“Hiltz and Goldman and their collaborators have produced a comprehensive overview of what is known about research and theory in the educational use of asynchronous learning networks. This is a book you will refer to often for ideas, theories, and references.”

—Robin Mason

British Open University; Co-author, The Connecticon: Learning for the Connected Generation

“This much needed volume provides an overview and synthesis of leading edge models and research in online education. It is a valuable resource for instructors, a timely reference for policymakers and scholars, and an excellent text for students. Books like this also advance the field to help face-to-face classroom models evolve to include learning distributed across space and time.”

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In Learning Together Online: Research on Asynchronous Learning Networks, leading researchers in the field use an integrated theoretical framework, which they call “Online Interaction Learning Theory,” to organize what past research shows and where future research is going. It models the variables and processes that are important in determining the relative effectiveness of online learners working to reach a deeper level of understanding by interacting with each other and with the texts under investigation.

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