Learning theories, knowledge generated, and the skills to strategies for educators at all levels are changing so rapidly that even the private sectors attempting to deliver public schooling products fail to deliver. This book is unique in that it will take the reader/learner from (1) the changing learning theories on how we learn (2) to specific content disciplines and the impact multimedia is having on those disciplines, (3) to an examination of specific learners, and (4) to the array of all learners in today’s classrooms and the multimedia-rich strategies found today and especially for tomorrow. This edited book features author experts in learning and motivation, primary curricular disciplines, online learning, and experts focused on teaching and learning across the new twenty-first-century media-rich avenues. Presented are specific learning/teaching strategies based on the learner utilizing multimedia tools and are framed around three primary questions:

1. How are learning theories changing for the learner due to the increasing use of media technology tools?
2. How are curriculum instructional strategies changing due to media/software digital delivery platforms for the learner?
3. What impacts does the changing landscape for the learner have on the delivery strategies?

Experts in curriculum and media software explore these questions from three broad perspectives: Part I: 21st Century Learning Environments for the Learner focuses on the changing teaching and e-Learning theories. Part II: Curriculum for e-Learners covers specific discipline fields including reading, writing, language and literacy, mathematics, science, art, social studies, and the new assessments technology requires. And Part III: Dynamic e-Instructional Strategies emphasizes media-rich learner characteristics and the strategies to meet their needs. Each of the three sections provides experts in specific academic fields. Every chapter has an undergirding focus on diverse learners and diverse learning strategies and examines the knowledge-to-learning practices driven by multimedia tools.

It is a book for K-12 site-based educators and a graduate/advanced undergraduate in careers that place them in the classroom or in leadership school positions.
Chapters begin with key questions and end with application activities written for K-6, K-12, or K-16. The authors and I believe that all can be adapted to the needs of the particular reader.

In Part I, 21st Century Learning Environments for the Learner, four chapters explore the learner in relationship to achievement motivation as e-Learners. Chapter 1 authored by the Editor, Rosemary Papa, presents human knowledge acquisition and how it is being reshaped given the advent of e-Learning. Learning today uses social learning arrangements that involve peers and teachers as never before and is a notable addition promoted by situated cognition theory and practice.

Chapter 2 authors Gypsy Denzine and Ric Brown guide the reader through the theories of motivation and how learning is enhanced by understanding such theories as self-regulated learning, locus of control, self-efficacy, student engagement, task value, beliefs about intelligence, and goal orientation with an eye to the technological environment.

Chapter 3 explores the personal learning environment (PLE) as a new concept for effective teaching and learning. Web 2.0 tools integrated with the concept of PLE enable authentic learner-centered and learner-driven applications for more individualized learning instructions. The authors, Chih-Hsiung Tu, Cherng-Jyh Yen, and Laura E. Sujo-Montes, describe learning as always personal, constructive, ubiquitous, collaborative, and connective and believe that though PLE is powered by technology, its design and applications should be firmly rooted in the theoretical framework of pedagogy.

The final chapter in Part I, authored by Mary I. Dereshiwsky, identifies challenges that students face in their online courses. She offers specific strategies that online instructors can use to assist students with these challenges.

Part II, Curriculum for e-Learners, presents seven chapters individually focused on specific discipline curriculum. Chapter 5 authors Pamela Powell and Jennifer Prior present oral language development as critical to building overall literacy. These authors believe that supporting growth in literacy is vital to the development of multiple literacies in children and can be scaffolded and encouraged through multiple means.

Chapter 6 author Michael R. Sampson describes how learning to read and reading to learn are being reshaped as text moves from paper to digital formats. Increasingly, writing is being done on computers and smartphones though the theory on how children learn remains constant, regardless of the place where reading and writing occur.

Chapter 7 authors, Vicki Ross, Jennifer Prior, and Shannon Guerrero, are excited by the sweeping changes under way in both the fields of education technology and mathematics education. They look at Common Core State Standards for Mathematics and specifically at the Standards for Mathematical Practices and how these work together and suggest ways in which classroom teachers might use these together to enhance the work that they do with their students.

Chapter 8 authors Shadow Armfield and Cynthy Conn introduce the National Educational Technology Standards for Students (NETS*S) and their alignment with the Next Generation Science Standards (NGSS) and the Common Core
Standards to demonstrate how the standards of technology can be integrated into science education and support language arts and mathematics education as well. Readers will receive background on the standards, instructional strategies to use, examples of technologies to support the strategies, and scenarios from across the K-12 spectrum.

Chapter 9 authors Jennifer Prior and Pamela Powell highlight the overall importance of the arts in education and how art in all its forms contributes to the development of human beings as well the connection between the arts and the Common Core State Standards. The authors further describe how the arts and technology can be integrated in ways that stimulate student creativity using a variety of technology tools to enhance visual arts, music, drama, and dance.

Chapter 10 author Barbara Torre Veltri informs, applies, and integrates theories with national standards, content-rich activity modules, and developmentally appropriate classroom strategies. This offers teacher education candidates, university students, practitioners, and teacher educators practical, proven, and cost-effective methods.

Completing Part II, Chap. 11, authored by Cynthia Conn, is focused on the growing assessment demanded in education today. The revised Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (2011) advocate for the real integration of assessment planning and instructional strategies through the consistent collection, review, and use of data from multiple types of assessments. The increase of cost-effective computing devices and applications is presented.

Part III, Dynamic e-Instructional Strategies, offers seven chapters. Chapter 12 authors Shadow Armfield, Dawn M. Armfield, and J. Michael Blocher inform the reader on how collaborative learning as an instructional strategy supports students in the learning process. Readers are introduced to collaborative learning in online environments and shown how these collaborative environments can further support what they do in their own classes (face to face or online). Numerous examples of collaborative tools, social media, course management systems (CMS), and collaborative development environments are presented.

Chapter 13, Gamification, is described as the use of game mechanics and game dynamics to drive gamelike engagements and actions in a nongame setting. Authors Chih-Hsiung Tu, Laura E. Sujo-Montes, and Cherng-Jyh Yen, in their discussion of gamification, apply game mechanics, game dynamics, and frameworks to promote desired learning behaviors. They believe that positive and effective gamification can enhance learning and engage learners in more social and context-rich decision making for problem solving in learning tasks. They believe that effective gamification design should understand learners’ game personalities, social engagement styles, and intrinsic and extrinsic motivated user styles initially and evaluate and select appropriate game mechanics and game dynamics to create ideal gamification instructions. This chapter proposes a Model for Constructing Gamification to assist educators in designing effective gamification to support their existing instructions.

In Chap. 14, gamers are explored by J. Michael Blocher who believes that they often engage for hours at a time in online multiplayer gaming environments. As
educators, Blocher contends that we can ill afford to dismiss the impact gaming might have on our society, as gamers are in our classrooms as learners and teachers. This chapter sheds light on gaming and the impact gaming has on learning.

Chapter 15 authors, Laura E. Sujo-Montes, Shadow Armfield, Cherng-Jyh Yen, and Chih-Hsiung Tu, envision that collaborative learning interactions happen in a technology-mediated format. They explore the form of collaborative learning known as problem-based learning (PBL), offering how to design and implement collaborative learning.

Chapter 16 authors Christine K. Lemley and John Martin describe their research in a high school–university partnership that used oral history projects to connect school to community. Drawing on funds of knowledge and culturally relevant pedagogy the authors used Google Sites as a platform to collaborate between preservice teachers and high school students. A sociocultural framework of learning underscored the importance of group interaction and collaboration in this learning experience.

The final two chapters, Chaps. 17 and 18, are authored by Chih-Hsiung Tu and Laura E. Sujo-Montes. Chapter 17 explores mobile learning environments as human networks that afford learners the opportunity to participate in creative endeavors, for social networking, to organize and reorganize social contents, for learner-created cognitive space, and to manage social acts at anytime and anywhere through mobile technologies. This chapter utilizes the Model of Mobile Social Interaction to understand effective mobile interaction. Chapter 18, the MOOC, Massive Open Online Course, is described by the authors as an innovative, disruptive, Educational Evolution, Come the Revolution, the campus tsunami, Faducation, False promise, to hype, shallow, McDonaldization of global higher education. All elements of what MOOCs mean to teaching and learning are discussed.

We hope you are excited and creatively drawn to most or all of the concepts offered in our book.

Dr. Rosemary Papa
The Del and Jewell Lewis Endowed Chair
Learning Centered Leadership
Northern Arizona University
Flagstaff, AZ, USA