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Term	Definition
<b>Blog</b>	A publicly accessible journal maintained on the Web by an individual or group. The topics covered in a blog are dictated by the author and so vary widely: some have become respected sources of information or opinion, while others are vehicles for corporations or other bodies to disseminate information and obtain feedback. Many blogs include facilities for readers to post comments and to engage in debate; blogs can also contain links to other blogs, forming an extended online community. It is now very easy to create and maintain a blog, using freely available software and services (Law, 2012).
<b>Digital Simulations and Games</b>	<b>Digital Simulations</b> electronically represent simplified real-world operations and context as well as mimic real-world feedback. Used for real equipment operations too expensive or too dangerous for novices where substantial practice needed for mastery. <b>Digital Games</b> distinguished by rules & competition (Bates & Sangra, 2011).
<b>Instant Messaging</b>	A form of synchronous text-based communication between two or more individuals over the internet (Chandler & Munday, 2012).
<b>Mobile Learning</b>	Learning taking place on wireless, mobile devices. The Real potential of mobile learning is just over the horizon, waiting for the next stage of technology integration. (Bates & Sangra, 2011).
<b>Peer-to-Peer File Sharing</b>	Peer-to-peer applications allow users, regardless of location or connection speed, to share practically any kind of file with a limitless population of other Internet (McGreal & Elliott, 2008).
<b>RSS</b>	An automated subscription service which emails text-based updates from a website to registered users



	(Chandler & Munday, 2012).
<b>Social Networking Applications</b>	a website designed primarily for individual users to develop their own personal user-generated content around their existing offline social networks, and in which the focus is on people rather than topics (Chandler & Munday, 2012).
<b>Streaming Audio</b>	A technology that allows the user of a browser to listen to a sound clip in real time as it is being downloaded to the browser (Ince, 2012).
<b>Video Chat and Voice Over Internet Protocol (VOIP)</b>	Point-to-point audio connections can be made between almost any two computers on the Internet, and some Internet service providers (ISPs) and online services are now offering free Internet-based long-distance service that connects individuals calling through a personal computer to the public telephone system (McGreal & Elliott, 2008).
<b>Virtual Worlds</b>	A three-dimensional computer-generated environment that can be explored either from the first-person point of view of an embodied participant or in the form of an avatar (Chandler & Munday, 2012).
<b>Web Conferencing</b>	Web conferencing is a form of graphic teleconferencing, used in combination with VoIP as a single tool in general web applications that support real-time collaboration (McGreal & Elliott, 2008).
<b>Wikis</b>	Website software that enables multiple users to collaborate in order to create web pages (Chandler & Munday, 2012).

<b>Technology</b>	<b>Uses for DE</b>	<b>Reference</b>
Blogs	☆ Form of diary or log of daily	(Bates & Sangra,



	<p>activities</p> <ul style="list-style-type: none"> <li>☆ Create reflective journals</li> <li>☆ Comment on areas of interest</li> </ul>	2011)
Blogs	<ul style="list-style-type: none"> <li>☆ Create reflective learning journals (e-portfolios)</li> </ul>	(Kurtz & Porath, 2012; Pang, 2009)
Blogs	<ul style="list-style-type: none"> <li>☆ Knowledge sharing in any specific subject area</li> <li>☆ Networking opportunities</li> <li>☆ Assigning/Submitted coursework</li> <li>☆ Course announcements and annotated links to readings, along with advice on how to approach their studies</li> <li>☆ Create journals or e-portfolios</li> <li>☆ Provide experience in real-world digital knowledge management, working with groups, and information sharing</li> </ul>	(McGreal & Elliott, 2008)
Digital Simulations and Games	<ul style="list-style-type: none"> <li>☆ Real equipment operation too expensive or too dangerous for novices</li> <li>☆ Substantial practice needed for mastery</li> </ul>	(Bates & Sangra, 2011)
Digital Games	<ul style="list-style-type: none"> <li>☆ Educational games today are used to reinforce learning that has been introduced in traditional ways</li> <li>☆ Reinforce learning by their</li> </ul>	(McGreal & Elliott, 2008)



	<p>ability to offer immediate feedback and recurring gratification</p> <ul style="list-style-type: none"> <li>☆ Prolong the interest of learners, keeping them on task while reinforcing the concepts taught</li> <li>☆ Making learning enjoyable</li> </ul>	
Instant Messaging	<ul style="list-style-type: none"> <li>☆ Facilitate immediate contact with other students and teachers</li> </ul>	(McGreal & Elliott, 2008)
Mobile Learning	<ul style="list-style-type: none"> <li>☆ Simplest use RSS feeds to mobile phones</li> <li>☆ Student data collection via real-time polling, interviews, photos and video for project work, post to class web site</li> </ul>	(Bates & Sangra, 2011)
Mobile Learning	<ul style="list-style-type: none"> <li>☆ Educational possibilities are unlimited</li> <li>☆ Possibility of using wireless to deliver graphics and video to users, no matter where they are</li> <li>☆ Learning becomes universally accessible</li> </ul>	(McGreal & Elliott, 2008)
Peer-to-Peer File Sharing	<ul style="list-style-type: none"> <li>☆ Make connections between learning objects, intelligent educational systems, and the peer-to-peer model</li> <li>☆ Research and other materials</li> </ul>	(McGreal & Elliott, 2008)



	can easily be offered online and “harvested” by a well-designed P2P program	
RSS	<ul style="list-style-type: none"> <li>☆ Sharing of information with other teachers is probably one of the main uses of RSS for educators</li> <li>☆ Support social networks of students with peer-produced content</li> <li>☆ Area for RSS sharing is in open-source productivity applications and educational games</li> </ul>	(McGreal & Elliott, 2008)
Social Networking Applications ( <a href="http://gotoweb2.0.net">http://gotoweb2.0.net</a> )	<ul style="list-style-type: none"> <li>☆ Student profile exchanges allow learners to find each other while maintaining the desired level of privacy</li> <li>☆ Collective aggregation</li> <li>☆ Schedule, meet and collaborate online</li> </ul>	(Anderson, 2009)
Streaming Audio	<p>Supplement course delivery:</p> <ul style="list-style-type: none"> <li>☆ Pre-recorded lectures</li> <li>☆ Guest Interviews</li> <li>☆ Student Projects</li> <li>☆ Student Interaction Samples</li> <li>☆ Content relevant sound bytes</li> <li>☆ Recorded work samples</li> </ul>	(McGreal & Elliott, 2008)
Video Chat and VOIP	<ul style="list-style-type: none"> <li>☆ Facilitate more fluid and natural communication between different cultural groups, and will be especially useful for foreign language exposure and practice</li> <li>☆ Teacher or tutor and student</li> </ul>	(McGreal & Elliott, 2008)



	communication can be greatly enhanced. Audiographic teleconferencing plus NetMeeting or similar application for synchronous collaboration	
Virtual Worlds	<ul style="list-style-type: none"> <li>☆ Flexible environments that are limited only by the imagination</li> <li>☆ Learning can be promoted in these worlds using traditional methods</li> <li>☆ Learners can practice skills and try out new ideas in a safe environment</li> <li>☆ Students and instructors from anywhere in the world can participate together in these simulated worlds</li> </ul>	(McGreal & Elliott, 2008)
Web Conferencing	<ul style="list-style-type: none"> <li>☆ Emulate classroom sessions</li> <li>☆ Brainstorming</li> </ul>	(McGreal & Elliott, 2008)
Wikis	<ul style="list-style-type: none"> <li>☆ Group projects for creative writing</li> <li>☆ Writing joint reports for group projects</li> </ul>	(Bates & Sangra, 2011)
Wikis	<ul style="list-style-type: none"> <li>☆ Posting course information or lecture notes and inviting participation from students</li> <li>☆ Students can participate by adding their own notes and comments, along with relevant links that they may have found</li> </ul>	(McGreal & Elliott, 2008)



	<ul style="list-style-type: none"><li>☆ Students or groups of students can be invited to create their own wiki, either with personal information or project information related to the topics being studied</li><li>☆ e-portfolios of students' work</li><li>☆ Brainstorming activities</li><li>☆ FAQ pages</li></ul>	
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