Web-Based Learning
Theory, Research, and Practice

Edited by Harold F. O'Neil, Ray S. Perez, Published by Lawrence Erlbaum Associates, May 2006, 448pp., ISBN: 978-0-8058-5100-7

TOJDE

Web-Based Learning: Theory, Research, and Practice explores the state of the art in the research and use of technology in education and training from a learning perspective. This edited book is divided into three major sections: Policy, Practice, and Implementation Issues, Theory and Research Issues and Summary and

Within this framework the book addresses several important issues, including: the primacy of learning as a focus for technology; the need to integrate technology with high standards and content expectations; the paucity of and need to support the development of technology-based curriculum and tools; the need to integrate assessment in technology and improve assessment through the use of technology; and the need for theory-driven research and evaluation studies to increase our knowledge and efficacy.

Web-Based Learning is designed for professionals and graduate students in the educational technology, human performance, assessment and evaluation, vocational/technical, and educational psychology communities.

CONTENTS OF THE OOK

Part I
Policy, Practice, and Implementation Issues

1. Evaluating Web-Based Learning Environments.
2. Infrastructure for Web-Based Learning.
3. The ADL Vision and Getting From Here to There.
4. An Open Learning Model for Web-Based Learning Architecture.
5. A Framework for Studying the Process of Implementing Web-Based Learning Systems.
6. Issues in Synchronous Versus Asynchronous E-Learning Platforms.
7. Virtual Reality and Simulators: Implications for Web-Based Education and Training. 8. Heuristics for Selecting Distance or Classroom Settings for Courses.

9. Putting the "Advanced" Into Advanced Distributed Learning.
10. Beyond Content and Design: Employment Processes as the Missing Link in Web-Based Distance Learning Success.

<div align="center">

Part II
Theory and Research Issues

</div>

11. Becoming a Self-Regulated Learner: Implications for Web-Based Education.
12. The Importance of Motivation, Metacognition, and Help Seeking in Web-Based Learning.
13.   Learning and Transfer in Two Web-Based and Distance Applications.
14. Role of Task-Specific Adapted Feedback on a Computer-Based Collaborative Problem-Solving Task.
15. Teaching Procedural Knowledge in Distance Learning Environments.
16. Why Understanding Instructional Design Requires an Understanding of Human Cognitive Evolution.
17. Scalability and Sociability in Online Learning Environments.
18. Role of Simulation in Web-Based Learning.
19. The Use of Technology in Education.
20. Five Critical Issues for Web-Based Instructional Design Research and Practice.
21. Ten Research-Based Principles of Multimedia Learning.

<div align="center">

Part III
Summary and Conclusions.

</div>

22. Summary and Conclusions.