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# The New Educational Review

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The chosen pedagogical, sociological and psychological aspects of a distance

Abstract  
The article, along with examining the selected aspects of the pedagogical, sociological and psychological aspects of a distance learning and learning processes in the field of e-learning, shows that the use of various learning strategies in the distance process is necessary. The article, in the context of the asynchronous learning systems, presents the framework of cognitive psychology, based on the aspects of learning by Jerome Bruner, cognitive constructivism, and the social constructivism theory by Lev Vygotsky. The article focused on chosen critical variables for successful e-learning, such groups of problems as: networked collaborative learning, building paradigms and types of embedded curriculum, the role of teachers in the asynchronous learning organizational aspects and their competencies, have been described.

Keywords: distance education, pedagogy, sociology and psychology, communication and information technologies, e-learning, networks, evaluation, communication and cooperation, e-learning

## Introduction

E-learning, understood as the online learning, is a relatively new phenomenon that should be viewed in the context of education, in which we have an intensive use of educational technologies. Education, Informatics, Artificial Intelligence Learning Systems, and the combination of these disciplines, are the basis for the development of learning systems. The article focuses on the learning systems, in particular, on the role of teachers in the asynchronous learning organizational aspects and their competencies, have been described.

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instruments, including TPACK-G, self-efficacy, and the Acceptance of Digital Game-Based Learning (ADGBL), were utilized. Correlation analysis showed significant positive relationships among TPACK-G, self-efficacy, and GBL adoption. Stepwise regression identified self-efficacy as the strongest predictor, while discriminant analysis highlighted TPACK-G and self-efficacy as key factors distinguishing high and low GBL adopters. The study emphasizes the need for teacher education programs to foster both technical knowledge and confidence in integrating digital games into teaching practices.

GAME-BASED LEARNING ADOPTION | TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE FOR GAMES | SELF-EFFICACY  
PRE-SERVICE TEACHERS

CONTINUE READING

## Scamper project teaching: Assessing Creative Self-Efficacy (CSE) and Creative Personal Identity (CPI) to foster creativity in elementary school

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This study examined the impact of SCAMPER project teaching on CSE and CPI. Using a quasi-experimental design, 131 elementary students engaged in seven weeks of project-based learning. Data collection was conducted using the SSCS to measure CSE and CPI, while student project outcomes were evaluated with the CPSS to assess creativity in terms of novelty, resolution, and elaboration and synthesis. The findings revealed statistically significant improvements in both CSE and CPI ( $p < 0.05$ ), indicating that SCAMPER project teaching effectively enhances students' creative potential. Additionally, students demonstrated the ability to produce original and meaningful work, reflecting well-rounded creative thinking.

SCAMPER PROJECT TEACHING | CREATIVE PERSONAL IDENTITY | ELEMENTARY STUDENTS | ELEMENTARY EDUCATION  
CREATIVE SELF-EFFICACY | CREATIVITY

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