Technology Enhanced Learning: Case Study.

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Research output Chapter in Book/Report/Conference proceeding › Chapter › peer-review

Abstract
How to be a Brilliant FE Teacher is a straightforward, friendly guide to being an effective and innovative teacher in post-compulsory education. Focusing on practical advice drawn from the author’s extensive and successful personal experience of both teaching and training teachers, it offers sound guidance, underpinned by the latest research, theory and policy in the field. Structured around the questions that all new teachers and lecturers ask in their first teaching post, it is an introduction to both essential teaching skills and what to expect from working in this exciting, fast-paced sector. Key chapters cover: The learners – who they are, diversity and motivation; What will actually happen – organising teaching, technology and resources; How to keep your students’ interest – understanding and responding to learning styles; How will I know if they’ve learned it? – assessment and feedback; Making sure it’s working – student evaluation, reflecting on and improving practice. Packed throughout with information about where to find the best materials and resources to support your teaching, this book also offers sensible advice on balancing home and life, working effectively with your colleagues and progressing in your career. How to be a Brilliant FE Teacher will be a source of support and inspiration for all those embarking on their initial training and first post in the sector, as well as qualified professionals looking for reassuring, fresh ideas.

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Fingerprint
Dive into the research topics of 'Technology Enhanced Learning: Case Study.'. Together they form a unique fingerprint.
Exploring Augmented Reality
Bell, D. & Jones, R., 2013, In : D&T Practice: The Design and Technology Publication for the Profession. 1, p. 15-17
Research output: Contribution to journal › Article › peer-review

IRVING-BELL, DAWNE. & WOOFF, DAVID., 18 Jul 2012.
Research output: Contribution to conference › Keynote

Cite this

The descriptive study has illustrated the perceptions of a class of senior high school students regarding language learning in a technology environment. The subjects were 44 10th-grade male students and their teacher who together joined a technology-enhanced language learning (TELL) project in Taiwan known as “Advanced Joint English Teaching” (AJET). The students... CONTINUE READING. Trends in Technology Enhanced Workplace Learning. In the last years, the rapid changes in business environment set new requirements on the development of learning methods, as well as learning software and content. The experiences of the last years show that the curriculumbased learning approach, based on the assumption that the learner “consumes” knowledge in the form of predefined learning content, was continuously extended with SRL approaches based on the cognitive learning theory. This case study therefore sets out to address the issue of providing a more responsive learning environment within the further education activities of Festo. Technology Enhanced Language Learning: A Review and Assessment of the Literature Berrin Genc-Ersoy Anadolu University, Graduate School of Educational Sciences, Department of Elementary Education, Turkey [email protected] Mehmet Ersoy Anadolu University, Graduate School of Educational Sciences, Department of Computer Education and Instructional Technology, Turkey [email protected] Abstract: Language learning is an essential part of human communication and any educational system. In this process, technological tools and symbol systems help provide proper linguistic symbols. Technology-enhanced language learning: A case study. Science Direct. Computers in Human Behavior, 23, 860–879. Technology-Enhanced Reconfigurable Learning Spaces (TERLS). Search this site. Home. Examples. Fresno State - Classrooms. Case Studies. From Commercial Sites. Files. Although assignment types greatly affect the study environments students select, in choosing informal study spaces students fall into routines early and are reluctant to deviate from them even if they are not meeting their study goals. Brooks, D. C., (2010). Space matters: The impact of formal learning environments on student learning, British Journal of Educational Technology, doi: 10.1111/j.1467-8535.2010.01098.x, 2010. Abstract (from the article). The objective of this research is to identify the relationship between formal learning spaces and student learning outcomes.