Chapter 1 : Learning styles - Wikipedia

The model constructed to shed light on the educational usage of Facebook, consists of 3 latent variables and 11 observed variables. Adoption as a latent variable was explained by 5 observed variables; usefulness, ease of use, social influence, facilitating conditions and community identity.

In this study, data is collected from Facebook Keywords: The study group consists of Facebook Social network users whose answers were examined by using a structural equation model. Introduction Rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes. Hence, using social networks in educational and instructional contexts can be considered as a potentially powerful idea simply because students spend a lot of time on these online networking activities. Mazman , kocak hacettepe. Social networks include various people both as authors as well as readers, nonetheless personalized content, information sharing and collaboration are the socializing dimensions of these tools Bartlett-Bragg, On the other hand, beside this socializing entity, social networks are suggested to help users re-situate learning in an open-ended social context by providing opportunities for moving beyond the mere access to the content learning about to the social application of knowledge in a constant process of re-orientation learning as becoming Mejias, Social networks, consisting mostly young people as users, are highly informal environments which play an important role in continuing the interaction outside the classroom. While it is expected that social networks will increase interaction related to formal educational purposes, young people also use these applications to continue their informal education such as by following and commenting on academic and social issues, dilemmas and disappointments faced while pursuing university education Selwyn, a. Facebook It is known that, social networks started with Six. In this study, the Facebook is handled among other social networks. Despite the fact that Facebook was launched in as a Harvard-only Social Network site, it expanded to include other high school students, professionals inside corporate networks, and eventually everyone who have access to the online world Cassidy, Because most Facebook users are between 18 and 25 years old, they mostly are university students Bumgarner, Hence, it can easily be deduced that it can be a useful educational tool especially by providing active participation and collaboration. Research model and hypothesis The model constructed to shed light on the educational usage of Facebook, consists of 3 latent variables and 11 observed variables. The items developed for the Facebook adoption scale were prepared having completed a thorough literature review on existing adoption, diffusion, acceptance and usage models and theories. Adoption of Facebook There are different constructs, theories, and models prepared to explain the acceptance, adoption, diffusion, and usage of technological innovations. Both individual factors and media characteristics must be taken into account while studying adoption processes of social networks because social network applications have both technological and social dimensions. Similarly, heterogeneous groups of people from all around the world use these social network applications for interaction, collaboration, communication and sharing. What follows is the explanation of the factors that enable the adoption process discussed above. Facilitating factors such as the help one gets from others or from the help menu or support services in managing both content and process are important for the adoption of Facebook. In this study, adapting from Venkatesh et al. For this reason, Facebook supports individuals to create their own groups or simply join the existing ones that bring people together around shared interests and needs. Community identity is suggested as an important factor in adoption of Facebook. Purposes of Facebook usage Facebook can be used for different purposes by users with differing interests and purposes. Stutzman suggested that Facebook is being used for wasting time, learning about others, maintaining social communication, following updates about friends, school or class. In addition to these, Facebook can be used for work related purposes while new business relationships can be formed and existing ones are maintained although connecting people with shared interests such as music, cinema or politics is an important non-professional purpose of users Ellison et al. In this study, purposes of Facebook usage are handled under 3 headings: Social relations Social relations make up an important dimension of Facebook and may include making new friends, maintaining the existing ones and communicating with them. These social groups include

neighbors, family members, groups and other people who share common interests. Educational usage of Facebook Facebook is seen as a favorable educational tool owing to its structure and various utilities. Considering the educational utilities offered by Facebook such as providing members with intentional or spontaneous learning opportunities by bringing people together around shared interests, exchanging information, sharing ideas, discussing topics, collaborating etc. Communication Educational usage of Facebook for communication consist of activities such as enabling communication among students and their instructors, facilitating class discussions, following announcements about classes and courses, departments or schools, delivery of home- work and assignments by teachers, informing about resources and links related to courses. Collaboration As Facebook contains different categorical groups and communities, it provides opportunities for members to join new networks in a way to open up spaces for collaborative learning Selwyn, b. People can exchange ideas, share information and work together with which they have common interests, ideas and needs. With its capabilities such as uploading videos and photos, and adding and following the links to external resources or pages, Facebook provides users with audio and visual materials and resources. Educational usage of Facebook for resource and material sharing consists of activities such as exchanging multimedia resources, videos, audio materials, animated videos, resources and documents. This lead to the hypothesis that when people adopt, they use this adopted material for different purposes in their daily lives. For example, if people perceive something as useful and easy to use, they tend to adopt it for various tasks necessary in daily lives. Assuming that people attain implicit learning opportunities when they use Facebook, both social dimensions and media characteristics affect the whole educational context. Instrument Data is collected by means of an online survey which was developed by the researchers. The survey consisted of four sections. For validity, expert opinion was attained to see if the questions were appropriate in measuring the intended research questions and if the statements were understandable. While developing the Facebook adoption scale, diffusion, acceptance, usage and adoption theories and models were reviewed to expand the coverage of the scale items. The results of the explanatory factor analysis revealed that the factor loads of items varied from 0. It has been revealed out that purposes of Facebook scale consisted of 3 factors, namely the purposes about social relations, work-related purposes and purposes on daily activities. While developing the scale about educational usage of Facebook, a preliminary scale of 11 items was prepared by considering the potential educational usage of existing features of Facebook. Participants and data collection Although the total number of the accessed surveyors was , the study group consisted of Facebook users who responded to the online survey accurately. The survey was kept open for these participants on the web for four weeks. All of the surveyors participated in this research process voluntarily and any reward or prices promised. As seen in the Table 1, the number of females and males were nearly equal. Most Facebook users were between 18 and 25 year old and were college students. Most of the participants used Facebook several times within a day and stayed online in Facebook for approximately half an hour. Data analysis and results 4. Estimated structural equation between latent variables and covariance matrix of latent variables are presented below: H1, H2, H3, H4, H5 supported. H6, H7, H8 supported. H9, H10, H11 supported. Findings and discussion In this study, a structural equation model is tested to explain the educational use of Facebook. While testing the model, educational use of Facebook is explained directly by purposes of Facebook usage and indirectly by Facebook adoption. Usefulness is determined as the most important factor in predicting the adoption of Facebook. Therefore, usefulness as perceived by Facebook users can be suggested as one of the major reasons for the rapid adoption of Facebook and the rapid increase in the number of its users. In this study, using Facebook purposefully for attaining new social relations has revealed itself as the most important factor among all of the purposes collected. In addition to this, it was revealed out that people who use Facebook intensively also use it for killing time and having fun. Similarly, it can be suggested that using Facebook with the purpose of maintaining social relations is related with utilization for communication. While Facebook users who participated in this study keep their relationships and communication with their colleagues, classmates or people with whom they are studying, they also exchange information, share ideas and views during this communication process. Then, these purposes initiate and shape the educational usage of that innovation with its compatibility, potential and interaction with the surrounding educational context. This study has some

certain limitations. Firstly, because the data was collected by means of an online survey, the accuracy of responses to questions about demographic information as age, gender, and education level could not be controlled by the researchers. Conclusion and recommendation Social networks are currently used by highly heterogeneous people with different ages, education levels, gender, social status, language, and culture who participate and incorporate social networks into their daily lives. As one of these social networks, Facebook has attracted many people, especially young people, from different backgrounds and diffused rapidly. In further researches antecedents of both usefulness and relative advantage could be examined. While determining the factors affecting the adoption of Facebook, different constructs or dimensions of adoption can be added onto the constructs used in this model. Constructs Reliability Social relations 0. Constructs Reliability Communication 0. Investigating faculty decisions to adopt Web 2. The Internet and Higher Education, 11 2 , 71e The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50 2 , e Perceptions of teachers about the characteristics of computers in the diffusion process of technology. Hacettepe University Journal of Education, 22, 14e Journal of Computer-Mediated Communication, 13 1 , e You have been poked: First Monday, 22 The New Yorker, 82 13 , 50, Retrieved Perceived usefulness, perceived ease of use, and user acceptance of information technology. MIS Quarterly, 13 3 , e International Journal of Research in Marketing, 21 3 , e Journal of Computer- Mediated Communication, 12 4 , e Belief, attitude, intention and behavior: An introduction to theory and research. Motives and uses of Facebook. In CHI Proceedings pp. A meta-analysis of the technology acceptance model. Harnessing the affordances of Web 2. Social networking websites and teens: Pew Internet and American life project. Integrating social networking technologies in education: Proceedings of 8th IEEE international conference on advanced learning technologies pp.

Chapter 2 : Learning Theories and Models summaries - Educational Psychology

The purpose of this study is to design a structural model explaining how users could utilize Facebook for educational purposes. In order to shed light on the educational usage of Facebook, in constructing the model, the relationship between users' Facebook adoption processes and their educational.

But it all starts with the 3D model. Due to all of this, the 3D modeling industry is expected to achieve up to But, What is 3D Modeling? This helps them form a mesh, which is a group of vertices that create an object. These 3D objects can be created automatically or through manually deforming the mesh, or by manipulating the vertices. The mesh is a collection of multiple points in space. Each of these points adds up to create the final 3d model in your design. The points are then mapped to on a 3D grid and are combined as polygonal shapes, usually quads or triangles. Each vertex or point has their own unique position on the grid, and once these points are combined into shapes, the object surface is created. Next, the 3D models are exported to other software programs to be used for movies or games. But there are some 3D software systems that can create 2D images through a process called 3D rendering. This technique is great for creating realistic scenes with complex lighting algorithms. Cities in the public or private sector are beginning to use 3D models to assist with city planning. A prime example of this is Virtual Brisbane. It was a project used by the Brisbane city council to create 3d models for development assessment, community engagement, and strategic planning. Singapore is creating a new 3D powered project called Virtual Singapore. This new 3D platform will create more opportunities for urban planners. Companies such as Dassault Systems are working with different cities to create tools to make more responsive cities. For instance, the 3D Experience Project lets urban planners digitally prototype and test their ideas. As a result, it will help them consider the short and long-term impact of urbanization. These techniques will help integrate people, which creates a more personalized approach to development planning. Architects and engineers use it to plan and create their work. Game designers and animators use it to help bring their ideas to life. And almost every Hollywood film production team uses 3D modeling to speed up production, to reduce costs, and to make interesting 3D effects. For instance, the popular HBO series Game of Thrones uses 3D animation and modeling to mock up everything before filming it. Also, the objects can be created through sculpting or scanning, but those techniques can have their limitations when creating the final model. Learning 3D modeling can be somewhat challenging. Most of the principles rely on fundamental art skills, and the programs can be difficult to learn at first. People with experience in sculpture and drawing will find it easier to learn 3D models. But, anyone with the patience and the time can learn these skills. This adds to the importance of creating new ways to train and teach built-environment professionals. For instance, The University of Queensland launched a project where the researchers brainstorm, design, and implement an efficient curriculum in its Bachelor of Urban and Town Planning program. By making virtual 3D models, students can develop their spatial skills. This helps them plan, visualize, assess, and communicate new and existing developments. Most students like the new learning opportunity to help improve their spatial skills, usually in the early stage of the learning process. However, the students had a short time limit to learn the technology fully. Nonetheless, the students know the importance of 3D technology and how spatial learning skills will aid their professional development. It helps them interpret landscape representations and enhances their map reading skills. As a result, this helps the students know the digital and physical aspects of urban places. It gives students new ways to become spatial planners and will become properly equipped for the age of co-creation. Plus, this helps their spatial literacy and helps with co-designing an environment. This can help them become more relevant to modern design practices, become better planners, and increase their employability and competency once they enter the workplace. Conclusion Thanks to 3D modeling, we can see more efforts being made to help improve our society. For instance, it helps urban planners create new maps and help develop new cities. Within a few years, we can expect to see more 3D generated cities in the future.

Chapter 3 : The Model for Learning and Development - Training Industry

In order to shed light on the educational usage of Facebook, in constructing the 27 January model, the relationship between users' Facebook adoption processes and their educational use of Accepted 10 February Facebook were included indirectly while the relationship between users' purposes in using Facebook and the educational usage of.

However, there are certain challenges to adapting to the general education setting. Often times these challenges are not academic, but rather include struggling to keep homework organized, completing their agenda e. These types of organizational and school-based skills are essential for the success of any student. A surprisingly simple concept for teaching these types of skills include showing the student a model they can try and copy. Even more interesting, what if the model students watched was themselves? This is exactly the idea behind video self-modeling. Video modeling is a mode for teaching behaviors or skills that includes using a video recording as a model. Video self-modeling is when the student views a video recording of themselves performing the behavior or skill successfully. In the age of tablet technology, recording a video and editing it as needed is simpler than ever. In addition, video modeling has been endorsed as an evidence-based practice by the National Professional Center on Autism Spectrum Disorders see more information at: Not only is video self-modeling evidence-based, but it is an easy intervention to implement that requires limited materials and time. A teacher, parent, or instructional assistant can easily use this strategy to teach a student a variety of different types of skills such as academic, social, functional, and vocational skills. Choose a behavior to target. When choosing a skill to teach, be sure to have a clear definition of the skill and all of its parts â€" this list of steps is called a task analysis. If it turns out the skill has more than 6 or 7 steps, it may not be a good choice for this particular strategy. Gather the correct equipment. An ipad, iphone, or hand held device that records video can be used to record the video. Be sure that the students and adults are familiar with the technology used. Before starting the intervention, observe and collect data on the behavior you have chosen to target. If it turns out that the student already performs the task perfectly, you may wish to pick a different task. It is best practice to collect at least three baseline data points. Plan the video recording. Determine a location with limited distractions for the recording of the video. It would be best to find a time that the video can be recorded in the location where the task is expected to occur on a daily basis. Prompt the child as needed to record a video of the successful completion of each step in the target behavior. Edit the video as needed to provide a seamless model of the target behavior. Editing software, such as iMovie, is simple to use and free with the iphone and ipad. Determine the environment and time of day for watching the video. Think about when the child will watch the video, how many times, and where they will watch it. Determine if a reward will be necessary. Be sure the equipment needed to watch the video will be available. Show the child the video on a regular basis providing prompting as needed to keep attention. Collect Data to Monitor Progress. Continue collecting data on the behavior using your task analysis to determine if the child is improving. If progress is not being made, think about ways the implementation may need to be adjusted to help the child learn. Fade the Video as Needed. Once the child has exhibited repeated successes completing the target behavior, it may be time to fade the use of the video. Moving from every day to once or twice a week might me a good place to start. If you continue to see success, eventual fading of the video all together promotes independence. An Example of Implementing Video Self-Modeling in a General Education Classroom We were interested in gathering evidence on the effectiveness of video self-modeling with four sixth-grade students that were receiving special education services in the general education setting. The students were struggling with tasks like homework completion and organization of school materials. We identified three specific skills to target and developed a task analysis for what was required for each task. Filling out the Agenda 1. Student will write correct date at the top of the agenda page. Student will write down their homework. This information will be copied word-for-word from homework section of the whiteboard located at the front of the classroom. The student will write in cursive or script to make the writing legible. Student will raise hand by fully extending their arm when they have completed writing in their agenda to have a teacher check the work and to have the teacher sign off. Percentage of directions followed to completion correctly Homework Completion 1. Student

removes homework from designated homework folder. Student puts name on assignments on the line provided. Student writes answers to questions legibly. Student writes in complete sentences or circles correct answers when applicable. When assignment is complete student puts their homework assignments back into their homework folder. Percentage of directions followed to completion correctly Transitioning from Locker to Classroom 1. The student returns from their locker carrying the required materials for their next class and their binders which contain: The student walks to the end of the line with their classmates. The student walks single file down the academic hallway without disrupting others. The student places their bag on the floor next to their desk. The student places their binder on their desk. Total time required to complete task Students were then given explicit instruction on each step, and practiced with their teacher. Their teacher, using a classroom iPad, then recorded a video of each student performing each step successfully. Videos were edited in iMovie, the video editing software that was already installed on the iPad. Next we needed to find a time of day for the intervention to take place. All of the targeted skills took place at the end of the day, but it was determined the best time to show the students the videos would be during the middle of the day between lunch and recess so they would not need to be pulled from a class. It was important that watching the video was not seen as a chore or punishment. When the intervention began, students were shown the video in the afternoon and data was collected on the steps of each task. We were also able to collect data on each task before beginning the implementation of the intervention. Student 1 was struggling to correctly complete the steps for homework completion accurately before watching the video model. Student 2 was taking close to 15 minutes to transition from the locker to the classroom before implementing video self-modeling. After implementing video self-modeling, the amount of time to transition dropped to less than 5 minutes on most days. These graphs provide evidence that students were able to fill out their agendas and complete their homework with more accuracy, as well as transition from their locker to their classroom more quickly, when they saw a video model of themselves performing the steps of each task. Anecdotal evidence from talking with the students also suggested that the students liked creating and watching the videos. Therefore, the implementation of this evidence-based practice was successful in improving the target behaviors of students in a general education setting. A meta-analysis of video modeling and video self-modeling interventions for children and adolescents with autism spectrum disorders. Exceptional Children, 73 3 , Bloomington, IN irca indiana.

Modeling educational usage of Facebook to design a structural model explaining how users could utilize Facebook for educational purposes + the actual educational usage of the site.

It is a composite of internal and external operations based in neurobiology, personality, and human development and reflected in learner behavior. Affective styles represent the motivational dimensions of the learning personality; each learner has a personal motivational approach. Physiological styles are bodily states or predispositions, including sex-related differences, health and nutrition, and reaction to physical surroundings, such as preferences for levels of light, sound, and temperature. They posited that one can recognize the learning style of an individual student by observing his or her behavior. Students receive four scores describing these balances. It was developed by the National Association of Secondary School Principals research department in conjunction with a national task force of learning style experts. The Profile was developed in four phases with initial work undertaken at the University of Vermont cognitive elements , Ohio State University affective elements , and St. Rigid validation and normative studies were conducted using factor analytic methods to ensure strong construct validity and subscale independence. The LSP contains 23 scales representing four higher order factors: The LSP scales are: In the classroom[edit] Various researchers have attempted to hypothesize ways in which learning style theory can be used in the classroom. Two such scholars are Rita Dunn and Kenneth Dunn, who build upon a learning modalities approach. Some of these changes include room redesign, the development of small-group techniques, and the development of "contract activity packages". Teachers can be learners, and learners teachers. We are all both. Everyone can learn under the right circumstances. Methods for visual learners include ensuring that students can see words written, using pictures, and drawing timelines for events. Keefe and John M. Jenkins have incorporated learning style assessment as a basic component in their "personalized instruction" model of schooling. The cultural componentsâ€"teacher role, student learning characteristics, and collegial relationshipsâ€"establish the foundation of personalization and ensure that the school prizes a caring and collaborative environment. The contextual factorsâ€"interactivity, flexible scheduling, and authentic assessmentâ€"establish the structure of personalization. The assessment of student learning style, more than any other element except the teacher role, establishes the foundation for a personalized approach to schooling: Other learners, however, need help to function successfully in any learning environment. If a youngster cannot cope under conventional instruction, enhancing his cognitive skills may make successful achievement possible. Processes such as attention, perception and memory, and operations such as integration and retrieval of information are internal to the system. Any hope for improving student learning necessarily involves an understanding and application of information processing theory. Learning style assessment can provide a window to understanding and managing this process. While significant age differences did occur, as well as no experimental manipulation of classroom assignment, the findings do call into question the aim of congruent teachingâ€"learning styles in the classroom. Some psychologists and neuroscientists have questioned the scientific basis for separating out students based on learning style. According to Susan Greenfield the practice is "nonsense" from a neuroscientific point of view: They examined the theoretical origins and terms of each model, and the instrument that purported to assess individuals against the learning styles defined by the model. This model is widely used in schools in the United States, and articles have been published in peer-reviewed journals referring to this model. Kolb on Experiential Learning". Demos , a UK think tank, published a report on learning styles prepared by a group chaired by David Hargreaves that included Usha Goswami from the University of Cambridge and David Wood from the University of Nottingham. The Demos report said that the evidence for learning styles was "highly variable", and that practitioners were "not by any means always frank about the evidence for their work". Willingham also holds true to the idea that there is not enough evidence to support a theory describing the differences in learning styles amongst students. Specifically, students should be grouped into the learning style categories that are being evaluated e. At the end of the experiment, all students must sit for the same test. If the learning style hypothesis is correct, then, for example, visual learners

should learn better with the visual method, whereas auditory learners should learn better with the auditory method. As disclosed in the report, the panel found that studies utilizing this essential research design were virtually absent from the learning styles literature. In fact, the panel was able to find only a few studies with this research design, and all but one of these studies were negative findingsâ€"that is, they found that the same learning method was superior for all kinds of students. Massa and Richard E. Mayer , [54] as well as more recent research since the review. That is, the cost of evaluating and classifying students by their learning style, and then providing customized instruction would need to be more beneficial than other interventions e. Thus, limited education resources would better be devoted to adopting other educational practices that have strong evidence base, of which there are an increasing number. Kolb partly agreed with Pashler; Kolb said: Tracking in education has a bad history.

Chapter 5 : Implementation and Effectiveness of Using Video Self-Modeling with Students with ASD

The purpose of this study is to design a structural model explaining how users could utilize Facebook for educational purposes. In order to shed light on the educational usage of Facebook, in constructing the model, the relationship between users' Facebook adoption processes and their educational use of Facebook were included indirectly while the relationship between users' purposes in using.

We have constructed our classroom rules, which are signed and beautifully and prominently displayed. We have shared our rules with parents. Now comes the interesting part, the part where we teach the rules. We have generated our hopes and dreams. We have constructed our classroom rules, which now are signed and beautifully and prominently displayed. We have even shared our rules with parents. We are done now, right? We are not done. This article will focus on the critical strategy of modeling expectations. It is important to keep in mind that, although all effective approaches to classroom management are both proactive and reactive, I believe that 80 percent of discipline should be proactive. The more we show not just tell children what we expect and then give them opportunities to practice getting on line, using their walking feet, demonstrating their "indoor voices," making eye contact as good listeners, or exhibiting friendly and respectful words with peers, the more we set them up for success. Mostly, children want to do what we want them to do. Recently, I observed a group of sixth graders discussing their growing capacity to get through lessons with fewer and fewer interruptions. Sometimes, as teachers, we forget that in this time of fast paced, multi-tracked, high-pitched media, the effort just to not call out is huge. So we model and practice. It involves demonstrating the specific behaviors and language patterns of an expectation in a way that grounds the rules in day-to-day experiences. When we model expectations, we translate and enliven more general expectations, such as respectful listening or orderly lines into accessible behaviors. We act out the desired behaviors, showing what it looks and sounds like to stop and freeze, listen to a classmate, or raise your hand and wait to be called on. We then give students the opportunity to also model, naming as a group the desired behaviors we observed. Remember, words alone do not suffice. Often children know the right words to say, but struggle in the moment to actually follow through on the expectation. Saying that we need to be quiet is not the same thing as being quiet. The chance to show that one can be quiet is the beginning of internalized learning. I have seen an incredible difference, for example, when teachers take time to model and practice walking in line. Even though it is a universal school requirement, one that children experience year after year, day after day, staying quiet and focused is not easy for anyone. For children, it is a lesson in using self-controls. Given the chance for movement, natural childish exuberance will surface, turning steps into high jumps, quiet into chatter, and end of line students into dreamy dawdlers. Getting to and fro can become a protracted struggle. An orderly and safe line, therefore, requires significant work. Recently, for example, I watched Ms. Becky, a first grade teacher, working with her class. Becky asks her first graders the third week of school, when walking on line is still a challenge. Many hands go up. Turning to her class, Ms. Becky asks them what they notice about D. Each of the components that make for an orderly and efficient line are modeled, even before they start off down the hall: As the first graders move from landing to landing, reinforcing and adjusting their line, they pass the sixth graders. And yes, the older students are practicing too. When the first graders reach the playground, the teacher turns and says, "I noticed that most people kept their lips zipped. I also noticed that everyone had his or her right hands on the rail. And no one bumped. What did you notice? See Modeling Procedures , Part 2 of Ruth Sidney Charney column on modeling, next week, to find step-by-step instructions for modeling specific expectations. She is a co-developer of Northeast Foundation for Children and a pioneer in the Responsive Classroom approach.

Chapter 6 : Educational Technology Articles

Abstract. The purpose of this study is to design a structural model explaining how users could utilize Facebook for educational purposes. In order to shed light on the educational usage of Facebook, in constructing the model, the

relationship between users' Facebook adoption processes and their educational use of Facebook were included indirectly while the relationship between users' purposes.

Chapter 7 : www.nxgvision.com | #1 Educational Site for Pre-K through 5

The usage of social networks in educational context January Possible advantages of technology in educational context required the defining boundaries of formal and informal learning.

Chapter 8 : Academics in Y. (). Modeling Educational Usage of Facebook - www.nxgvision.com

Modeling educational usage of Facebook Modeling educational usage of Facebook Mazman, Sacide Güzin; Usluel, Yasemin Koçak The purpose of this study is to design a structural model explaining how users could utilize Facebook for educational purposes.

Chapter 9 : Responsive Classroom: The Importance of Modeling | Education World

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