Foreword

The *Handbook of Applied Learning Theory and Design in Modern Education*, edited by Elena Railean, Gabriela Walker, Atilla Elci, and Liz Jackson, is an invitation for all specialists in education to reflect on issues, contradictions, problems, challenges and relevant solutions on applied learning theory and design in modern education. The *Handbook of Applied Learning Theory and Design in Modern Education* is about the contemporary challenges, trends and solutions for the qualitative learning in formal, informal and non-formal settings. Sixty authors from around the world come together to assemble a new understanding related to learning theory and design in modern education, taking into account “calls” of globalisation, frontier research, sustainable development, arts didactics, digital pedagogy, networking in constructivism theory, new practical applications of cognitive theories, open education, open pedagogy and open access, design of new learning environments, innovative approaches, systems and tools for learning, media literacy, semantic e-learning theory, security and plagiarism.

I am thankful for the invitation to write the foreword. My connection to the authors’ ideas rely on modern e-learning and educational technology theory and design, flexible learning and innovative strategies. Many of these authors discussed critical issues encompassing the various dimensions of modern educational systems. Since 1996, I have been researching “what does it take to create a meaningful flexible learning environment for globally diverse learners?” I found myriad of issues critical to develop flexible learning environments, by clustering these issues into eight critical dimensions I developed an octagonal Framework for Flexible Learning: pedagogical, institutional, technological, interface design, evaluation, management, resource support, and ethical considerations. The authors of the *Handbook of Applied Learning Theory and Design in Modern Education* address many issues of the framework. With the Flexible Learning Framework, I developed several books: *International Handbook of E-Learning, User Interface Design for Virtual Environments. Challenges and Advances, Managing E-Learning Strategies, and Flexible Learning in an Information Society* which broadened the scope of sharing new ideas with innovative technologies for implementing learner-centred flexible learning environments globally, and the *Handbook of Applied Learning Theory and Design in Modern Education* is an example of such an important endeavour.

There are at least seven benefits of reading this important book:

- *Improved focus and concentration* on paradigm shifts in education, impasse situations and their main paradoxes for learning theory and design and on the need to explore applicative alternative innovative theories and didactic models;
- *New bits of information* about learning theories and design on modern educational systems with student-centered learning environments and (meta) cognitive processes;
Stronger critical and analytical thinking skills coming from proposed themes and finished to future research directions, developed by each multi-tasks authors;

New brain pathways and strengthened existing ones as result of intelligent assemble of theories and models based on well-done IGI Global template;

Noted effect on one’s own writing as observing different thinking styles of scholars in applied learning theory and design from around the world;

Vocabulary expansion through reading provided index at the end of the handbook and well-defined 7-15 key terms and theirs definitions at the end of each chapter; and,

Compilation of references for books, books chapters and scientific articles of leading specialists in applied learning theory and design in modern education.

The *Handbook of Applied Learning Theory and Design in Modern Education* is relevant for readers in interdisciplinary areas of educational sciences because cover topics from conceptual framework of applied learning theory, design of new systems with student-centered learning environments to semantic e-learning theory, security and plagiarism. The reader can identify well-known instructional theories and concepts from learning point of view.

The good points of the proposed handbook that I want to emphasize are: qualifications of editors, broad areas of editorial advisory groups, diversity of themes and authors’ scientific interests, real examples, peer-reviewers and maintenance of editing for all chapters, index, and compliance of references. Moreover, the proposed handbook is disseminated in print and online versions and can be purchased through the Internet. This format presents advantages of portability, which is an important thing for Digital Age specialists in applied learning theory and design.

In conclusion, I would like to mention the importance of *Handbook of Applied Learning Theory and Design in Modern Education* for developing innovative ideas for modern learning and digital pedagogy. This initiative illustrates a global effort on understanding facets of learning theory and design of sustainable educational system with open environment, that like a puzzle, tests ingenuity, knowledge, skills, professionalism, attitude, energy, and intellect.

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