the motif of spiritual growth through Scripture and consider how

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students and professors alike might foster digital ecologies in which spiritual transformation can take place.

Explains the structure, function and dynamics of terrestrial ecosystems and demonstrates the application of ecosystem ecology to current environmental problems.

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