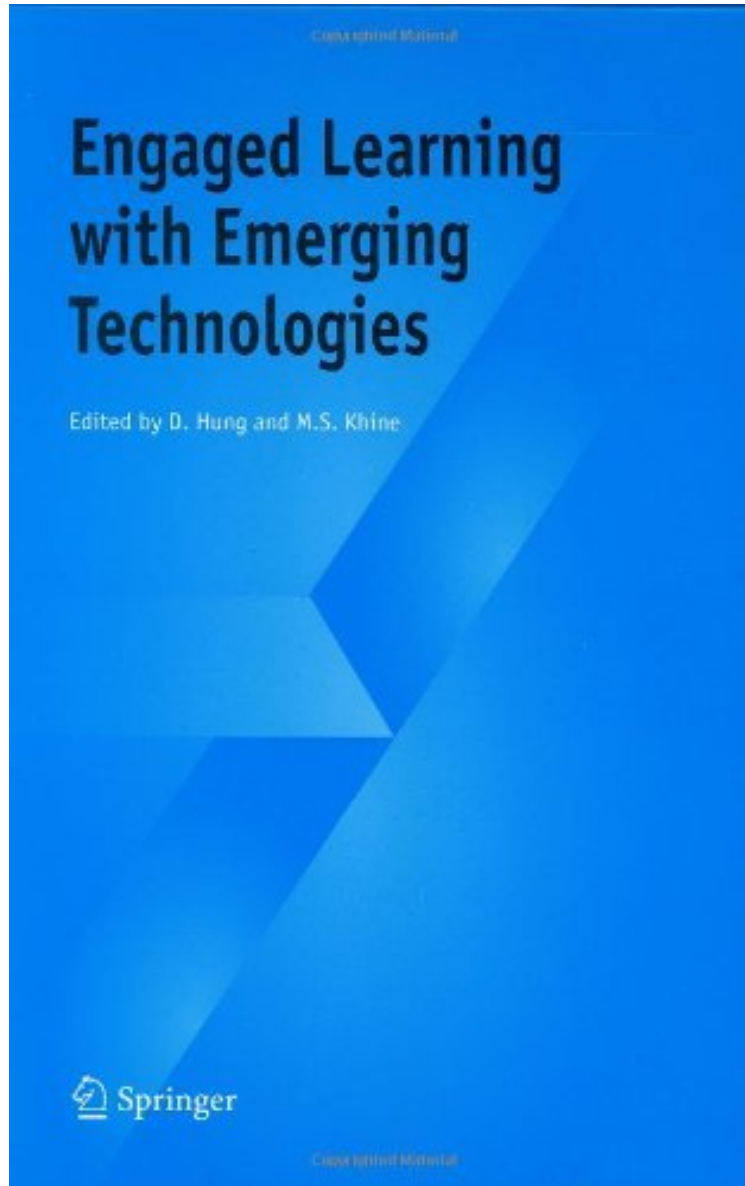


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From Springer : Engaged Learning with Emerging Technologies before purchasing it in order to gauge whether or not it would be worth my time, and all praised Engaged Learning with Emerging Technologies:

Gerry Stahl Drexel University, Philadelphia, USA The theme of engaged learning with emerging technology is a timely and important one. This book proclaims the global relevance of the topic and sharpens its focus. I would like to

open the book by sketching some of the historical context and dimensions of application, before the chapter authors provide the substance. Engagement with the world - To be human is to be engaged with other people in the world. Yet, there has been a dominant strain of thought, at least in the West, that directs attention primarily to the isolated individual as naked mind. From classical Greece to modern times, engagement in the daily activities of human existence has been denigrated. Plato (340 BC/1941) banished worldly engagement to a realm of shadows, removed from the bright light of ideas, and Descartes (1633/1999) even divorced our minds from our own bodies. It can be suggested that this is a particularly Western tendency, supportive of the emphasis on the individual agent in Christianity and capitalism. But the view of people as originally unengaged has spread around the globe to the point where it is now necessary everywhere to take steps to reinstate engagement through explicit efforts. Perhaps the most systematic effort to rethink the nature of human being in terms of engagement in the world was Heidegger's (1927/1996). He argued that human existence takes place through our concern with other people and things that are meaningful to us.

From the Back CoverThe major purpose of this book is to present and discuss current thinking, theories, conceptual frameworks, models and promising examples of engaged learning with emerging technologies. Contributions come from distinguished academics in the USA, Canada, the Netherlands, United Kingdom, Germany, Australia, New Zealand, China, Korea and Singapore. Following from a constructivist orientation, coupled with social cultural dimensions of learning, this volume documents how emerging learning technologies are appropriated into meaningful and engaged learning and instructional situations. The field of learning technologies is grounded on the theoretical constructs of the learning sciences and thus the chapters in this book balance between theory and practice and prepositions and solutions.