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Abstract

The focus of this book is on exploring effective strategies in higher education that promote meaningful learning and go beyond discipline boundaries, with a special emphasis on computer-supported collaborative learning, reflective learning and self-regulated learning in particular. The research collected in this book is all based on empirical studies and includes research methods and findings that will be of great interest to researchers in the area of higher education. The main benefit readers will derive from this book is a meaningful insight into what other researchers around the world are doing in this area of higher education and what lessons they have learned, which will support them in their own studies. (HRK / Abstract übernommen)

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