



E-Learning: Concepts and Practice

By Bryn Holmes, John R Gardner

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E-learning is now an essential component of education. Using examples from around the globe, the authors of **E-Learning** provide an in-depth examination of past and future e-learning approaches, and explore the implications of applying e-learning in practice. Topic include educational evolution; enriching the learning experience; extended learning; empowering learning; evolving theories of learning; emancipatory learning; and the creation of ecommunities

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Editorial Review

Review

e-Learning is now an essential component of education. Globalization, the proliferation of information available on the Internet and the importance of knowledge-based economies have added a whole new dimension to teaching and learning. As more tutors, students and trainees, and institutions adopt online learning there is a need for resources that will examine and inform this field.

Using examples from around the world, the authors of **e-Learning: Concepts and Practices** provide an in-depth examination of past, present and future e-learning approaches, and explore the implications of applying e-learning in practice.

Topics include:

- o educational evolution
- o enriching the learning experience
- o learner empowerment
- o design concepts and considerations
- o creation of e-communities
- o communal constructivism

This book is essential reading for anyone involved in technology enhanced learning systems, whether an expert or coming new to the area. It will be of particular relevance to those involved in teaching or studying for information technology in education degrees, in training through e-learning courses and with developing e-learning resources.

Bryn Holmes is an assistant professor in Education at Concordia University, Montreal and director of an Internet company, Inishnet, which offers research and consultancy in online education.

John Gardner is a professor of education at Queen's University, Belfast and his main research areas include policy and practice in information and communications technology in education.

About the Author

Professor John Gardner (PhD MSc PGCE BSc FBCS CITP CEng AcSS FCIEA) is Deputy Principal (Education and Students) at the University of Stirling. His main research and teaching interests include policy and practice in all sectors of education, particularly in relation to assessment and information

technology. He has over 120 academic publications and has authored or co-authored seven books, the most recent being: *Assessment and Learning* (2012, Sage), *Developing Teacher Assessment* (2010, McGraw-Hill/Open University) and *The Classroom X-Factor* (2011, Routledge).

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