The e-Learning environment can be enhanced through the dynamic, interactive, and visual capabilities of hypermedia learning, which are then supported and extended, for example, through the use of online conversations or discussions.

Reading and memorizing information is one learning task or activity. This kind of cognitive task is at the lower end of Bloom’s taxonomy. Pulling textual content into a Web site for distribution or delivery purposes is less a learning design strategy than a publishing decision. All of the previous chapters have emphasized the importance of interaction with e-Texts.

Crosby & Stelovsky, 1995
Jonassen, 1996
Schank, 1993
Yaverbaum, Kulkarni & Wood, 1997

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in order for learning to occur. In other words, “learners should be doing something, not just watching something.”

To a great extent, the nature of this interaction will be defined by your discipline and the structure of your content. In this chapter, you will encounter some very general ideas about learning interactions that you can adapt to your own environments.

**Key Ideas**

This chapter will help you develop interactions that reflect your discipline and actively engage the reader. You will:

- Explore techniques for enhancing cognitive processes
- Look at goal-based scenarios and problem-based learning shells
- Discuss tools for presentation and communication
- Examine interface designs that support learning outcomes

**Key Terms**

This chapter introduces a number of terms and phrases that you may not be familiar with. These terms are listed in the accompanying *Handbook* with enough space to define them in your own words or note examples, references, and resources (go to Key Terms in Chapter 8 of the *Handbook*).

- Semantic networks
- Cognitive tool
- Mind tools
- Transfer
- Goal-based
- Webcast

**Plan Your Progress**

A concept guide for the ideas in this chapter is provided in the *Handbook* (go to Concept Guide in Chapter 8 of the *Handbook*). You can use this outline to help guide your exploration.

There is additional space for you to write the questions for which you need answers. Record your own information or learning needs in the *Handbook* (go to Questions and Goals in Chapter 8 of the *Handbook*). If you have questions about active e-Readers record them here.
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Pauline Rooney (2012). *International Journal of Game-Based Learning* (pp. 41-60).
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