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Learner-Centered Theory and Practice in Distance Education: Cases From Higher Education brings the voice of the learning sciences to the study and design of distance learning. The contributors examine critical issues in the design of theoretically and pedagogically based distance education programs.

Eight distance education programs are described in enough detail to allow readers with different interests to understand the pedagogical approaches and the implications of implementing those approaches. Issues of theory, pedagogy, design, assessment, communities of practice, collaboration, and faculty development are discussed.

Each section of the book includes:

*a primary chapter written by an author or authors involved with a distance education program that reflects learner-centered principles;

*a formal reaction to the chapter by a specialist from the learning sciences, educational evaluation and policy, administration, or the corporate sector with expertise in issues of distance learning; and

*an edited transcript of the authors' discussion of the primary chapter held at a symposium at the Asilomar Conference Center.

A final "summing up" section offers two perspectives--from leading scholars outside the fields of instructional design, evaluation, and the learning sciences--on the approaches and thinking reflected in the rest of the book.

This book is essential for researchers, as well as all those engaged in delivering, supporting, or administrating distance education programs at the post-secondary level. The descriptions, strategies, and principles will inform the design of continuing education, as well as degree-based

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education and corporate education and training, and distance education programs for adults.