Preface

Learning has been dramatically influenced by information and communication technology (ICT). There is no doubt that ICT keeps bringing new excitement into learning and communication. Multimedia on the Internet, telecommunications, wireless applications, mobile devices, social network software, Web 2.0, etc. are all radically redefining the way people obtain information and the way to learn and communicate. Consequently, electronic learning (e-learning) has become one of the most exciting, dynamic, and yet challenging fields that we have been facing. What is the history of e-learning? Where are we now? What will the future bring? What are the key elements of e-learning we need to focus on? Where has progress been made? How will we face and rise to new opportunities and challenges? How do we analyze, design, develop, implement, and evaluate e-learning? In order to shed light on these questions, we've taken a comprehensive view and looked at e-learning and innovative e-learning 2.0 from historical, conceptual, empirical, practical, and vocational perspectives. The result is this book, entitled *Handbook of Research on Practices and Outcomes in E-Learning: Issues and Trends*.

Handbook of Research on Practices and Outcomes in E-Learning: Issues and Trends is written for broader audiences including educators, trainers, administrators, and researchers working in the area of e-learning or distance learning in various disciplines, e.g. education, corporate training, instructional technology, computer science, library information science, information technology, and workforce development. We hope readers will benefit from the work of authors who range from cutting edge researchers to experienced practitioners regarding the research and practices in e-learning. The book covers focal points of e-learning and is organized into five parts of e-learning: Chronical and Conceptual Perspectives (Chapters 1-4); E-Learners (Chapters 5-9); E-Learning Environments and Communities (Chapters 10-14); Professional and Disciplinary Implications (Chapters 15-19); and Pedagogical Design and Implementations (Chapters 20-29).

Handbook of Research on Practices and Outcomes in E-Learning: Issues and Trends provides not only the advanced and latest development of e-learning for experienced professionals, but also provides clear and inclusive information for novice readers. It is designed to be used in a flexible manner, and it can adapt easily to suit a variety of ICT related courses/workshops and needs by students, instructors, professionals, and administrators. The book can be used as a research reference, pedagogical and professional guide, or educational resource in the area of e-learning.

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