Index

A

active server pages (ASP) 68
activity observation data 182
adaptive feedback 340
adaptive Simulation 213
adult users 183
artificial intelligence (AI) 68
asynchronous approach 50
asynchronous communication 67
attrition rates 154
audio and video switching system 135
authentic learning 153
automatic tutoring devices 338

B

Blackboard system 135
Bloom’s Taxonomy 339
browsers 209

C

career-planning program 154
CENTERS 235
CG character 320
Click Around ECU 153
co-operative design 183
cognitive framework 257
cognitive styles 220
collaboration graph model 52
collaborative learning 46
collaborative workplace 97
collectivism 279
communication preference 66
community building 4
community software 6
computer assisted learning 67
computer based training (CBT) 85
computer supported cooperative work (CSCW) 3
computer-assisted instruction (CAI) 98
consensus participation 183
constructivism 87
contextual inquiry 183
contextual inquiry evaluation 285
continuous gestures 322
cooperative inquiry 183
Crowder’s automatic tutoring machine 341
cultural diversity 278
cyberlicence training 44
cyberspace 257

D
data management (DM) 8
database design 29
database management system 35
design partners 183
diagram network diagram (DND) 77
diffusion 197
digital equipment 132
digital media 292
Digital Society 99
direction of information systems (DSI) 61
distance learning 85
distance learning application 53
distance learning tools (DLT) 66
distance students 236
distributed cognition 84
distributed constructionism (DC) 164

cyberlicence training 44
cyberspace 257

e-course 28
e-education 29
e-learner 248
e-learning 97, 153, 196, 220
e-learning framework 223
e-learning platforms 46
e-learning process 46
e-learning system 45, 275
e-moderators 252
e-transitions 153
ecological validity 91
educational innovation 196
electronic media 291
employment 157
Equity in Higher Education study 154
exercise-type classes 133
expert-based evaluation 88
explorative space 295

F

facial expressions, 320
fast tracking 180

feature driven development (FDD) 8

G
generic collaboration 48
generic skills 158
globally transferable skills 158
glove-based input device 320
graduate attributes 158
group dynamics 251

H

health promotion 157
hearing-impaired people 319
heuristic evaluation 29, 278
higher education 97
homogeneous virtual community 5
HTML browser method 308
HTML viewer 311
human actors 90
human computer interaction 67
human computer interface 67
human factors (HF) 84, 90

I

informal interaction 235
Information Age 198
information exchange 252
information space 293
Institute of Electrical and Electronics (IEEE) 197
instructional design 196
intelligent media 97
intelligent pedagogic agents 211
intelligent tutoring systems (ITS) 72
interaction history 4
intermediate sign language 322
internationalisation 278
isolation 250

J

Japanese sign language (JSL) 320, 322
Index

K
knowledge construction 252
knowledge discovery tools 295
knowledge spaces 291

L
language translation 283
learner support 254
learning communities 236
learning ecology 97
learning management system (LMS) 97
learning media 97
learning objects 198
learning outcomes 338
learning styles 66
learning support system 132
learning technology systems architecture (LTSA) 209
lecture data creation support function 137
lecture-type classes 133
linear programmed learning model 338
local area network (LAN) 132
location based services 215
low vision 308
Low Vision Laboratory 310
lurkers 252

M
machine sentience 215
manual gestures 320
Media Age 291
Media Arts Research Studies (MARS) 291
media-based teaching 292
mixed reality classroom 303
mobile intelligence 215
multi-choice question/answers 68
multimodal language 322

N
native informants 183
newbie 250
non-manual gestures 320
Note system 135

O
occupational groupings 157
on-campus lectures 31
online activities 251
online campus 303
online communities 3
online courses 235
online environment 248
online exercises 32
online learning 208
online socialisation 252
online students 249
online teaching 338
onsite campus 303
open and distance learning (ODL) 84
open learning centres 203
operant conditioning 340

P
parallel iterative engineering (PIE) 6
partial sight 308
participation space 296
participatory design (PD) 164, 183
personal digital assistants (PDAs) 132
personal home page tool (PHP) 35
personal information agents 216
PLATINE 44
PLATINE tools 55
postcourse project 28
power distance 279
predictive models 220
print size 311
problem domain (PD) 8
ProFlexLearn 66
programmed branching model 338
projection computer (PC) 134

Q
quality gates 8
question and answer (Q&A) sessions 134
R
RAPSODY 101
rational unified process (RUP) 6
referrer log entries 177
remote control camera 134

S
school management 197
SchoolNet 200
search engines 209
SEGODON 133
self-directed learning 67
self-discipline 248
self-testing 29
shared screen 133
shared temporary drawing function 136
sign language animation 324
sign language recognition 320
sign language teaching system 319
sign language word 321
signed Japanese 321
simultaneous representations 323
site features 177
site traffic 176
Skinner’s teaching machine 340
social interaction 237
social network analysis 168, 170
social pressures 250
software agents 2
spatial representations 323
structured query language (SQL) 32
student participation 249
student profiling 77
student retention rates 154
synchronous Approach 51
synchronous communication 67

T
teaching machine 341
team selection 188
technology immersion 183
tele-lectures 300
tester 182
three-dimensional computer graphics (3DCG) animation 320
toolkit 188
Turkish learning environment 199
tutorial support 255

U
usable international systems 280
usable output 181
‘User as Editor’ concept 1
user interaction (UI) 8
user modeling 227
user role 182
user testing 278
user-based evaluation 88
UseWorld.Net 2

V
V-model 6
virtual community platform 1
virtual environment 249
virtual learning environment 209
vision needs 309
virtual reality modelling language (VRML) 67

W
web development 279
web intelligent student distance-education model 66
web server 35
web skills 249
web usability 220
web-based courses 28
web-based learning support systems 132
web-based materials 248
web-based methodologies 338
web-shows 154
wireless LAN 133
World Wide Web (WWW) 197
NEW Titles
from Information Science Publishing

- Instructional Design in the Real World: A View from the Trenches
  Anne-Marie Armstrong

- Personal Web Usage in the Workplace: A Guide to Effective Human Resources Management
  Murugan Anandarajan & Claire Simmers

- Social, Ethical and Policy Implications of Information Technology
  Linda L. Brennan & Victoria Johnson

- Readings in Virtual Research Ethics: Issues and Controversies
  Elizabeth A. Buchanan

- E-effective Writing for e-Learning Environments
  Katy Campbell

- Development and Management of Virtual Schools: Issues and Trends
  Catherine Cavanaugh

- The Distance Education Evolution: Issues and Case Studies
  Dominique Monolescu, Catherine Schiffer & Linda Greenwood

- Distance Learning and University Effectiveness: Changing Educational Paradigms for Online Learning
  Caroline Howard, Karen Schenk & Richard Discenza

- Managing Psychological Factors in Information Systems Work: An Orientation to Emotional Intelligence
  Eugene Kaluzniacky

- Developing an Online Curriculum: Technologies and Techniques
  Lynnette R. Porter

- Online Collaborative Learning: Theory and Practice
  Tim S. Roberts

Excellent additions to your institution’s library! Recommend these titles to your librarian!

To receive a copy of the Idea Group Inc. catalog, please contact 1/717-533-8845, fax 1/717-533-8661, or visit the IGI Online Bookstore at: http://www.idea-group.com!

Note: All IGI books are also available as ebooks on netlibrary.com as well as other ebook sources. Contact Ms. Carrie Skovrinskie at <cskovrinskie@idea-group.com> to receive a complete list of sources where you can obtain ebook information or IGP titles.
During the past decade, with the advent of telecommunications and the availability of distance learning opportunities, more college and university libraries can now provide access to comprehensive collections of research literature through access to online databases.

The InfoSci-Online database is the most comprehensive collection of full-text literature regarding research, trends, technologies, and challenges in the fields of information science, technology and management. This online database consists of over 3000 book chapters, 200+ journal articles, 200+ case studies and over 1,000+ conference proceedings papers from IGI's three imprints (Idea Group Publishing, Information Science Publishing and IRM Press) that can be accessed by users of this database through identifying areas of research interest and keywords.

Contents & Latest Additions:
Unlike the delay that readers face when waiting for the release of print publications, users will find this online database updated as soon as the material becomes available for distribution, providing instant access to the latest literature and research findings published by Idea Group Inc. in the field of information science and technology, in which emerging technologies and innovations are constantly taking place, and where time is of the essence.

The content within this database will be updated by IGI with 1300 new book chapters, 250+ journal articles and case studies and 250+ conference proceedings papers per year, all related to aspects of information, science, technology and management, published by Idea Group Inc. The updates will occur as soon as the material becomes available, even before the publications are sent to print.

InfoSci-Online pricing flexibility allows this database to be an excellent addition to your library, regardless of the size of your institution.

Contact: Ms. Carrie Skovrinskie, InfoSci-Online Project Coordinator, 717-533-8845 (Ext. 14), cskovrinskie@idea-group.com for a 30-day trial subscription to InfoSci-Online.
Designing Instruction for Technology-Enhanced Learning

Patricia Rogers
Bemidji State University, USA

When faced with the challenge of designing instruction for technology-enhanced education, many good teachers find great difficulty in connecting pedagogy with technology. While following instructional design practices can help, most teachers are either unfamiliar with the field or are unable to translate the formal design process for use in their own classroom. Designing Instruction for Technology Enhanced Learning is focused on the practical application of instructional design practices for teachers at all levels, and is intended to help the reader “walk through” designing instruction for e-learning.

The goal of Designing Instruction for Technology Enhanced Learning is to pool the expertise of many practitioners and instructional designers and to present that information in such a way that teachers will have useful and relevant references and guidance for using technology to enhance teaching and learning, rather than simply adding technology to prepared lectures. The chapters, taken together, make the connection between intended learning outcomes, teachings strategies, and instructional media.

ISBN 1-930708-28-9 (h/c) • US$74.95 • 286 pages • Copyright © 2002

“Most often, when forced to use new technologies in teaching, teachers will default to a technology-enhanced lecture method, rather than take advantage of the variety of media characteristics that expand the teaching and learning experience.”

–Patricia Rogers, Bemidji State University, USA

It’s Easy to Order! Order online at www.idea-group.com or call 717/533-8845 x10!
Mon-Fri 8:30 am-5:00 pm (est) or fax 24 hours a day 717/533-8661

Idea Group Publishing
Hershey • London • Melbourne • Singapore • Beijing

An excellent addition to your library