

Interactive Multimedia Learning Using Social Media For Peer Education In Single Player Educational Games Springer Theses

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"This book provides a comprehensive examination of interactivity, combining key perspectives from communication and media studies, distributed cognition, system affordances, user control, and social interaction, intended for researchers working in the fields of communication and media, educational media, e-learning, and instructional technology"--Provided by publisher.

The aim of this book is to collect and to cluster research areas in the field of serious games and entertainment computing. It provides an introduction and gives guidance for the next generation of researchers in this field. The 18 papers presented in this volume, together with an introduction, are the outcome of a GI-Dagstuhl seminar which was held at Schloß Dagstuhl in July 2015.

This title is only available as a loose-leaf version with Pearson eText, or an electronic book. Instructional Technology and Media for Learning shows specifically and realistically how technology and media enhance and support everyday teaching and learning. Written from the viewpoint of the teacher, it shows how to integrate a complete range of technology and media formats into classroom instruction using the ASSURE model for lesson planning. Ideal for educators at all levels, it helps readers to incorporate technology and media into best practice, to use them as teaching tools, and to guide students in using them as learning tools. Examples come from elementary and secondary education. The new Eleventh Edition keeps readers up to pace with the innovations in all aspects of technology, particularly those related to computers, Web 2.0, social networks, and the Internet. The updating throughout reflects the acceleration trend toward digitizing information and school use of telecommunications resources, such as the Web. It also addresses the interaction among the roles of teachers, technology, coordinators, and school media specialists, all complementary and interdependent teams within the school. Video-Enhanced Pearson eText. Included in this package is access to the new Video-Enhanced eText for exclusively from Pearson. The Video-Enhanced Pearson eText is: Engaging. Full-color online chapters include dynamic videos that show what course concepts look like in real classrooms, model good teaching practice, and expand upon chapter concepts. Over X video links, chosen by our authors and other subject-matter experts, are embedded right in context of the content you are reading Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablets.* Interactive. Features include embedded video, embedded assessment, note taking and sharing, highlighting and search. Affordable. Experience all these advantages of the Video-Enhanced eText along with all the benefits of print for 40% to 50% less than a print bound book. *The Pearson eText App is available for free on Google Play and in the App Store.* Requires Android OS 3.1 -- 4, a 7" or 10" tablet or iPad iOS 5.0 or newer 0133831655 / 9780133831658 Instructional Technology and Media for Learning, Loose-Leaf Version with Video-Enhanced Pearson eText -- Access Card Package Package consists of: 0133564150 / 9780133564150 Instructional Technology and Media for Learning, Loose-Leaf Version 0133808394 / 9780133808391 Instructional Technology and Media for Learning, Video-Enhanced Pearson eText -- Access Card

In recent years, multimedia learning, or learning from words and images, has developed into a coherent discipline with a significant research base. The Cambridge Handbook of Multimedia Learning is unique in offering a comprehensive, up-to-date analysis of research and theory in the field, with a focus on computer-based learning. Since the first edition appeared in 2005, it has shaped the field and become the primary reference work for multimedia learning. Multimedia environments, including online presentations, e-courses, interactive lessons, simulation games, slideshows, and even textbooks, play a crucial role in education. This revised second edition incorporates the latest developments in multimedia learning and contains new chapters on topics such as drawing, video, feedback, working memory, learner control, and intelligent tutoring systems. It examines research-based principles to determine the most effective methods of multimedia instruction and considers research findings in the context of cognitive theory to explain how these methods work.

This book examines how people learn from words and graphics and provides 15 evidence-based principles for designing multimedia instruction.

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Gives current and future social workers a firm foundation for understanding empowerment-focused social work, engaging clients, conducting solution-oriented assessment, and implementing, evaluating, and stabilizing change. KEY TOPICS: Generalist social work practice, social work, social work practice, empowerment, social justice, human rights, strengths perspective,

empowerment-based practice, CSWE competencies, cultural competence, ecosystems, resistance, collaboration, client-centered, progressive social work practice MARKET: Current and future social workers

Although verbal learning offers a powerful tool, Mayer explores ways of going beyond the purely verbal. Recent advances in graphics technology and information technology have prompted new efforts to understand the potential of multimedia learning as a means of promoting human understanding. In this second edition, Mayer includes double the number of experimental comparisons, 6 new principles - signalling, segmenting, pertaining, personalization, voice and image principles. The 12 principles of multimedia instructional design have been reorganized into three sections - reducing extraneous processing, managing essential processing and fostering generative processing. Finally an indication of the maturity of the field is that the second edition highlights boundary conditions for each principle research-based constraints on when a principle is likely or not likely to apply. The boundary conditions are interpreted in terms of the cognitive theory of multimedia learning, and help to enrich theories of multimedia learning.

This volume incorporates essays questioning the meta-analyses of computer-based instruction research, Robert Kozma's counterpoint theory of "learning with media", science-based technology versus experience-based craft and science-based "authentic technologies".

This textbook provides an introduction to the fundamentals of serious games, which differ considerably from computer games that are meant for pure entertainment.

Undergraduate and graduate students from various disciplines who want to learn about serious games are one target group of this book. Prospective developers of serious games are another, as they can use the book for self-study in order to learn about the distinctive features of serious game design and development. And ultimately, the book also addresses prospective users of serious game technologies by providing them with a solid basis for judging the advantages and limitations of serious games in different application areas such as game-based learning, training and simulation or games for health. To cater to this heterogeneous readership and wide range of interests, every effort was made to make the book flexible to use. All readers are expected to study Chapter 1, as it provides the necessary basics and terminology that will be used in all subsequent chapters. The eleven chapters that follow cover the creation of serious games (design, authoring processes and tools, content production), the runtime context of serious games (game engines, adaptation mechanisms, game balancing, game mastering, multi-player serious games), the effects of serious games and their evaluation (player experience, assessment techniques, performance indicators), and serious games in practice (economic aspects, cost-benefit analysis, serious game distribution). To familiarize the readers with best practice in this field, the final chapter presents more than 30 selected examples of serious games illustrating their characteristics and showcasing their practical use.

Lecturers can select chapters in a sequence that is most suitable for their specific course or seminar. The book includes specific suggestions for courses such as "Introduction to Serious Games", "Entertainment Technology", "Serious Game Design", "Game-based Learning", and "Applications of Serious Games".

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This book constitutes the refereed proceedings of the 9th European Conference on Technology Enhanced Learning, EC-TEL 2014, held in Graz, Austria, in September 2014. The 27 full papers and 18 short papers presented were carefully reviewed and selected from 165 submissions. They address topics such as informal learning, self-regulated and self-directed learning, reflective learning, inquiry based learning, communities of learners and communities of practice, learning design, learning analytics, personalization and adaptation, social media, computer supported collaborative learning, massive open online courses, schools and universities of the future.

Bachelor Thesis from the year 2020 in the subject Communications - Multimedia, Internet, New Technologies, grade: 85.0, , course: B.S. Multimedia Arts and Sciences, language: English, abstract: This study aimed to explore the prospect of utilizing multimedia learning platform as a tool to mitigate learning disabilities of children with disabilities in the Accelerating Minor's Opportunity for Recovery (AMOR) Village in Anao, Tarlac. For this research, children with Autism with mental ages of 7 years old were the sample population, in which interactive learning games via android devices were implemented parallel to their original special education curriculum. The specially developed system integrated the Makaton Technique, a popular manual learning method that utilizes pictures and words to help children develop communication and social skills. A pre-test was first done to gather valuable information about the children inside the institution, and to assess the skills that teachers may have wanted for the game to target. The gathered data

revealed that many of the employees of the DSWD Amor Village were open to integrating learning in multimedia platform and has commented that social skills and communication skills were among the skills the children need help on. After gathering these data, the game was designed using Adobe Flash, adapting the Makaton and the suggestions of the social workers. In the implementation of the 2-week program, a qualitative data analysis showed that listening skills and social interaction skills were continually progressing for the PWAs. A staggering jump from 1 being not skilled to 3 being averagely skilled were prominent in the gathered data. In terms of overall communication skills, the response was quite stagnant. This showed that there are gaps to be filled in the developed interactive game. Nonetheless this approach has made it possible for this sector to understand the value of technology, specifically multimedia arts, and how it can affect growth and development and cater to these group of people. NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the bound book. A thoroughly up-to-date look at the field of social work using a unique macro practice model focused on making changes within diverse communities and organizations. Social Work Macro Practice approaches the field of social work recognizing that all social workers must be able to engage, assess, and intervene with individuals, families, groups, organizations, and communities. It focuses on enabling social work practitioners to undertake whatever types of macro-level interventions are needed in an informed, analytical manner, confident that they can do a competent job and achieve positive results. Bringing readers up to date on the latest changes in the field, this practice-oriented edition integrates many field-based vignettes and examples throughout and elaborates a planned change model introduced in previous editions. Among the numerous updates, improvements, and new material, the new edition incorporates material on international/global content, pays special attention to the use of technology, and reinforces the role of advocacy in all aspects of social work practice. The Enhanced Pearson eText features embedded videos and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone for 50-60% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later. 0134290127 / 9780134290126 Social Work Macro Practice, Enhanced Pearson eText -- Access Card Package Package consists of: 0133948528 / 9780133948523 Social Work Macro Practice 0134115384 / 9780134115382 Social Work Macro Practice, Enhanced Pearson eText -- Access Card

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Research in the area of teaching and learning within education is a dynamic area that continues to evolve because of new technologies, knowledge, models, and methods within formal and non-formal educational settings. It is essential to evaluate the changes that educational systems undergo as they adapt to the increasing use of the technology and the flattening of access to education from an international perspective. Redesigning Teaching, Leadership, and Indigenous Education in the 21st Century is a cutting-edge research publication that provides comprehensive research on the amalgamation of teaching and learning practices at each level of the education system. Highlighting a range of topics such as bibliometrics, indigenous studies, and professional development, this book is ideal for academicians, education professionals, administrators, curriculum developers, classroom designers, professionals, researchers, and students.

With its hallmark ASSURE technology integration model and classroom cases, this renowned text places readers squarely in the classroom while providing a framework that teaches them to apply what they learn about computers, multimedia, Internet, distance learning, and audio/visual technologies to the 21st century classroom instruction.

This volume contains contributions from Edutainment 2008, the 3rd International Conference on E-Learning and Games. It serves as a forum for stimulating and disseminating innovative research ideas, theories, emerging technologies in the field.

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The evolution of digital media has enhanced global perspectives in all facets of communication, greatly increasing the range, scope, and accessibility of shared information. Due to the tremendously broad-reaching influence of digital media, its impact on learning, behavior, and social interaction has become a widely discussed topic of study, synthesizing the research of academic scholars, community educators, and developers of civic programs. The Handbook of Research on the Societal Impact of Digital Media is an authoritative reference source for recent developments in the dynamic field of digital media. This timely publication provides an overview of technological developments in digital media and their myriad applications to literacy, education, and social settings. With its extensive coverage of issues related to digital media use, this handbook is an essential aid for students, instructors, school administrators, and education policymakers who hope to increase and optimize classroom incorporation of digital media. This innovative publication features current empirical studies and theoretical frameworks addressing a variety of topics including chapters on instant messaging, podcasts, video sharing, cell phone and tablet applications, e-discussion lists, e-zines, e-books, e-textiles, virtual worlds, social networking, cyberbullying, and the ethical issues associated with these new technologies.

"This book provides a comprehensive collection of knowledge on interactive media based on different perspectives on quantitative and descriptive studies, what goes on in the contemporary media landscape, and pedagogical research on formal and non-formal learning strategies"--Provided by publisher.

This book introduces new concepts and mechanisms regarding the usage of both social media interactions and artifacts for peer education in digital educational games. Digital games in general, and digital educational games in particular, represent an area with a high potential for interdisciplinary innovation, not only from an information technology standpoint, but also from social science, psychological and didactic perspectives. This book presents an interdisciplinary approach to educational games, which is centered on information technology and aims at: (1) improving digital management by focusing on the exchange of learning outcomes and solution assessment in a peer-to-peer network of learners; (2) achieving digital implementation by using forms of interaction to change the course of educational games; and (3) providing digital support by fostering group-formation processes in educational situations to increase both the effects of educational games and knowledge exchange at the individual level. In addition to a systematic analysis of the relationship between software architecture, educational games and social media applications, the book also presents the implemented IT systems' architectures and algorithmic solutions as well as the resulting applicable evaluation findings from the field of interactive multimedia learning.

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The essential e-learning design manual, updated with the latest research, design principles, and examples e-Learning and the Science of Instruction is the ultimate handbook for evidence-based e-learning design. Since the first edition of this book, e-learning has grown to account for at least 40% of all training delivery media. However, digital courses often fail to reach their potential for learning effectiveness and efficiency. This guide provides research-based guidelines on how best to present content with text, graphics, and audio as well as the conditions under which those guidelines are most effective. This updated fourth edition describes the guidelines, psychology, and applications for ways to improve learning through personalization techniques, coherence, animations, and a new chapter on evidence-based game design. The chapter on the Cognitive Theory of Multimedia Learning introduces three forms of cognitive load which are revisited throughout each chapter as the psychological basis for chapter principles. A new chapter on engagement in learning lays the groundwork for in-depth reviews of how to leverage worked examples, practice, online collaboration, and learner control to optimize learning. The updated instructor's materials include a syllabus, assignments, storyboard projects, and test items that you can adapt to your own course schedule and students. Co-authored by the most productive instructional research scientist in the world, Dr. Richard E. Mayer, this book distills copious e-learning research into a practical manual for improving learning through optimal design and delivery. Get up to date on the latest e-learning research Adopt best practices for communicating information effectively Use evidence-based techniques to engage your learners Replace popular instructional ideas, such as learning styles with evidence-based guidelines Apply evidence-based design techniques to optimize learning games e-Learning continues to grow as an alternative or adjunct to the classroom, and correspondingly, has become a focus among researchers in learning-related fields. New findings from research laboratories can inform the design and development of e-learning. However, much of this research published in technical journals is inaccessible to those who actually design e-learning material. By collecting the latest evidence into a single volume and translating the theoretical into the practical, e-Learning and the Science of Instruction has become an essential resource for consumers and designers of multimedia learning.

Interactive multimedia is a field of fundamental research, social, educational and economic importance, as it brings together miscellaneous disciplines for the advancement of multimedia systems that have an

ability to sense the environment, and dynamically process, edit, alter or create new content. For forming novel applications and systems; ideas, theories, approaches and inventions are combined. This book consists of novel scientific research, proven methodologies and interdisciplinary case studies that display development under Interfaces, Interactive Multimedia Learning, Teaching and Competence Diagnosis Systems, Interactive TV, Film and Multimedia Production and Video Processing. It offers new aspects in terms of strategies, tested practices and solutions that may be used as a strong basis for the advancement of new interactive systems and applications.

This volume contains the Proceedings of the 4th International Conference on Intelligent Interactive Multimedia Systems and Services (IIMSS-2011). IIMSS-2011 comes as a sequel to IIMSS-2008 (Piraeus-Athens, Greece, July 9, 10 and 11, 2008), IIMSS-2009 (Mogliano Veneto (near Venice), Italy, July 15, 16 and 17, 2009) and IIMSS-2010 (Baltimore, USA, July 28, 29, and 30, 2010). This fourth edition of the IIMSS Conference was organized jointly by the Department of Informatics of the University of Piraeus, Greece and the School of Electrical and Information Engineering of the University of South Australia, in conjunction with KES International. At a time when computers are more widespread than ever and computer users range from highly qualified scientists to non-computer-expert professionals and may include people with special needs, interactivity, personalization and adaptivity have become a necessity in modern multimedia systems. Modern intelligent multimedia systems need to be interactive not only through classical modes of interaction where the user inputs information through a keyboard or mouse. They must also support other modes of interaction, such as visual or lingual computer-user interfaces, which render them more attractive, user friendlier, more human-like and more informative. IIMSS is a new series of international scientific conferences aimed at presenting novel research in the fields of intelligent multimedia systems relevant to the development of a new generation of interactive, user-centric services.

This book constitutes the refereed post-proceedings of the 9th IFIP WG 3.7 Conference on Information Technology in Educational Management, ITEM 2010, held in Kasane, Botswana, in July 2010. The 22 revised full papers presented were carefully reviewed and selected. The papers cover a wide range of topics addressing the utilization of ICT at different levels of education from primary education to higher education, such as identifying and satisfying learning needs, strategical management, school management information systems, open source software, and the relationship between ICT and organizational performance.

Interactive multimedia is clearly a field of fundamental research, social, educational and economical importance, as it combines multiple disciplines for the development of multimedia systems that are capable to sense the environment and dynamically process, edit, adjust or generate new content. For this purpose, ideas, theories, methodologies and inventions are combined in order to form novel applications and systems. This book presents novel scientific research, proven methodologies and interdisciplinary case studies that exhibit advances under Interfaces and Interaction, Interactive Multimedia Learning, Teaching and Competence Diagnosis Systems, Interactive TV, Film and Multimedia Production and Video Processing. The chapters selected for this volume offer new perspectives in terms of strategies, tested practices and solutions that, beyond describing the state-of-the-art, may be utilised as a solid basis for the development of new interactive systems and applications.

This text looks at the development and reusability of multimedia content in web-based learning systems. The author discusses the development of a component-based framework that enables developers to employ reusable software components enhanced with metadata. The text contains complete instructional visualizations in a rich learning context. Two activities for making stand-alone visualizations group-aware are addressed. No other work has addressed the issue of transparent collaboration based on instructional visualizations enhanced with metadata in such a way.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

This text emerges out of the need to share information and knowledge on the research and practices of using multimedia in various educational settings. It discusses issues relating to planning, designing and development of interactive multimedia, offering research data.

Explores traditional and alternative models in human behavior. This title is also available as a more affordable e-book with embedded media to illustrate key concepts. *Human Behavior and the Social Environment*, 6/e challenges students to explore both traditional and non-traditional paradigms in examining human behavior and the social environment. Through this examination, readers will better understand individuals, families, groups, organizations, communities and globalization. Students will recognize the range of social systems in which people live and the ways these systems promote or deter people in their health and wellbeing. *Connecting Core Competencies Series* - This title is part of the *Connecting Core Competencies Series*, designed to guide students in becoming skilled at the Council on Social Work's core competencies. Each chapter reflects and integrates the latest CSWE competency standards (EPAS). End-of-chapter assessment reinforces this integration. Instructors, visit pearsonhighered.com/etextbooks to register for your digital examination copy, or contact your Pearson Representative to learn more. Enhanced Pearson eText. Included in this package is access to the new Enhanced eText exclusively from Pearson. The Enhanced Pearson eText is: Engaging. Full-color online chapters include dynamic videos that show what course concepts look like in real classrooms, model good teaching practice, and expand upon chapter concepts. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablets.* Interactive. Features include embedded media such as Video links, Flashcards, Key Topic and Chapter Review Quizzes, note taking and sharing, highlighting and search. Affordable. Experience all these advantages of the Enhanced eText along with all the benefits of print for 40% to 50% less than a print bound book. *The Pearson eText App is available for free on Google Play and in the App Store.* Requires Android OS 3.1 – 4, a 7" or 10" tablet or iPad iOS 5.0 or newer 0133909107 / 9780133909104 *Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice with Pearson eText -- Access Card Package* Package consists of: 0205924360 / 9780205924363 *Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work*

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Multimedia is the common name for media that combine more than one type of individual medium to create a single unit. Interactive media are the means of communication in which the outputs depend on the inputs made by the user. This book contains 11 chapters that are divided into two sections: Interactive Multimedia and Education and Interactive Multimedia and Medicine. The authors of the chapters deal with different topics within these disciplines, such as the importance of cloud storage, development of play tools for children, use of gaming on multimedia devices designed for the elderly, development of a reading, writing, and spelling program based on Luria's theories, as well as development of mobile applications called BloodHero dedicated to the increase in blood donors, etc.

The SAGE Encyclopedia of Educational Technology examines information on leveraging the power of technology to support teaching and learning. While using innovative technology to educate individuals is certainly not a new topic, how it is approached, adapted, and used toward the services of achieving real gains in student performance is extremely pertinent. This two-volume encyclopedia explores such issues, focusing on core topics and issues that will retain relevance in the face of perpetually evolving devices, services, and specific techniques. As technology evolves and becomes even more low-cost, easy-to-use, and more accessible, the education sector will evolve alongside it. For instance, issues surrounding reasoning behind how one study has shown students retain information better in traditional print formats are a topic explored within the pages of this new encyclopedia. Features: A collection of 300-350 entries are organized in A-to-Z fashion in 2 volumes available in a choice of print or electronic formats. Entries, authored by key figures in the field, conclude with cross references and further readings. A detailed index, the Reader's Guide themes, and cross references combine for search-and-browse in the electronic version. This reference encyclopedia is a reliable and precise source on educational technology and a must-have reference for all academic libraries.

The 1th Seminar and Workshop for Education, Social Science, Art and Humanities (SEWORD FRESSH#1)-2019 has been held on April 27, 2019 in Universitas Sebelas Maret in Surakarta, Indonesia. SEWORD FRESSH#1-2019 is a conference to promote scientific information interchange between researchers, students, and practitioners, who are working all around the world in the field of education, social science, arts, and humanities to a common forum.

Multimedia environments suggest to us a new perception of the state of changes in and the integration of new technologies that can increase our ability to process information. Moreover, they are obliging us to change our idea of knowledge. These changes are reflected in the obvious synergetic convergence of different types of access, communication and information exchange. The multimedia learning environment should not represent a passive object that only contains or assembles information but should become, on one side, the communication medium of the pedagogical intentions of the professor/designer and, on the other side, the place where the learner reflects and where he or she can play with, test and access information and try to interpret it, manipulate it and build new knowledge. The situation created by such a new learning environments that give new powers to individuals, particularly with regard to accessing and handling diversified dimensions of information, is becoming increasingly prevalent in the field of education. The old static equilibrium, in which fixed roles are played by the teacher (including the teaching environment) and the learner, is shifting to dynamic equilibrium where the nature of information and its processing change, depending on the situation, the learning context and the individual's needs.

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