

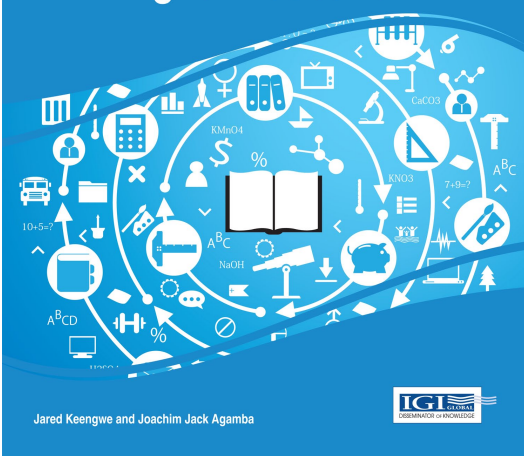
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## Models for Improving and Optimizing Online and Blended Learning in Higher Education

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### Models for Improving and Optimizing Online and Blended Learning in Higher Education



Jared Keengwe and Joachim Jack Agamba



Part of the Advances in Higher Education and Professional Development Book Series

Jared Keengwe (University of North Dakota, USA) and Joachim Jack Agamba (Idaho State University, USA)

As classrooms fill with a generation of learners seeking to interact with their course materials in an increasingly experiential way, the demand for instructional technology as a supplement to, or replacement for, traditional in-class instruction has soared.

**Models for Improving and Optimizing Online and Blended Learning in Higher Education** examines the benefits and costs associated with the utilization of technology-mediated instructional environments. Recognizing that instructional technology could offer alternative means of communication for understanding, this collection of scholarly chapters seeks to forward the discussion on technology tool optimization for academicians, researchers, librarians, students, practitioners, professionals, engineers, and managers.

#### Topics Covered:

- Active Learning (REAL)
- Course Management Systems
- Differentiated Instruction
- Digital Curation
- Group Course Blogs
- Instructional Design Models
- Learning Management Systems
- Machine Learning
- Web-Based Authoring Tools

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**Market:** This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners. Ideal for classroom use.

**Dr. Sagini “Jared” Keengwe** is an Associate Professor at the University of North Dakota (UND), USA. Dr. Keengwe is the editor-in-chief of two IGI Global Book Series: *Advances in Higher Education and Professional Development* (AHEPD) and *Advances in Early Childhood and K-12 Education* (AECKE). He serves on the editorial review board of several international journals and is also the co-editor-in-chief of the *Journal of Education and Learning* (EduLearn). Dr. Keengwe’s primary research interests focus on technology integration and constructivist pedagogy in teacher education. He has co-authored more than 65 journal articles and edited more than 10 scholarly textbooks with a focus on instructional technologies both in K-12 and in higher education. Dr. Keengwe’s work in the classroom was honored with the 2011 McDermott Faculty Award for Excellence in Academic Advising. He was also a recipient of the 2010 North Dakota Spirit Faculty Achievement Award, and the 13th (2010) Annual Martin Luther King Jr. Award in recognition of significant contribution in scholarship and service respectively. At the national level, Dr. Keengwe was one of the 10 recipients selected to receive the 2010 American Educational Research Association (AERA) Division K – Teacher Education – Travel Award.



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