

Educational Communications and Technology:  
Issues and Innovations

Brad Hokanson  
Andrew Gibbons *Editors*

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# Design in Educational Technology

Design Thinking, Design Process,  
and the Design Studio

*aect*

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# Design In Educational Technology Design Thinking Design Process And The Design Studio Educational Communications And Technology Issues And Innovations

**Walters, Kelley**



## **Design In Educational Technology Design Thinking Design Process And The Design Studio Educational Communications And Technology Issues And Innovations:**

Design in Educational Technology Brad Hokanson, Andrew Gibbons, 2013-09-07 This book is the result of a research symposium sponsored by the Association for Educational Communications and Technology AECT The fifteen chapters were developed by leaders in the field and represent the most updated and cutting edge methodology in the areas of instructional design and instructional technology The broad concepts of design design thinking the design process and the design studio are identified and they form the framework of the book This book advocates the conscious adoption of a mindset of design thinking such as that evident in a range of divergent professions including business government and medicine At its core is a focus on planning inventing making and doing Cross 1982 all of which are of value to the field of educational technology Additionally the book endeavors to develop a deep understanding of the design process in the reader It is a critical skill often drawing from other traditional design fields An examination of the design process as practiced of new models for design and of ways to connect theory to the development of educational products are all fully explored with the goal of providing guidance for emerging instructional designers and deepening the practice of more advanced practitioners Finally as a large number of leading schools of instructional design have adopted the studio form of education for their professional programs we include this emerging topic in the book as a practical and focused guide for readers at all levels *Issues in Technology, Learning, and Instructional Design* Alison A. Carr-Chellman, Gordon Rowland, 2016-12-01 In *Issues in Technology Learning and Instructional Design* some of the best known scholars in those fields produce powerful original dialogues that clarify current issues provide context and theoretical grounding and illuminate a framework for future thought Position statements are introduced and then responded to covering a remarkably broad series of topics across educational technology learning and instructional design from tool use to design education to how people learn Reminiscent of the well known Clark Kozma debates of the 1990s this book is a must have for professionals in the field and can also be used as a textbook for graduate or advanced undergraduate courses **INNOVATION IN DESIGN: Methods and Technology for Progressive Practice and Research** Neşe YILMAZ BAKIR, H. Hale KOZLU, **Trends and Issues in Instructional Design and Technology** Robert A. Reiser, Alison A. Carr-Chellman, John V. Dempsey, 2024-08-06 *Trends and Issues in Instructional Design and Technology* provides current and future IDT professionals with a clear picture of current and future developments in the field that are likely to impact their careers and the organizations they work for The fifth edition of this acclaimed award winning book has been designed to help instructional design and educational technology students scholars and practitioners to acquire the skills and knowledge essential to attaining their professional goals In addition to the thorough and comprehensive updates made across the text this revision adds 24 new chapters covering artificial intelligence alternative ID models social emotional learning return on investment micro credentials and badging designing for e learning hybrid

learning professional ethics diversity and accessibility and more By exploring the field's purpose and history theories and models emerging technologies and environments and continual challenges and newfound concerns this text provides an integral survey of the field's contemporary landscape

**New Perspectives on Using Accreditation to Improve Higher Education** Hysa, Eglantina, Foote, Russell, 2022-06-24 Recently the priorities of higher education have adjusted where before the focus was primarily on the financial side of education institutions now consider people to be their main source of value and education to be much more than the production and dissemination of knowledge Due to this a gap has been created between decades of emphasis on financing and the undermining of the qualitative requirements of education New Perspectives on Using Accreditation to Improve Higher Education outlines key issues that must be addressed if accreditation agencies globally are to achieve their primary objective of ensuring that universities and the degree programs they offer are of even greater quality than they are at present Covering topics such as leadership assessment and sustainability this reference work is ideal for principals policymakers higher education staff researchers scholars academicians practitioners instructors and students

*Maker Education Meets Technology Education*, 2023-09-04 In this book two fields meet Technology Education with its long history and Maker Education a relative new shoot in the educational field Both focus on learning through making and both value agency and motivation of learners The purpose of this book is to understand and analyze the kind of informal and formal educational activities that take place under the umbrella of the Maker Movement and then relate this to the field of Technology Education to uncover what researchers innovators and teachers in this field can learn from the principles ideas and practices that are central to the Maker Movement and vice versa The book contains two types of chapters The first type is case study chapters that span from Mexico China Korea Denmark the Netherlands to Kenya and from primary to tertiary level showing a variety of good practices in maker education including both formal and informal contexts In the subsequent thematic chapters dedicated authors have used the case studies to reflect on themes such as curriculum reform social learning materiality spatial thinking informal versus formal learning as well as the sustainability of learning and relate what is happening in Maker Education with Technology Education to imagine possible futures for Maker Education

*Contemporary Manifests on Design Thinking and Practice* Zengin, Gözde, Yurtsever, Bengi, 2022-12-27 Design consists of the solution proposals put forward by the designer for the target audience The changing needs of the target audience cause the designer to change the solutions Although the act of designing seems to take place in the triangle of mass object designer it is also affected by the period it is in independently of these components The changing perception of taste with the change of the period the adoption of fast consumption the advancement of technology the attempt to establish the real world in the virtual with this progress and the widespread use of social media causes different effects on different user groups Some users who feel this effect adapt to it and try to meet their needs in parallel while the other part shows a conscious resistance to this effect and prefers to maintain a perception of liking from the past It is important to share these

views to break the resistance and ensure the construction of a new agenda Contemporary Manifests on Design Thinking and Practice reveals the current problems practices and research of the period in design disciplines It gives readers the opportunity to see the impact of the ever present change and transformation in design as a whole Covering topics such as alternative design models social media interaction and urban social sustainability this premier reference source is a dynamic resource for designers architects industrial designers business leaders and executives students and faculty of higher education librarians researchers and academicians

Learning and Collaboration Technologies. Designing Learning Experiences Panayiotis Zaphiris, Andri Ioannou, 2019-07-10 This two volume set LNCS 11590 and 11591 constitutes the refereed proceedings of the 6th International Conference on Learning and Collaboration Technologies LCT 2019 held as part of the 21st International Conference on Human Computer Interaction HCII 2019 in Orlando FL USA in July 2019 The 1274 full papers and 209 posters presented at the HCII 2019 conferences were carefully reviewed and selected from 5029 submissions The papers cover the entire field of human computer interaction addressing major advances in knowledge and effective use of computers in a variety of applications areas The papers in this volume are organized in the following topical sections designing and evaluating learning experiences theoretical and pedagogical approaches in technology enhanced learning cognitive and psychological issues in learning and technology in STEM education

*Education And Awareness Of Sustainability - Proceedings Of The 3rd Eurasian Conference On Educational Innovation 2020 (Ecei 2020)* Charles Tijus, Teen-hang Meen, Chun-yen Chang, 2020-11-17 This volume represents the proceedings of the 3rd Eurasian Conference on Educational Innovation 2020 ECEI 2020 This conference is organized by the International Institute of Knowledge Innovation and Invention IIKII and was held on February 5 7 2020 in Hanoi Vietnam ECEI 2020 provides a unified communication platform for researchers in a range of topics in education innovation and other related fields This proceedings volume enables interdisciplinary collaboration of science and engineering technologists It is a fine starting point for establishing an international network in the academic and industrial fields

**Handbook of Research in Educational Communications and Technology** M. J. Bishop, Elizabeth Boling, Jan Elen, Vanessa Svihla, 2020-09-21 The 5th edition of the prestigious AECT Handbook continues previous efforts to reach outside the traditional instructional design and technology community to the learning sciences and computer information systems communities toward developing a conceptualization of the field However given the pervasive and increasingly complex role technology now plays in education since the 1st edition of the Handbook in 1996 the editors have reorganized the research chapters in this edition to focus on the learning problems we are trying to solve with educational technologies rather than to focus on the things we are using to solve those problems Additionally for the first time this edition of the Handbook reflects our field's growing understanding of the importance of design scholarship to inform practice by including design case chapters These changes for this edition of the Handbook are intended to bring educational technology research into the broader framework of educational research by elaborating on the

role instructional design and technology plays as a scholarly discipline in addressing education's increasingly complex issues. Provides comprehensive reviews of new developments in educational technology research and design practice. Includes concrete examples to guide future research and practice in the ways emerging technologies can be used to solve educational problems. Contains extensive references furnished to guide readers to the most recent research and design practice in the field of instructional design and technology.

***Humanizing Online Teaching and Learning in Higher Education*** Gray, Laura E., Dunn, Shernette D., 2024-03-11 The surge in enrollment for online courses is continually increasing. However, beneath the convenience lies a challenge that demands a resolution. Educators, administrators, and instructional designers must ensure that the human element is not lost in the virtual corridors of learning. Students with diverse backgrounds and learning needs require more than a simple virtual classroom. Research reveals a concerning trend: high attrition rates in online courses, often attributed to a lack of engagement and insufficient human interaction. To reverse this trend, deliberate measures must be taken to humanize the online learning environment. This book provides several solutions, offering an array of tools and strategies to promote engagement and infuse the human touch into online spaces. To confront this multi-layered challenge, it becomes paramount to undertake deliberate measures aimed at humanizing the online learning environment. *Humanizing Online Teaching and Learning in Higher Education* steps forward as a guide, offering an extensive array of tools and strategies meticulously crafted to foster student engagement and infuse the essential human touch into the digital educational landscape.

***Technology Education for Teachers*** P. John Williams, 2013-02-11 This is a textbook for use in technology teacher training and also a reference book for technology teachers. It will provide a foundation for new teachers entering the area of technology and also the opportunity for practicing teachers to keep up to date with research-informed ideas about teaching technology. Technology in the curriculum has continually faced a range of challenges throughout its history in many countries. Often the basis of the challenges is the result of a lack of understanding about good technology practice. It is hoped that this book can encourage excellent practice in technology teaching and so increase the number of schools positively engaged with technology. The chapter authors are internationally respected and experienced educators who have been able to draw on both their teaching experience and their research in order to discuss a range of aspects of teaching technology. The book has been developed with an international audience in mind. While authors are naturally most familiar with their own country, efforts have been made to generalize from the principles of sound theory and research-based practice to maximize applicability to local contexts. John Williams is the Director of the Technology, Environmental Mathematics and Science Education Research Centre at the University of Waikato in New Zealand. He has worked as a designer and builder and began his career as a secondary school Manual Arts teacher. He has taught and studied in Australia and the USA and in a number of African and Indian Ocean countries. He has published and presented widely and enjoys fishing.

***Design Thinking in Technical Communication*** Jason Tham, 2021-05-18 This book explicates the relationships

between design thinking critical making and socially responsive technical communication It leverages the recent technology powered DIY culture called the Maker Movement to identify how citizen innovation can inform cutting edge social innovation that advocates for equitable change and progress on today s wicked problems After offering a succinct account of the origin and recent history of design thinking along with its connections to the design paradigm in writing studies the book analyzes maker culture and its influences on innovation and education through an ethnographic study of three academic makerspaces It offers opportunities to cultivate a sense of critical changemaking in technical communication students and practitioners showcasing examples of socially responsive innovation and expert interviews that urge a disciplinary attention to social justice advocacy and an embrace of the design thinking principle of radical collaboration The value of design thinking methodologies for teaching and practicing socially responsible technical communication are demonstrated as the author argues for a future in the field that sees its constituents as leaders in radical innovation to solve wicked social problems This book is essential reading for instructors students and practitioners of technical communication and can be used as a supplemental text for graduate and undergraduate courses in usability and user centered design and research

**Smart Science, Design & Technology** Artde Lam, Stephen Prior, Siu-Tsen Shen, Sheng-Joue Young, Liang-Wen Ji, 2019-11-01 Smart Science Design Technology represents the proceedings of the 5th International Conference on Applied System Innovation ICASI 2019 which was held in Fukuoka Japan April 12 18 2019 The conference received more than 300 submitted papers from at least 20 different countries whereby one third of these papers was selected by the committees and invited to present at ICASI 2019 The resulting book aims to provide an integrated communication platform for researchers active in a wide range of fields including information technology communication science applied mathematics computer science advanced material science and engineering Major breakthroughs are being made by interdisciplinary collaborations between science and engineering technologists in academia and industry within this unique international network Smart Science has emerged as a separate discipline involving innovative practices methodologies and processes

The Design of Learning Experience Brad Hokanson, Gregory Clinton, Monica W. Tracey, 2015-07-03 This book delves into two divergent yet parallel themes first is an examination of how educators can design the experiences of learning with a focus on the learner and the end results of education and second how educators learn to design educational products processes and experiences The book seeks to understand how to design how learning occurs both in the instructional design studio and as learning occurs throughout the world This will change the area s semantics at a deeper level it will change its orientation from instructors and information to learners and it will change how educators take advantage of new and old technologies This book is the result of a research symposium sponsored by the Association for Educational Communications and Technology AECT

Dynamic Curriculum Development and Design Strategies for Effective Online Learning in Higher Education Walters, Kelley, 2023-09-28 Online learning has gained popularity as a preferred option for higher education institutions globally particularly due to the COVID

19 pandemic This has created a need for educators and practitioners to understand the strategies and techniques required for designing and delivering effective online courses that can engage students and provide them with the necessary skills and knowledge for success The book *Dynamic Curriculum Development and Design Strategies for Effective Online Learning in Higher Education* offers a practical guide and insights into the latest trends and best practices for curriculum development and design in the context of online learning Organized into three main sections the book begins with an overview of the current landscape of online learning and the challenges and opportunities it presents for curriculum development It then delves into the design and development of online courses followed by the implementation and delivery of those courses The book is relevant to both novice and experienced educators and practitioners who are involved in designing developing and delivering online courses in higher education It provides a comprehensive understanding of the strategies and techniques required to design and deliver effective online courses while examining the challenges and opportunities presented by online learning in higher education As such this book is an essential resource for anyone involved in online learning in higher education who seeks to develop and deliver dynamic and engaging courses that cater to the needs of online learners

**Handbook of Research on Educational Communications and Technology** J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop, 2013-07-03 The 4th edition of the *Handbook of Research on Educational Communications and Technology* expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community

Educational Technology Beyond Content Brad Hokanson, Gregory Clinton, Andrew A. Tawfik, Amy Grincewicz, Matthew Schmidt, 2020-04-09 This book is the outcome of a research symposium sponsored by the Association for Educational Communications and Technology AECT Consisting of twenty four chapters including an introduction and conclusion it argues that informational content should not be the main element of education and that to provide more for learners it is necessary to go beyond content and address other skills and capabilities It also discusses the false premise that learning is complete when the information is known not when learners seek more their own directions answers and ideas The authors assert that the ability to synthesize solve problems and generate ideas is not based on specific content although education often focuses solely on teaching content Further they state that content can be separated from the learning process and that instructional design and educational technology must be about the skills habits and beliefs to be learned Transforming Curriculum



Through Teacher-Learner Partnerships Nair, Pradeep, Keppell, Michael James, Lim, Chee Leong, Mari, Tamil Salvi, Hassan, Nurhanim, 2020-12-11 Empowering learners for life requires a fundamental shift in higher education curriculum design New priorities pedagogies technologies spaces and assessment strategies are required to enable learners to take ownership of their learning Student centeredness concepts are still prescriptive in nature as most decisions on curriculum assessment teaching and learning approaches are still teacher centric Teachers are developing student centered learning environments without the involvement of the learners in the planning decision making and or design process In addition some lecturers are still practicing the traditional approaches of content delivery and conventional assessment methods rather than experimenting with innovative practices suited for student centered approaches Therefore there is an ongoing need for research focused on the importance and effectiveness of a paradigm shift in education that involves student teacher partnerships fueled by innovative teaching and learning designs where students take an active role and contribute as partners in learning Transforming Curriculum Through Teacher Learner Partnerships captures experiences and evidence among teachers in exploring the possibility of active student participation in curriculum design delivery and assessment through teacher learner partnership The chapters address issues of teacher learner partnerships in designing the learning environment and how student centered methods create resilient adaptable and future capable learners While highlighting topics within this scope such as learner autonomy learning performance self efficacy and teaching pedagogy this book is ideally intended for teachers administrators teacher educators practitioners stakeholders researchers academicians and students interested in issues related to the teacher learner partnership

**Deep Learning in Adaptive Learning: Educational Behavior and Strategy** Chia-Chen Chen, Patrick Hung, Erol Eğrioğlu, Kuo-Lun Hsiao, 2022-09-14

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