

"ژورنال منتخب الزویر در حیطه آموزش"

چکیده ی مقاله های زیر در صورت تمایل قابل ترجمه می باشند

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## 1. Most Downloaded

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**Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media**

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### Abstract

The purpose of this research was to explore teaching and learning when mobile computing devices, such as cellphones and smartphones, were implemented in higher education. This paper presents a portion of the findings on students' perceptions of learning with mobile computing devices and the roles social media played. This qualitative research study focused on students from three universities across the US. The students' teachers had been integrating mobile computing devices, such as cellphones and smartphones, into their courses for at least two semesters. Data were collected through student focus group interviews. Two specific themes emerged from the interview data: (a) advantages of mobile computing devices for student learning and (b) frustrations from learning with mobile computing devices. Mobile

computing devices and the use of social media created opportunities for interaction, provided opportunities for collaboration, as well as allowed students to engage in content creation and communication using social media and Web 2.0 tools with the assistance of constant connectivity.

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## **2.Recent Article**

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### **Moving beyond silos: professional learning networks in higher education**

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**Abstract**

Many faculty and staff in higher education have turned to digitally-enhanced professional learning networks (PLNs) as a means for situated learning that can help them grow in their various professional responsibilities. However, there is scant research on what these PLNs mean to the professional lives of higher educators. We report findings of a qualitative study that investigated participants' perspectives on their PLN experiences through analysis of survey data from 151 higher education faculty and professionals. Data analysis suggested that the anytime, anywhere availability of expansive PLNs, and their capacity to respond to educators' diverse interests and needs, fostered new learning experiences. Participants reported that their PLNs supported professional growth, specifically in the areas of teaching and learning. These findings have implications for defining the present and future of faculty learning and development in a digital age.

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### 3. Most Cited

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#### **Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning**

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##### **Abstract**

A Personal Learning Environment or PLE is a potentially promising pedagogical approach for both integrating formal and informal learning using social media and supporting student self-regulated learning in higher education contexts. The purpose of this paper is to (a) review research that support this claim, (b) conceptualize the connection between PLE, social media, and self-regulated learning, and (c) provide a three-level pedagogical framework for using social media to create PLEs that support student self-regulated learning. Implications for future research in this area are provided.

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### 4. Open Access Article

مقاله ی زیر بصورت کامل قابل دریافت و در صورت تمایل قابل ترجمه می باشد

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#### **How health professionals regulate their learning in massive open online courses**

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##### **Abstract**

Massive Open Online Courses (MOOCs) are typically designed around a self-guided format that assumes learners can regulate their own learning, rather than relying on tutor guidance. However, MOOCs attract a diverse spectrum of learners, who differ in their ability and motivation to manage their own learning. This study addresses the research question '*How do professionals self-regulate their learning in a MOOC?*' The study examined the 'Fundamentals of Clinical Trials' MOOC offered by edX, and presents narrative descriptions of learning drawn from interviews with 35 course participants. The descriptions provide an insight into the goal-setting, self-efficacy, learning and task strategies, and help-seeking of professionals choosing to study this MOOC. Gaining an insight into how these self-regulatory processes are or are not enacted highlights potential opportunities for pedagogic and technical design of MOOCs.

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