2nd ed. 2019, XVIII, 217 p. 36 illus., 35 illus. in color.

Printed book

Hardcover

74,99 € | £64.99 | $89.99
[1]80,24 € (D) | 82,49 € (A) | CHF 88,50

eBook

64,19 € | £51.99 | $69.99
[2]64,19 € (D) | 64,19 € (A) | CHF 70,50

Available from your library or springer.com/shop

MyCopy [3]

Printed eBook for just
€ | $ 24.99
springer.com/mycopy

D. Neuman, M.J. Tecce DeCarlo, V.J. Lee, S. Greenwell, A. Grant

Learning in Information-Rich Environments

I-LEARN and the Construction of Knowledge from Information

- Builds on the successful track record of the first edition
- Directly addresses the emerging issues of digital and critical literacies, which are key concepts in contemporary educational discourse
- Includes instructional scenarios based on research and practice with a wide range of practitioners (K-12 and higher education)
- Offers an easy-to-use framework for practitioners introducing students to inquiry-based projects and developing their information literacy skills
- Teaches the I-LEARN Model, which can be used across the curriculum to address specific school/district/college-level outcomes

The amount and range of information available to today's students—and indeed to all learners—is unprecedented. If the characteristics of "the information age" demand new conceptions of commerce, national security, and publishing—among other things—it is logical to assume that they carry implications for education as well. Little has been written, however, about how the specific affordances of these technologies—and the kinds of information they allow students to access and create—relate to the central purpose of education: learning. What does "learning" mean in an information-rich environment? What are its characteristics? What kinds of tasks should it involve? What concepts, strategies, attitudes, and skills do educators and students need to master if they are to learn effectively and efficiently in such an environment? How can researchers, theorists, and practitioners foster the well-founded and widespread development of such key elements of the learning process? This second edition continues these discussions and suggests some tentative answers. Drawing primarily from research and theory in three distinct but related fields—learning theory, instructional systems design, and information studies—it presents a way to think about learning that responds directly to the actualities of a world brimming with information.

Part of **SPRINGER NATURE**