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Section I. Fundamental Concepts and Theories

This section serves as the foundation for this exhaustive reference tool by addressing crucial theories essential to the understanding of Web-based learning. Chapters found within these pages provide an excellent framework in which to position Web-based education within the field of information science and technology. Individual contributions provide overviews of the history of e-learning, students’ decision to use online versus traditional courses, Web-based resources for teaching, and key elements of online learning communities. Within this introductory section, the reader can learn and choose from a compendium of expert research on the elemental theories underscoring health information systems research.

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Roxanna Bendixen, University of Florida, USA

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Chapter 5.13. A Case Study of the Adult Learner’s Perception of Instructional Quality in Web-Based Online Courses

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Holim Song, Texas Southern University, USA

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Tim Bristol, Crown College, USA

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Josephine Csete, The Hong Kong Polytechnic University, Hong Kong
Carmel McNaught, The Chinese University of Hong Kong, Hong Kong

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Maria Jesús Verdú Pérez, Universidad de Valladolid, Spain

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David Kendrick, University of Northern Colorado, USA

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This section addresses conceptual and theoretical issues related to the field of Web-based education, which include issues related to instruction, collaboration, and academic integrity. Within these chapters, the reader is presented with analysis of the most current and relevant conceptual inquires within this growing field of study. Particular chapters address the impact of a student code on distance learning classrooms, the use of blogs in Web-based educational projects, the role of orientation materials in online courses, and various methods to promote collaborative effort among students. Overall, contributions within this section ask unique, often theoretical questions related to the study of Web-based learning technologies and, more often than not, conclude that solutions are both numerous and contradictory.

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