

Handbook of Research on Teacher Education in the Digital Age (2 Vols.)

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

Margaret L. Niess (Oregon State University, USA) and
Henry Gillow-Wiles (Oregon State University, USA)

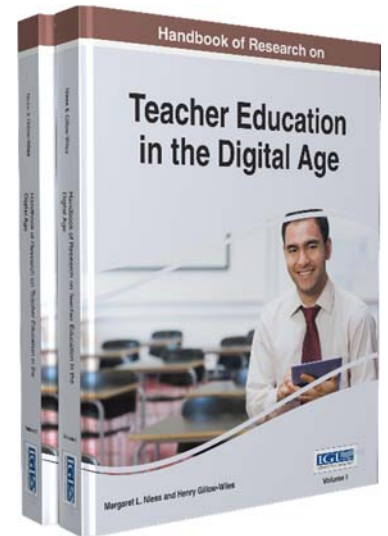
Description:

Traditional classrooms are fast becoming a minority in the education field. As technologies continue to develop as a pervasive aspect of modern society, educators must be trained to meet the demands and opportunities afforded by this technology-rich landscape.

The **Handbook of Research on Teacher Education in the Digital Age** focuses on the needs of teachers as they redesign their curricula and lessons to incorporate new technological tools. This book includes theoretical frameworks, empirical research, and best practices.

Readers:

This book serves as a guide for researchers, educators, and faculty and professional developers of distance learning tools.



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Topics Covered:

- Domain-Specific Technologies
- Interactive Classrooms
- Mobile Technologies
- Online Course Design
- Pre-Service Teacher Training
- Professional Development
- Serious Games
- Technology Integration
- TPACK
- Web 2.0 Technologies

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Sarah B. Bush, Bellarmine University, USA
 Shannon O. Driskell, University of Dayton, USA
 Margaret L. Niess, Oregon State University, USA
 David K. Pugalee, University of North Carolina-Charlotte, USA
 Christopher R. Rakes, University of Maryland, Baltimore County, USA
 Robert N. Ronau, University of Cincinnati, USA

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Social Media in Teacher Education

Jeffrey Paul Carpenter, Elon University, USA
 Daniel G. Krutka, Texas Woman's University, USA

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Kyungmee Lee, OISE/University of Toronto, Canada
 Clare Brett, OISE/University of Toronto, Canada

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 Christopher David Desjardins, University of Iceland, Reykjavik, Iceland
 Cassidy Hall, University of Idaho, USA

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Linda L. Forbringer, Southern Illinois University Edwardsville, USA

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Helena Baert, SUNY Cortland, USA

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Maggie Niess has been at OSU since 1980 as a mathematics and science teacher educator with a specialty in integrating technology. She has been the Department Chair for Science and Mathematics Education (13 years) and Director of Teacher Education (3 years) for the College of Science. As a Professor Emeritus she has continued her research on the knowledge teachers need for teaching with technology and has recently focused on inservice teacher education through online educational environments.

Henry Gillow-Wiles has both a Ph.D. in Mathematics Education and a M.S. in Mathematics from Oregon State University. His research focus centers on investigating the impact of online community of inquiry structures on teaching and learning. He has co-authored multiple peer-reviewed journals and chapters. He collaborated in the design, implementation, and evaluation of an online Master of Science degree program for K-12 mathematics and science teachers with an interdisciplinary science, mathematics, and technology emphasis. Currently, he is collaborating in the re-design of the online Post Baccalaureate Computer Science program where a student-centered, inquiry-based pedagogy will become more evident. Additionally, as part of this program redesign, we are developing a professional development component to assist faculty in transitioning their instructional strategy choices to support the emerging pedagogy. He is active in the American Education Research Association as the Internet officer for the SIG-TACTL (Technology as a Change Agent in Teaching and Learning).