Designing electronic performance support tools - improving workplace performance with hypertext, hypermedia, and multimedia

Educational Technology Publications - Hypertext and Hypermedia Bibliography



Description: -

Voyageurs de commerce -- Canada -- Soci©Øet©Øes, et

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Employees -- Training of -- Computer-assisted instruction.

Multimedia systems.

Interactive multimedia. Designing electronic performance support tools

- improving workplace performance with hypertext, hypermedia, and $\operatorname{multimedia}$
- -Designing electronic performance support tools improving workplace performance with hypertext, hypermedia, and multimedia Notes: Includes bibliographical references (p. 251-257) and index. This edition was published in 1995



Filesize: 28.38 MB

Tags: #Designing #Electronic #Performance #Support #Tools #Improving #Workplace #Performance #With #Hypertext #Hypermedia #And #Multimedia #PDF #Book

Designing a computer support system for multimedia curriculum development in Shanghai, Educational Technology Research and Development

Hypermedia: A Tool for Teaching Complex Technologies ©1999 IEEE. Medford, NJ: Learned Information, 1994: 77-89. A conceptual framework can be of help when organizing the tools into different types.

ECHT 90

This situation motivates the interest in looking for adequate methods to analyze, characterize and teach these technologies.

Hypermedia: A Tool for Teaching Complex Technologies

Usability engineering at a discount. Development research in curriculum: Propositions and experiences. Hillsdale, NJ: Erlbaum, 1993: 97-112.

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C5258 1990 Spiro, Rand J. Pittsburgh: U of Pittsburgh P, 1992: 43-57.

New Review of Hypermedia and Multimedia

In New Review of Hypermedia and Multimedia, 1 0 pp. Proceedings of the Association for Computing Machinery Conference Human Factors in Computing Systems CHI'86 Boston, 13-17 April, 162-167.

HYPERMEDIA AND INTERACTIVITY

Mahwah, New Jersey: Lawrence Erlbaum, 1996: 257-280. Teachers often perceive students who learn in a manner that does not match their
teaching style as less intelligent or poorly motivated. Occasional series CTI Centre for Textual Studies; no.

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