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the versatile cost effective technology of the tablet computer has proved to be a good fit with the learning capabilities of today s students not surprisingly in more and more classrooms the tablet has replaced not only traditional print materials but the desktop computer and the laptop as well designing instruction for tablet classrooms makes

sense of this transition clearly showing not just how and why tablet based learning works but how it is likely to evolve written for the non technical reader it balances elegant theoretical background with practical applications suitable to learning environments from kindergarten through college a wealth of specialized topics ranges from course management and troubleshooting to creating and customizing etextbooks from tablet use in early and remedial reading to the pros and cons of virtual field trips and for maximum usefulness early chapters are organized to spotlight core skills needed to negotiate the new design frontier including framing the learning design approach analyzing the learning environment designing learning that capitalizes on tablet technology developing activities that match learning needs implementing the learning design conducting evaluations before during and after this is proactive reading befitting a future of exciting developments in educational technology for researchers and practitioners in this and allied fields designing instruction for tablet classrooms offers limitless opportunities to think outside the box

one of the most significant developments in contemporary education is the view that knowing and understanding are anchored in cultural practices within communities this shift coincides with technological advancements that have reoriented end user computer interaction from individual work to communication participation and collaboration however while daily interactions are increasingly engulfed in mobile and networked information and communication technologies ict in school learning interactions are in comparison technologically impoverished creating the phenomenon known as the school society digital disconnect this volume argues that the theoretical and practical tools of scientists in both the social and educational sciences must be brought together in order to examine what types of interaction knowledge construction social organization and power structures a occur spontaneously in technology enhanced learning tel communities or b can be created by design of tel this volume seeks to equip scholars and researchers within the fields of education educational psychology science communication social welfare information sciences and instructional design as well as practitioners and policy makers with empirical and theoretical insights and evidence based support for decisions providing learners and citizens with 21st century skills and knowledge and supporting well being in today s information based networked society

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