Foreword

It is my pleasure to write some words for this edited volume. Technology is being used in rather innovative ways in the learning process, and it now takes very little time in which it moves from "unusual use" mode to commonly known practice! It is interesting to see the shift of focus from teaching to learning and recognition of the important role informal and non-formal learning plays in the so-called knowledge society. I would not discount the role of formal learning either, but technology has certainly widened the access to education for those who, in increasingly global and competitive environment, are unable to pursue formal educational avenues or simply want to cross over the boundaries of formal education for further achievements.

With emerging technologies come discussions about change of instructional paradigms. I believe that it is important to look at this issue with open mind and ensure that we can make the best of the changes that technology is bringing to serve the changing needs of younger generations. While traditional educational system has produced good results, and those of us who are products of that system did not turn out to be failures, lot of research is out there that clearly indicates that a lot is also left to be desired. Technology has continued to make difference for long time, but the rate of change has become rather significant in recent years.

While changes bring new perspectives and a fresh look at the ways learning is facilitated and how the process could be improved, the absence of any benchmarks make it difficult to assess if the changes are actually happening in the right direction. The first step towards creating such benchmarks is to look at the ways adopters of

technology are using it and identify best practice examples. I am pleased to see this book as a timely step in that direction.

The book contains a right balance between the uses of technology, effects on and implications of theories, a critical look at wider strategies, along with sophisticated "intelligent" systems that have emerged in recent times. It concludes with an interesting proposal for roadmap of future technology enhanced learning. Not only that various chapters would serve as guide for practitioners in deciding better ways to implement technology enhanced learning, but the whole book would also serve as a referential archive for future educational technology researchers.

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