

Foreword

Since its beginnings in instructional media, ICT has evolved into a complex field that is driven by not only its history and guiding theories, but also by new technologies. New technologies are especially relevant with today's fast-paced development of technologies. Emerging technologies and their associated methodologies are impacting all stages of education and training at an exponential rate. Of special note are the increased possibilities for interaction afforded by emerging technologies; interaction with learning objects, interaction between teacher and learner, and interaction among learners. As an ever-evolving field, ICT's theories reflect these new technologies and methodologies. Interactive learning issues like social presence and interface design are impacted by innovations such as online learning, augmented reality, pedagogical agents, virtual worlds-communities, interactive whiteboards, game-based learning, and interactive multimedia. With these new interactive technologies also come learner challenges such as cyberbullying, building online community, and implementation of assistive technologies. In his book, *Educational Stages and Interactive Learning: From Kindergarten to Workplace Training*, Jiyou Jia has included the writings of scholars from over a dozen countries. This illustrates the worldwide importance of ICT and interactive learning to all facets of teaching and learning. One of the most noteworthy aspects of this book is that it is truly a global collection of interactive learning history, trends, and issues; combined with interactive learning cases from researchers and practitioners from a myriad of educational and training settings. In an age of globalization, I believe that *Educational Stages and Interactive Learning: From Kindergarten to Workplace Training* provides an invaluable resource supporting the integration of interactive learning in the ICT field.

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