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The Methodology and Philosophy of Collective Writing Michael A. Peters, Tina Besley, Marek Tesar, Liz Jackson, Petar Jandric, Sonja Arndt, Sean Sturm, 2021-07-12 This multi authored collection covers the methodology and philosophy of collective writing It is based on a series of articles written by the authors in Educational Philosophy and Theory Open Review of Educational Research and Knowledge Cultures to explore the concept of collective writing This tenth volume in the Editor s Choice series provides insights into the philosophy of academic writing and peer review peer production collective intelligence knowledge socialism openness open science and intellectual commons This collection represents the development of the philosophy methodology and philosophy of collective writing developed in the last few years by members of the Editors Collective EC who also edit review and contribute to Educational Philosophy and Theory EPAT as well as to PESA Agora edited by Tina Besley and Access edited by Nina Hood two PESA journals recently developed by EC members This book develops the philosophy methodology and pedagogy of collective writing as a new mode of academic writing as an alternative to the normal academic article The philosophy of collective writing draws on a new mode of academic publishing that emphasises the metaphysics of peer production and open review along with the main characteristics of openness collaboration co creation and co social innovation peer review and collegiality that have become a praxis for the self reflection emphasising the subjectivity of writing sometimes called self writing This collection under the EPAT series Editor s Choice draws on a group of members of the Editors Collective who constitute a network of editors reviewers and authors who established the organisation to further the aims of innovation in academic writing and publishing It provides discussion and examples of the philosophy methodology and pedagogy of collective writing Split into three sections Introduction Openness and Projects this volume offers an introduction to the philosophy and methodology of collective writing It will be of interest to scholars in philosophy of education and those interested in the process of collective writing

Critical Reflections on ICT and Education Anna Wing Bo TSO, Wendy Wing Lam CHAN, Steven Kwan Keung NG, Tiffany Shurui BAI, Noble Po Kan LO, 2023-12-13 This book includes selected papers from the Hong Kong Association for Educational Communications and Technology HKAECT 2023 International Conference It provides readers with a collection of insightful chapters which delves into the realms of data visualization artificial intelligence AI virtual reality VR and augmented reality AR It also reflects on the dynamic shifts in online learning blended learning and self directed learning Part one of the volume includes case studies and examples of the integration of advanced technologies such as data visualization generative AI and mixed reality in education Part two shares experiences and observations from educators who embrace online learning blended learning and independent learning Part three investigates the influences digital education has on learning teaching and society as a whole The book paves a path for thought provoking discussions on the future of education in a digitally connected world It is a vital resource for educators administrators policymakers and learners seeking to navigate and thrive in the rapidly evolving world

of digital education *Cases on Digital Technologies in Higher Education: Issues and Challenges* Luppicini, Rocci, Haghi, A.K., 2010-05-31 This book focuses on the institutionalization of technology into education specifically discussing the integration of technology and new techniques into various areas of higher education Provided by publisher Leading Open Innovation Anne Sigismund Huff, Kathrin M. Moslein, Ralf Reichwald, 2013-01-25 Learning from broad experience with open innovation how it works who contributes to it and arenas for innovation from manufacturing to education In today's competitive globalized market firms are increasingly reaching beyond conventional internal methods of research and development to use ideas developed through processes of open innovation OI Organizations including Siemens Nokia Wikipedia Hyve and Innosabi may launch elaborate OI initiatives actively seeking partners to help them innovate in specific areas Individuals affiliated by common interests rather than institutional ties use OI to develop new products services and solutions to meet unmet needs This volume describes the ways that OI expands the space for innovation describing a range of OI practices participants and trends The contributors come from practice and academe and reflect international cross sector and transdisciplinary perspectives They report on a variety of OI initiatives offer theoretical frameworks and consider new arenas for OI from manufacturing to education Contributors Nizar Abdelkafi John Bessant Yves Doz Johann F. Iler Lynda Gratton Rudolf Gr. Ger Julia Hautz Anne Sigismund Huff Katja Hutter Christoph Ihl Thomas Lackner Karim R. Lakhani Kathrin M. Moslein Anne Katrin Neyer Frank Piller Ralf Reichwald Mitchell M. Tseng Catharina van Delden Eric von Hippel Bettina von Stamm Andrei Villarroel Nancy W. Nderlich **Fostering Imagination in Higher Education** Joy Whitton, 2018-04-24 Imagination and creative teaching approaches are increasingly important across all higher education disciplines not just the arts Investigating the role of imagination in teaching and learning in non arts disciplines this book argues that a lack of clarity about what imagination looks like in higher education impedes teachers in fostering their students creativity Fostering Imagination in Higher Education tells four ethnographic stories from physics history finance and pharmaceutical science courses analytically observing the strategies educators use to encourage their students imagination and detailing how students experience learning when it is focussed on engaging their imagination The highly original study is framed by Ricoeur's work on different forms of imagination reproductive and productive or generative It links imaginative thinking to cognitive science and philosophy in particular the work of Clark Dennett and Polanyi and to the mediating role of disciplinary concepts and social cultural practices The author's discussion of models graphs strategies and artefacts as tools for taking learners thinking forward has much to offer understandings of pedagogy in higher education Students in these case studies learned to create themselves as knowledge producers and professionals It positioned them to experience actively the constructed nature of the knowledge and processes they were learning to use and the continuing potential of knowledge to be remade in the future This is what makes imaginative thinking elemental to the goals of higher education The Distributed University for Sustainable Higher Education Richard Frederick Heller, 2021-11-16 This book is open access and

discusses the re imagining of the higher education sector It exposes problems that relate to the way that universities have become over managed business enterprises which may not reflect societal national or global educational needs From there it proposes some solutions including three innovative programs that make universities more responsive to needs as well as reduce their impact on the environment The central idea of this book is developing the Distributed University which distributes education to where it is needed reducing local and global inequalities in access and emphasizing local relevance in place of large centralized campuses with a low impact on the environment It emphasizes the distribution of trust in place of managerialism and collaboration in place of competition By focusing on distributing education online this book discusses how the higher education sector can be set up to adapt to the changes in the ways we work and learn today and which will be required to adapt to and take advantage of the Fourth Industrial Revolution

The Commercialisation of Massive Open Online Courses Seb Dianati,2024-05-13 This book critically examines the role of Massive Open Online Courses MOOCs in higher education against the backdrop of rapid developments in online learning Reporting on a method by which one could isolate ideologically charged words from websites the author underlines the need to pause question and understand the underlying motives behind MOOCs and ask fundamental questions about their data use commercial interests and ability to provide good education With its step by step ideological analysis the author challenges educators policymakers and students alike to reconsider the fabric of online courses and their associated platforms The book will appeal to scholars of digital education and sociology as well as scholars from the critical sciences

The Handbook of Technology and Second Language Teaching and Learning Carol A. Chapelle,Shannon Sauro,2017-09-05 The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning The rapidly evolving language technology interface has propelled dramatic changes in and increased opportunities for second language teaching and learning Its influence has been felt no less keenly in the approaches and methods of assessing learners language and researching language teaching and learning Contributions from a team of international scholars make up the Handbook consisting of four parts language teaching and learning through technology the technology pedagogy interface technology for L2 assessment and research and development of technology for language learning It considers how technology assists in all areas of language development the emergence of pedagogy at the intersection of language and technology technology in language assessment and major research issues in research and development of technologies for language learning It covers all aspects of language including grammar vocabulary reading writing listening speaking pragmatics and intercultural learning as well as new pedagogical and assessment approaches and new ways of conceiving and conducting research and development The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive multifaceted implications of technology for language teachers learners materials developers and researchers

The Oxford Handbook of the Five Factor Model Thomas A. Widiger,2017 There

is a vast body of research supporting the Five Factor Model as the predominant model of general personality structure within the field of social psychology The Oxford Handbook of the Five Factor Model is dedicated to this model of research

Technology in Education. Digital and Intelligent Education Lap-Kei Lee, Petra Poulova, Kwok Tai Chui, Miloslava Černá, Fu Lee Wang, Simon K. S. Cheung, 2024-11-22 This book constitutes the refereed proceedings of the 7th International Conference on Technology in Education ICTE 2024 held in Hradec Kralove Czech Republic during December 2 5 2024 The 21 full papers presented in this volume were carefully reviewed and selected from 65 submissions They were organized in the following topical sections online learning innovation learning and digital learning artificial intelligence in education institutional strategies and practices learning analytics in education smart learning environments

Open(ing) Education

Dianne Conrad, Paul Prinsloo, 2020-01-20 There is no shortage of scholarly research that reflects the growing importance of open education whether referring to issues surrounding access to education formal informal or postformal different copyright licencing regimes e g Creative Commons alternative forms of educational delivery such as Massive Open Online Courses MOOCs or alternative pathways to learning curriculum development and delivery and or assessing and accrediting learning So what can another publication add to our understanding of open education It has become clear that thinking in terms of the binaries of open versus closed can no longer account and do justice to the wide range of possibilities and the varying factors that destabilise some definitions and practices In *Open ing Education Theory and Practice* the authors therefore map open as emerging from a dynamic network or ecology of often mutually constitutive factors resulting in a range of possibilities The chapters in this book provide us with glimpses of open opening and opened with none of these being permanent states of affairs but rather contingent serendipitous often uncertain and fluid This book is unique not only with regard to its variety of approaches to mapping the various possibilities between open and closed but also with regard to the global spread of its many contributing authors *The Emerging Markets and Higher Education* Matthew S.

McMullen, James E. Mauch, Bob Donnorummo, 2002-06 Using an interdisciplinary approach this book analyzes the relationship between higher education the economy and government in the development of a democratic and market economy society in emerging market countries Poland Czech Republic Hungary China Hong Kong Korea Mexico Chile and Brazil

MOOCs and Their Afterlives Elizabeth Losh, 2017-08-17 A trio of headlines in the Chronicle of Higher Education seem to say it all in 2013 A Bold Move Toward MOOCs Sends Shock Waves in 2014 Doubts About MOOCs Continue to Rise and in 2015 The MOOC Hype Fades At the beginning of the 2010s MOOCs or Massive Open Online Courses seemed poised to completely revolutionize higher education But now just a few years into the revolution educators enthusiasm seems to have cooled As advocates and critics try to make sense of the rise and fall of these courses both groups are united by one question Where do we go from here Elizabeth Losh has gathered experts from across disciplines education rhetoric philosophy literary studies history computer science and journalism to tease out lessons and chart a course into the future of open online

education Instructors talk about what worked and what didn't Students share their experiences as participants And scholars consider the ethics of this education The collection goes beyond MOOCs to cover variants such as hybrid or blended courses SPOCs Small Personalized Online Courses and DOCCs Distributed Open Collaborative Course Together these essays provide a unique even handed look at the MOOC movement and will serve as a thoughtful guide to those shaping the next steps for open education

EDUCATIONAL TECHNOLOGY V Ravi, 2016-04-28 Meaning of Educational Technology Educational Technology is a system in education in which machines materials media men and methods are inter related and work together for the fulfilment of specific educational objectives

Worldviews and Values in Higher Education Madasu Bhaskara Rao, Abhilasha Singh, Pulaparthi Mallika Rao, 2025-02-12 Worldviews and Values in Higher Education examines the profound influence these have in shaping institutional governance leadership and capacity building Integrating worldviews and values into institutional policies ensures that governance leadership and capacity building initiatives are coordinated and mutually supportive

American Higher Education in the Twenty-First Century Philip G. Altbach, Patricia J. Gumpert, Robert O. Berdahl, 2011-04-12 First published in 1998 American Higher Education in the Twenty First Century offers a comprehensive entree to the central issues facing American colleges and universities today This thoroughly revised edition brings the volume up to date on key topics of enduring interest Placing higher education within its social and political contexts leading scholars discuss finance federal and state governance faculty students curriculum and academic leadership Contributors also address major changes in higher education especially the influence and incorporation of the latest technologies and growing concern about the future of the academy in a post Iraq War setting No other book covers such wide ranging issues under the broader theme of higher education's relationship to society Highly acclaimed and

incorporating cutting edge research American Higher Education in the Twenty First Century remains the standard reference in the field Contributors Philip G Altbach Benjamin Baez Michael N Bastedo Robert O Berdahl Marjorie A E Cook Melanie E Corrigan Judith S Eaton Peter D Eckel Gustavo Fischman Roger L Geiger Lawrence E Gladieux Sara Goldrick Rab Patricia J Gumpert Fred F Harclerod D Bruce Johnstone Adrianna Kezar Jacqueline E King Aims C McGuinness Jr Amy Scott Metcalfe Michael Mumper Michael A Olivas Robert M O Neil Gary Rhoades Frank A Schmidlein Sheila Slaughter Daryl G Smith John Willinsky Higher Education Policy

ECEL2015-14th European Conference on e-Learning, Amanda Jefferies and Marija Cubric, 2015-10-13 These Proceedings represent the work of contributors to the 14th European Conference on e Learning ECEL 2015 hosted this year by the University of Hertfordshire Hatfield UK on 29 30 October 2015 The Conference and Programme Co Chairs are Professor Amanda Jefferies and Dr Marija Cubric both from the University of Hertfordshire The conference will be opened with a keynote address by Professor Patrick McAndrew Director Institute of Educational Technology Open University UK with a talk on Innovating for learning designing for the future of education On the second day the keynote will be delivered by Professor John Traxler University of Wolverhampton UK on the subject of Mobile Learning No

Longer Just e Learning with Mobiles ECEL provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different branches of e Learning At the same time it provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts after the double blind peer review process there are 86 academic papers 16 Phd Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Cov entry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal of e Learning www.ejel.org

MOOCs and Open Education Around the World Curtis J. Bonk, Mimi M. Lee, Thomas C. Reeves, Thomas H. Reynolds, 2015-06-12 As new digital forms of formal and informal learning proliferate there is an increasing need to better understand how people in different regions of the world are implementing massive open online courses MOOCs and other forms of open educational resources OERs Educators researchers politicians and numerous other stakeholders want to grasp what the outcomes of these initiatives are and how they can be improved Ongoing e learning developments related to both technology and pedagogy have pushed institutions and organizations to grapple with issues of accreditation credentialing quality standards innovative assessment and learner motivation and attrition among other areas of concern In response MOOCs and Open Education Around the World explores and illuminates unique implementations of MOOCs and open education across regions and nations The book also focuses on the various opportunities as well as the dilemmas presented in this rapidly evolving age of technology enabled learning What are the different delivery formats interaction possibilities assessment schemes and business models What are the key controversies or issues that must be discussed and addressed This edited collection explains MOOCs and open education trends and issues in a variety of contexts shares key research findings and provides practical suggestions and recommendations for the near future

Education 2.0 Leonard J. Waks, 2015-11-17 Thirty years of spirited school reforms have failed to improve our schools and instead have left our public school systems in disarray Meanwhile employment prospects for high school and college graduates are fading and the public is losing faith in its schools The education paradigm inherited from the Industrial Era is in crisis In the last decade however the Internet and new Web 2.0 technologies have placed the entirety of human knowledge in the hands of everyone What will our educational institutions make of this unprecedented flood of Web based learning resources How can schools be transformed to accommodate the new possibilities for personal and social learning Leonard Waks gathers all the pieces of our current educational puzzle together in this groundbreaking book Drawing on new organizational models grounded in

complexity theory Waks maps out an inspiring new paradigm for education in the Internet age and connects all the dots in constructing detailed models for new schools now transformed into open learning centers Finally Waks details action steps readers can take to speed this transformative process along in their own locations *Resources in Education* ,1997-10

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