Cyber-Enabled Learning Research

- **After Installation: Ubiquitous Computing and High School Science in Three Experienced**
  
  **Brian Drayton, Joni Falk, Rena Stroud, Kathryn Hobbs, and James (Jim) Hammerman**
  
  *Journal of Technology, Learning, and Assessment* (2009) 9 (3)

- **Building Bridges: Teachers Leveraging Game-Based Implicit Science Learning in Physics Classrooms**
  
  **Elizabeth Rowe, Erin Bardar, Jodi Asbell-Clarke, Christina Shane-Simpson, and Su-Jen Roberts**
  

- **Can Teachers Learn Through Inquiry Online**
  
  **Sue Doubler and Wynne Harlen**
  

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  **Juho Hamari, David J. Shernoff, Brianno Coller, Elizabeth Rowe, Jodi Asbell-Clarke, Teon Edwards**
  

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  **Puttick, G., Drayton, B., and Karp, J.**
  

  With greater online access and greater use of computers and tablets, educational materials are increasingly available digitally, and are soon predicted to become the standard for science classrooms. However, researchers have found that institutionalized structures and cultural factors in schools affect teacher uptake and integration of technology. [More >>](#)

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- **Playing with Science: Using Electronic Games to Foster Inquiry**
  
  **Rebecca Vieyra, Teon Edwards, Elizabeth Rowe, & Jodi Asbell-Clarke**
  
  —*The Science Teacher, 84* (5)

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- **Professional Learning with Web-Based Videos: The Talk Science Experience**
  
  **Sue Doubler & K. Paget**
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  **Brian Drayton**, **Joni Falk**, **Rena Stroud**, **Kathryn Hobbs**, and **James (Jim) Hammerman**
  *Cambridge, MA* : (2010) TERC, Inc.

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