FOREWORD

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Sustainable, Inclusive, and Innovative Practices for Education Development (ESID) program, which is a continuation of the work done by the authors and other researchers. The program focuses on developing education systems that are sustainable, equitable, and responsive to the needs of learners and communities.

This book presents various case studies and research findings that illustrate the impact of sustainable educational practices on communities and individuals. It provides a comprehensive overview of the current state of sustainable education and highlights the challenges and successes of implementing such practices in different contexts.

Throughout the book, the authors discuss the importance of collaboration and partnerships in developing sustainable education systems. They emphasize the need for a holistic approach that considers the social, economic, and environmental dimensions of education.

The book also includes section titles such as "A Classroom Teacher's Reflection on Learning" and "Enhancing Teacher Motivation." These sections provide insights into the daily experiences of educators and their efforts to improve the quality of education.

Overall, this book is a valuable resource for educators, researchers, policymakers, and all those interested in the development of sustainable and inclusive education systems.
INTRODUCTION

Creating Sustainable Online Learning Environments for a Mobile Age

CHAPTER 10

STEVEN QUINTON, DARRELL FISHER, HEINZ DRHEER
WTAUE LEARNERS

the primary focus of the discussions to follow.

The development of the concept of learning and teaching is a fundamental requirement for all education. The concept of learning refers to the process of acquiring knowledge, skills, and attitudes that enable individuals to adapt to their environment and solve problems. It is through the process of learning that individuals develop the ability to think critically, make informed decisions, and engage in meaningful activities. Learning is a continuous process that occurs throughout the lifespan and is influenced by a variety of factors, including biological, psychological, and social influences.

The concept of teaching refers to the practice of facilitating the learning process for individuals. Teaching involves the design and implementation of instructional strategies that are effective in promoting learning. Effective teaching requires a deep understanding of the learning process, the ability to create engaging and meaningful learning experiences, and the use of appropriate instructional strategies. Teachers play a critical role in shaping the learning experiences of students and must be equipped with the knowledge and skills necessary to create effective learning environments.

The concept of learning and teaching is interrelated and cannot be separated. Effective teaching requires a deep understanding of the learning process, and effective learning requires the support of skilled teachers. Therefore, it is important to develop a comprehensive understanding of both concepts to create effective educational environments.

need for: experience-based

The key factor in learning environments is the need for an experience-based approach. The concept of experience-based learning emphasizes the importance of hands-on learning opportunities, real-world applications, and problem-solving activities. This approach allows learners to actively engage in the learning process and apply their knowledge and skills in practical situations. Experience-based learning fosters critical thinking, creativity, and innovation, and prepares learners for real-world challenges.

The concept of learning and teaching is interdependent, and both require a comprehensive approach. Effective learning environments must be designed to support the needs of learners and provide opportunities for meaningful learning experiences. Teachers must be equipped with the knowledge and skills necessary to facilitate learning and create effective learning environments. By integrating experience-based learning approaches into educational practices, we can promote the development of critical thinking, creativity, and innovation, and prepare learners for success in a rapidly changing world.
The mature age learning journey

- Personal interests
- Escape daily routines and seek out new learning activities
- Learn to better serve others
- Need for external expectations such as a work related need to upgrade their
  skills
- Need for mutual social relationships

A report produced by the Australian National Learning Authority (2005, p. 5)

- Having to learn, if passed by, not interested or ready
- Insufficient confidence
- Insufficient motivation
- Lack of child care
- Lack of money
- Lack of time
- Many other responsibilities (career, children, other social commitments)

From Chapter 1992, p. 79, firmly our minds experience different barriers to learning

- Specific learning difficulties
- Physical or health conditions
- Mental health
- Lack of confidence
- Lack of motivation
- Lack of self-esteem

Kenny's (1997) statements also highlight the experiences

- Adults have accumulated the experiences
- Adults have developed problem-solving skills
- Adults are motivated to learn
- Adults have time and freedom
- Adults are enthusiastic and self-directed

pp. 1-14, 19, 93

For adults, learning is often an outgrowth of new interests or opportunities for learning. Often, it is the combination of both the adult's interests and the opportunities to learn that leads to adult learning.

Hofling (1967) describes four different kinds of learning environments:

1. Experiential learning
2. Apprenticeship
3. University
4. Distance learning

Creating sustainable online learning environments

- Accessibility
- Interactivity
- Relevance
- Engaging content
- Supportive community

McMahan (1993) suggests that great teacher's ability to create

- tailoring learning to the needs of their students
- creating a supportive learning environment
- providing feedback and encouragement
- being patient and understanding

Unconditional (1998) suggests that great teachers can

- engage their students in the learning process
- provide clear and consistent feedback
- build relationships with their students
- create a positive learning environment

Optional (1999) suggests that great teachers can

- inspire their students to learn
- provide meaningful and relevant learning experiences
- challenge their students without overwhelming them
- adapt their teaching style to meet the needs of their students

Overall, great teachers are able to create meaningful and effective learning environments for their students.
CREATING SUSTAINABLE ON-LINE LEARNING ENVIRONMENTS

THE MEMBER-CENTRIC MODEL

To follow represents one matrix understanding of the...The member-centric model describes the...by representing any person's knowledge about their...To do this, a member-centric model was developed to allow for the flexibility needed by members and...The next phase of the learning process is where the...
As a number finds context, blocks cut the flow of another number's home.

The written word of members of communities remind us that every power, the written word of human-sentimentate models a central part of the information distribution and the community is the activity in a world of an activity of a community. The activity is to begin the process of distributing information that may be of use to the community to begin the process of distributing information that may be of use to the community.

One of the key benefits of the member-centered model is the capacity for the members to be actively engaged in the process of distributing information. However, it is important to remember that the members are not only members of a community but also members of other communities. Therefore, the distribution of information should be done in a manner that respects the boundaries of these different communities.

A different approach to a community is depicted in Figure 1.2. This approach involves the creation of a dashboard that allows members to access information from various perspectives. This dashboard can be used to access information in a way that respects the boundaries of different communities.

The member-centered approach to a community is depicted in Figure 1.1. This approach involves the creation of a model that allows members to actively engage in the process of distributing information. However, it is important to remember that the members are not only members of a community but also members of other communities. Therefore, the distribution of information should be done in a manner that respects the boundaries of these different communities.
SETTING THE CONTEXT FOR THE NEXT ITERATION

Creating Sustainable Online Learning Environments.

The need for a scalable approach to online learning is also

The community's knowledge of each problem and solution

The current (mesh-based) approach is currently being used to

The figure 10.4 shows a typical view of a model that addresses the issue of

The model's effectiveness in solving problems is dependent

A model's effectiveness in solving problems is dependent

The model's effectiveness in solving problems is dependent
The conversations are viewed as occurring in a number of categories: those who contribute in workshops, those who contribute in the broader community, and those who contribute in the discussion forums. Each of these categories has a different level of engagement and participation.

**Figure 10.5. The Conversation Model**

- **Member A**: Engaged in formal discussions, often in response to questions or provocations.
- **Member B**: Participates in more informal discussions, often offering feedback or suggestions.
- **Member C**: Actively engages in discussions, often leading or guiding the conversation.
- **Member D**: Listens more than talks, often summarizing or clarifying points.

These members together form a dynamic conversation space, where ideas are exchanged and refined through active participation.
Environmental computer models need to reflect these features and also adapt to meet the needs of the environment. The development of computer models that can capture the complex interactions between different processes is crucial for understanding and managing environmental systems.

In order to address these needs, the development of new technologies is essential. These technologies must be able to capture the full complexity of environmental systems and provide accurate predictions.

The development of these technologies is a complex process that requires a multidisciplinary approach. It involves the collaboration of experts from various fields, including environmental science, computer science, and engineering.

The success of these technologies will depend on the ability of the models to capture the interactions between different processes. This requires the development of sophisticated models that can handle large datasets and complex relationships.

The next step in this process is the development of new technologies that can capture the full complexity of environmental systems. These technologies will be essential for ensuring the sustainability of our planet and the well-being of future generations.
Chapter 11

Evolution of Professional Learning in Short-Day Western Australia

Rowena Scott

References

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