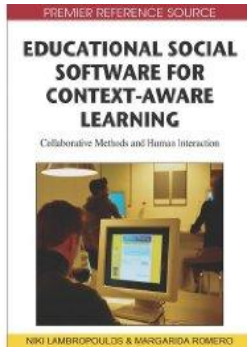


EDUCATIONAL SOCIAL SOFTWARE FOR CONTEXT-AWARE LEARNING

Collaborative Methods and Human Interactions

Edited by Niki LAMBROPOULOS & Margarida ROMERO
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This book was edited by, Niki Lambropoulos a HCI research fellow at London South Bank University and Margarida Romero a researcher on learning innovation and educational psychology, and published by Information Science Reference in 2009. The book, which 26 authors from nine different countries contributed to, includes four sections and 14 chapters.

The first chapter **Social Software as Tools for pedagogical Transformation: Enabling Personalization Creative Production, and Participatory Learning** deals with Web 2.0, which, as a recent innovation of the Internet, provides new opportunities in the fields of communication, interaction and sharing and which is considered to be important for establishing cooperation and self-organizing communities within information societies. In this respect, the social software tools and the opportunities provided by Web 2.0 are discussed in the chapter. In addition, the chapter also covers the innovative learning paradigm called Pedagogy 2.0 and made up of three main areas such as "personalization" with sub-dimensions of learner preferences and self-regulation, "participation" with sub-dimensions of communication and cooperation, and "productivity" with sub-dimensions of learner created content, creativity and innovation. Finally, the chapter evaluates the efficacy of the Web 2.0-based learning tools and approaches and discusses the pioneering studies conducted by different disciplines and institutions in different countries.

The second chapter **Web 2.0 and Learning: A Closer Look at Transactional Control Model in E-Learning** deals initially with what Web 2.0 is and then with the control, culture and social software technologies that cover learner preferences in the Web 2.0 environment, with the learner-teacher control in the learning environments, as well as with Facebook, one of social networks. In this respect, the chapter discusses the integration of Web 2.0 and related applications and puts forward suggestions regarding Web 2.0 e-learning applications.

The third chapter **Metacognition on the Educational Social Software: New Challenges and Opportunities** covers use of information and communication technologies, learner autonomy and self-regulation; a new learner model that includes the dimension of learner willingness in life-long learning and the dimension of metacognitive development of learners; and social software related to metacognition. The chapter also aims at examining the 2.0 environment with respect to the benefits of the new environment as well as to the new learning opportunities provided by this new environment.

The fourth chapter **Use of Social Software in Education: A Multiple Intelligences Perspective** deals with the social software used in educational environments such as e-mails, forums, chats, wikis, and blogs and discusses creative ideas regarding the use of social software in educational environments with respect to the theory of multiple intelligence. The chapter also provides suggestions for educators who will integrate technology into their courses.

Learning Together with the Interactive White Board provides information about the development processes of interactive white boards and then summarizes studies in related literature. In addition, the chapter presents five topic titles such as interaction, feedback, cooperation, interactive white boards and professional development-necessary for effective use of white boards.

This chapter, **Analysis of Interactions through a Web Annotation Tool in a Pre-University Mathematics Online Course**, which evaluates the "Web annotation tool" within the context of social interaction, deals with the tool within the scope of the math courses of engineering students attending the online preparatory school. Furthermore, the chapter also suggests a model that covers the analysis of online interaction and the classification regarding the use of this communication tool and puts forward suggestions for future research.

This chapter, **Harnessing Web 2.0 for Context-Aware Learning the Impact of Social Tagging System on Knowledge Adaptation** deals with an empirical study in which four undergraduate students were observed for eight weeks regarding how interaction could be achieved via a social tagging system called del.icio.us.

ScreenPLAY: An Interactive Video Learning Resources for At-Risk Teens, which handles different dimensions of the interactive video source of the screenPLAY that could be used for the youth in the risk group, primarily discusses the ethical dimension and the cognitive and linguistic components as well as the pedagogy underlying this source.

In the process that has started with e-learning, the chapter **The e-Tutor in Learning 2.0 Scenarios: Profile, Professional Empowerment, and New Roles** tries to explain the tasks and competence of e-Tutor and seeks answers to the questions of what the tasks of a good e-Tutor are and of what educational policies should be to meet the requirements of e-Tutor.

In this chapter, **Entering the Virtual Teachers' Lounge: Social Connectedness among Professional Educators in Virtual Environments**, which handles a frame with 12 features developed by the author in order to examine the online and offline communities, offline communities and online discussion forums were observed, analyzed and evaluated for a field that could help trainers develop communities.

From Theory to Practice: Communities of Practice across the Canadian Public Service, in which the way technology-supported communities work is reported in an application in Canada, discusses the difficulties, the benefits and the future vision.

This unit, **Web 2.0 and Collaborative Learning in Higher Education** suggests a hybrid model that aims at combining the potential of technology with the opportunities of cooperative learning besides the use of educational social software in a university environment.

This unit, **Publishing with Friends: Exploring Social Networks to Support Photo** mentions Lulu.com, a virtual learning environment, in which undergraduate students from the department of digital photography publish their projects.

In last chapter, **Revising the Framework of Knowledge Ecologies: How Activity Patterns Define**, educational social software and Web 2.0 components are considered as an evolving and ecological environment and discussed and elaborated in an integrative framework.

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