

Contents

<i>Foreword</i>	ix
1 Learning in a Digital World	1
Starting Points	1
Hopes, Dreams and Nightmares	4
Why Is the Supportive Evidence so Hard to Find?	5
How does Psychological Theory Illuminate the Educational Debate?	11
How Can We Bridge the Home School Digital Divide?	15
Risks, Skills and Opportunities	16
Conclusions	16
2 How do People Learn?	18
Introduction	18
What is Learning?	19
Beyond General Theories of Learning	22
What About the Quality of Learning?	23
Active Versus Passive Learning	24
Preferred Learning Styles	26
What About the Learner?	28
Risks, Skills and Opportunities	30
Conclusions	30
3 Social Interactions and Written Communication	32
Introduction	32
Communicating Online	33
Changes in Written Language	36

	Abbreviations Mediated Through Technology	39
	The Effects of Text Abbreviations on Literacy Skills	41
	Risks, Skills and Opportunities	44
	Conclusions	44
4	E-Books, E-Readers and Tablets, Are they the Way Forward?	46
	Introduction	46
	E-books: Are they Effective Teaching Tools or an Adjunct to Real Reading Activities?	47
	Promoting Collaboration and Peer-Group Interactions	51
	Adult Instruction is Still Important	53
	The Benefits of Kindles and iPads	55
	Mobile Technology and Second Language Learning	58
	What About Those at Risk of Reading Difficulties?	59
	A Multisensory Experience	61
	Risks, Skills and Opportunities	64
	Conclusions	64
5	Becoming Digitally Literate	66
	Introduction	66
	Engaging with New Forms of Literacy	67
	So Which Literacy Skills are Required to Become a Digital Native?	68
	The Multimodal Landscape	70
	Visual Literacy and Visual Representations	71
	How Can Visual Representations Support Learning?	73
	Risks, Skills and Opportunities	76
	Conclusions	77
6	Social Networking as an Educational Tool	78
	Introduction	78
	Facebook as a Popular Networking Tool	79
	Social Capital	80
	Social Networking in Educational Contexts	82
	So Why is the Educational Use of an SNS Different from Using a Virtual Learning Environment (VLE)?	86
	Where Does This Leave Us?	87
	The Need to Establish Rules of the Game: Netiquette	88
	Risks, Skills and Opportunities	89
	Conclusions	90

7	Absorbed by Technology	92
	Introduction	92
	Addiction and Wellbeing	93
	Time Wasting	96
	Driven by the Fear of Missing Out (FOMO)	97
	The Interplay of Cognition and Internet Activity	98
	Are Multitaskers Always at a Disadvantage?	102
	Going with the Flow	103
	So What are Young People Learning?	104
	Risks, Skills and Opportunities	105
	Conclusions	105
8	Games, Learning and Education	107
	Introduction	107
	The Nature of Games	108
	Simply Addicted to Games?	109
	Games and Learning	112
	Is Gaming a Panacea for Educational Ills?	116
	The Future of Games for Learning	120
	Risks, Skills and Opportunities	122
	Conclusions	122
9	Misbehaviour or Merely Misunderstanding?	124
	Introduction	124
	What is Academic Dishonesty?	125
	Prevalence Rates of Academic Malpractice	126
	Why do Students Take the Risk?	128
	Do they Know What they are Doing?	130
	And the Solution Is?	132
	Risks, Skills and Opportunities	134
	Conclusions	134
10	Being Emotionally Intelligent and Risk Resilient	136
	Introduction	136
	Shades of Light and Dark	137
	Overcoming Risks and Building Resilience	139
	Self-Disclosure and Social Networking	142
	So are Emotional Intelligence and Resilience the Key to Reducing Risk?	144
	How do We Cultivate a State of Emotional Intelligence and Risk Resilience?	147

	Risks, Skills and Opportunities	149
	Conclusions	150
11	The Future of Learning	151
	Introduction	151
	The Skills of the Net Generation	152
	Bridging the Home–School Divide	156
	Can Psychological Theory Inform Educational Practice?	158
	Promoting Educational Change	160
	Learner, Teacher and School Level Characteristics	161
	Many Possibilities but No Certainties	165
	References	167
	<i>Author Index</i>	202
	<i>Subject Index</i>	214