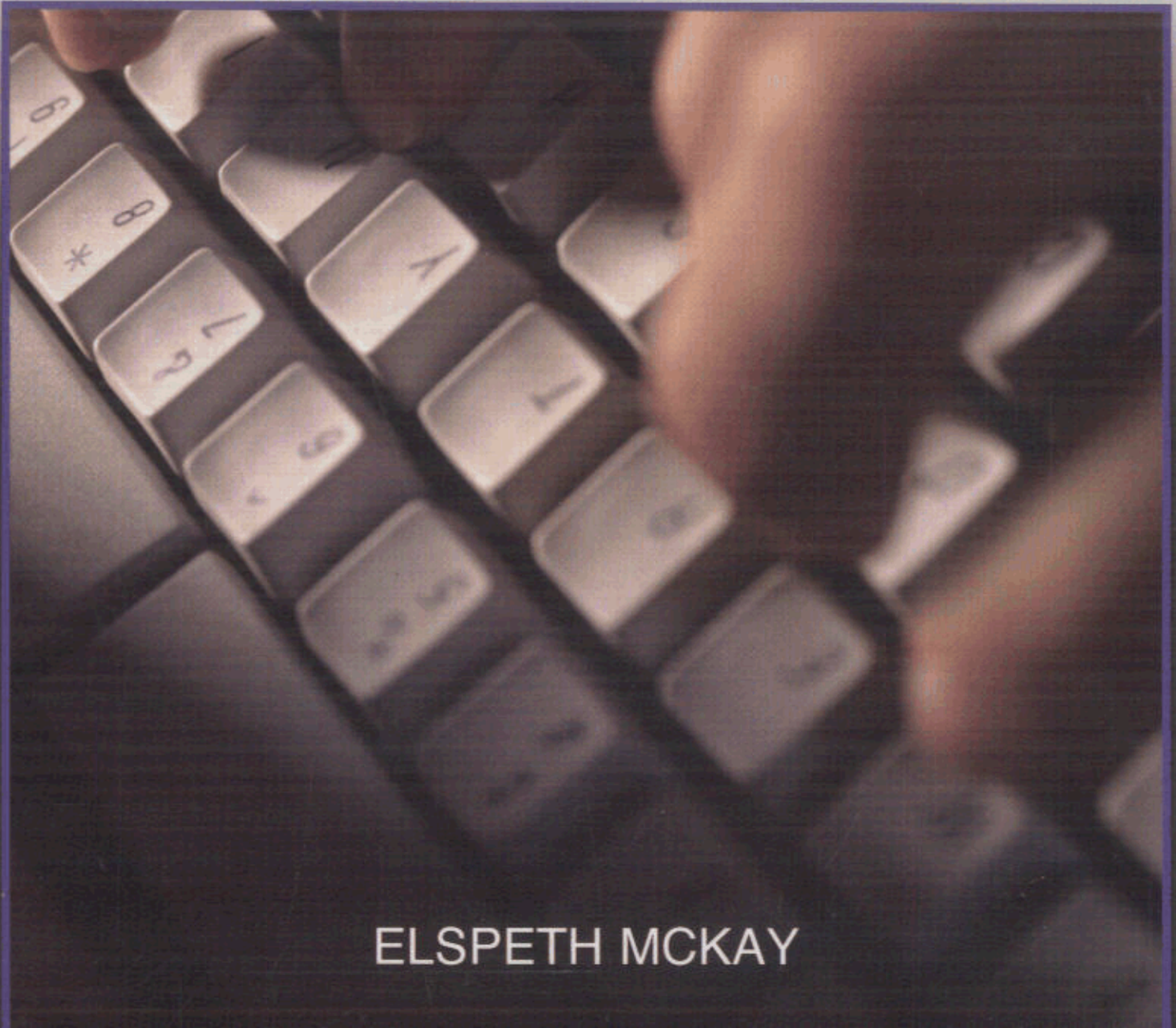


PREMIER REFERENCE SOURCE

ENHANCING LEARNING THROUGH HUMAN COMPUTER INTERACTION



ELSPETH MCKAY

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Section I **Technology Management and Change**

Chapter I

Visualizing ICT Change in the Academy / <i>G. Parchoma</i>	1
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Our book opens with a chapter that presents an in-depth examination of the challenges facing Canadian universities in their quest to implement quality ICT to enhance student learning. Case studies are used to draw out cultural aspects that are certainly relevant to other communities of learning. The issues are well organized and provide an excellent testimony of professional practice that serves as a well-researched literature resource for postgraduate students.

Chapter II

Human Computer Interaction for Computer-Based Classroom Teaching / <i>W. Hürst and K. A. Mohamed</i>	21
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Here is a well-written chapter that is easy to understand. Although it deals with advanced technological techniques, the writing style is accessible to a broad audience. The authors present an historical overview and their motivation for this innovative classroom interface. They uncover many practical HCI issues that arise when interacting with ICT in the classroom.

Chapter III

Project Student Rescue: Online Learning Facilitation in Higher Education to Improve Retention Rates for Distance Learners / <i>M. Axmann</i>	43
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This chapter describes a trial project that involves seven major Australian universities. As such, it adds a meaningful contribution to the emerging debate on tutoring online and student retention rates for distance education learners.

Chapter IV

Enhancing Learning Through Mobile Computing / <i>M. Berry, M. Hamilton, N. Herzog, L. Padgham, and R. Van Schyndel</i>	57
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Understanding how students organize themselves in an online educational context is a fascinating topic for all practitioners wishing to implement learning environments that involve the newer ICT tools available today. These authors utilize a Tablet PCs blog-forum as their effective HCI interface that provides an enlightened account of second year undergraduate students' knowledge construction.

Section II

Collaborative Learning Through HCI

Chapter V

Online Discourse: Encouraging Active Student Participation in Large Classes / <i>S. Jones</i>	76
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In these days where we continually need to do more for less, this chapter conveys useful information on various ways of conducting online discussion with actual examples on questions and assessment. It makes practical suggestions on large-class management in a blended learning environment that involves partial online and partial face-to-face instructional strategies.

Chapter VI

Facilitating Social Learning in Virtual Communities of Practice / <i>R. Tarsiero</i>	87
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This chapter presents a comprehensive summary of a relatively new type of workplace. It clearly points to the requirement for further work in the area of virtual workspace. The author points out that creating effective HCI in such virtual work environments raises particular technological issues for collaborative and informal learning.

Section III

Teacher and Student Use of HCI

Chapter VII

Design-Personae: Matching Students' Learning Profiles in Web-Based Education / <i>J. Martin, E. McKay, L. Hawkins, and V. K. Murthy</i>	110
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This is a multi-disciplinary approach toward successful implementation of effective HCI to enhance learning in a university environment. Issues, problems, and trends in the area of electronic personae design are uncovered in this chapter. It emphasizes a student-centered approach to educational information systems design, showing how to match a student's learning profile and his or her needs with an appropriate learning environment. A blended bibliography can be utilized as a student reference resource.

Chapter VIII

Enlivening the Promise of Education: Building Collaborative Learning Communities

Through Online Discussion / *K. Kaur* 132

Academic culture of adult distance learners is described in this chapter as individuals who need a great deal of learning support from tutors, as well as from their peer group. Set in the Open University Malaysia, it provides an informative and enjoyable read about learners' experiences in distance learning programs.

Chapter IX

APEC Cyber Academy: Integration of Pedagogical and HCI Principles in an International

Networked Learning Environment / *C-S Lin, C. C. Chou, and C. A. Bagley*..... 154

The strength of this chapter lies in its ability to show how a sound pedagogy can be translated into effective HCI principles in a practical application through an interesting and innovative platform. The theory and principles that support the framework are many and detailed. A meaningful set of tables is used to summarize the learning program.

Chapter X

Tangible User Interfaces as Mediating Tools within Adaptive Educational Environments /

D. Loi 178

Here is a rendition of another rapidly growing area of research with its logical extension to learning technologies that sets this chapter comfortably within the bounds of our book. A natural spin-off from this work is to initiate a new style of educational research that diverges away from a more classical approach to HCI research.

Chapter XI

Building the Virtual into Teacher Education / *G. Latham and J. Faulkner*..... 192

There are some wonderful insights into online learning environments that are brought forward by the authors of this chapter. HCI's role is described in this educational technology scenario in an interesting manner for readers to enjoy.

Chapter XII

Integrating Human Computer Interaction into Veterinary Medicine Curricula / *G. Parchoma,*

S. M. Taylor, J. M. Naylor, S. M. Abutarbush, K. L. Lohmann, K. Schwarz, C. Waldner, S. Porterfield, C. L. Shmon, L. Polley, and C. Clark 204

The impressive authorship of this chapter gives rise to a clear, coherent, and very well researched topic. Perhaps the most pleasing contribution of this work is the tremendous practical value for educators interested in ICT. Moreover, the points of interest lie in the effectiveness of the HCI components and how this interaction has improved the students' learning.

Section IV

HCI in Educational Practice

Chapter XIII

Problem-Based Learning at a Distance: Course Design and HCI in an Environmental Management Master's Programme / <i>R. Horne and J. Kellet</i>	222
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The clarity of language in this chapter is easy to follow. The authors have given us a generous account of their professional practice. It is clear that the authors have been aware of the changes taking place around them, not only in technological and pedagogical terms, but also in the diversifying student background.

Chapter XIV

An Integrative Approach to Teaching 3D Modelling in Architecture / <i>C. Sánchez-del-Valle</i>	238
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Now to the chapter that ends our book—last, but not at all the least, in terms of informative dissemination. Readers will be fascinated by this author's point of view, as she unravels her intuitive technological strategies as they apply to architectural course design. Her use of a transformer toy metaphor, together with her connection with systems thinking, can only be seen as inspirational. This is a practice-based pedagogical exercise that is truly interesting, offering nothing but exciting learning outcomes.

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