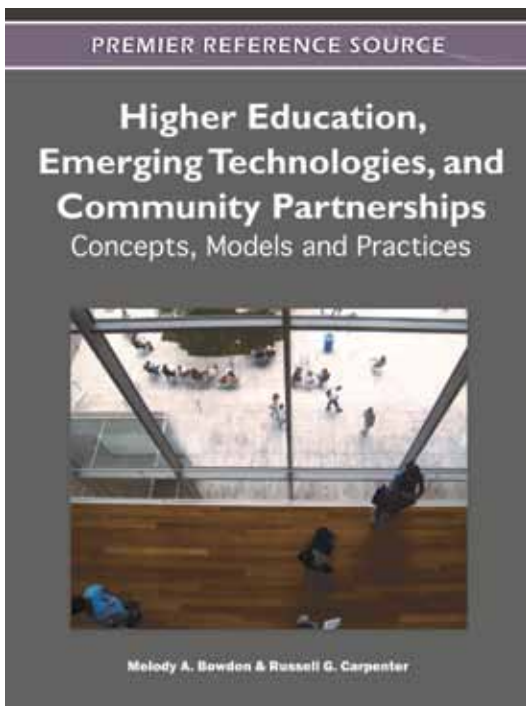


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## Higher Education, Emerging Technologies, and Community Partnerships: Concepts, Models and Practices



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Melody Bowdon (University of Central Florida, USA) and  
Russell G. Carpenter (Eastern Kentucky University, USA)

The early boom of Web-based education in the 1990s, both in the United States and abroad (e.g., in Australia and the UK), saw a flurry of publications on the subject of university and industry partnerships, with a focus on ways in which online learning might lead to new models of collaboration and engagement across previously clearly delineated borders. Ten years later, as we approach the end of the first decade of the 21st century, we see a similar moment of opportunity for collaboration.

**Higher Education, Emerging Technologies, and Community Partnerships: Concepts, Models, and Practices** is a comprehensive collection of research with an emphasis on emerging technologies, community value, and corporate partnerships. The contributions in this collection provide strategies to implement partnerships. Outlining various concepts from an educational and technological standpoint, this reference book serves as a resource for academic administrators, instructors and community practitioners.

### Topics Covered:

- Continuing Education
- Cooperative Education
- Distance Learning
- Effective Partnerships between/among Higher Education Institutions
- Internships
- Non-Profit and Profit-Driven Organizations
- Professional Schools Such As Law, Medicine, Education and Nursing
- Service Learning
- Web-Based Education

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

**Melody Bowdon**, Ph.D. is Director of the Karen L. Smith Faculty Center for Teaching and Learning and Associate Professor of Writing and Rhetoric at the University of Central Florida. She has served as Senior Research Fellow for Florida Campus Compact since 2005 and has published widely on the subjects of service-learning and teaching with technology, including articles in national journals and essay collections. She is co-author of *Service-Learning in Technical and Professional Communication* with Blake Scott and co-editor of Scholarship for *Sustaining Service-Learning and Civic Engagement* with Shelley Billig and Barbara Holland. Melody is a member of the editorial board of *Reflections on Community-Based Writing*, a journal that focuses on service-learning in composition studies, and co-edited a special issue of that journal on professional writing and service-learning in 2003. She also serves as a founding member of the editorial board for the journal *Community Literacy* and is co-editing a Fall 2011 issue of that journal focusing on digital technologies and community literacy partnerships with Russell Carpenter. Melody received her Ph.D. in rhetoric, composition, and the teaching of English from the University of Arizona and her BA in English literature, and secondary education from Oklahoma City University. Since 1992, Melody has taught 57 service-learning courses at three universities and has been awarded several teaching and community service awards, including the 2005 Gulf South Summit Award for Outstanding Faculty Contributions to Service-Learning in Higher Education. Melody and her students have worked with over 110 nonprofit organizations in Central Florida. Melody has served as a Guardian ad Litem in her community and volunteers regularly in local public schools.



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## Section 1: Innovative Models for Technology-Based University Collaboration with K-12 Schools

### Chapter 1

#### *An Architecture of Participation:*

Wendler Rachael (University of Arizona and Desert View High School, United States)  
Altuna Aria (University of Arizona and Desert View High School, United States)  
Crain Timothy (University of Arizona and Desert View High School, United States)  
Perez Oksana (University of Arizona and Desert View High School, United States)  
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Vidotto Jalina (University of Arizona and Desert View High School, United States)

### Chapter 2

#### *S.A.G.E.:*

DeBerg Curtis L. (California State University, Chico, USA)

### Chapter 3

#### *Birds, Bands and Beyond*

Russell Jill (College of Mount St. Joseph, USA)  
Glum Karen (Seven Hills Middle School, USA)  
Licata Jennifer (Seven Hills Middle School, USA)  
Russell David (Avian Research & Education Institute, USA)  
Wohlfarth Jenny (University of Cincinnati, USA)

### Chapter 4

#### *Using the XO Laptop to Build a Digital Bridge Between Primary Schools and Universities*

Foley Katelyn (Harvard University, United States)

### Chapter 5

#### *Engaging STEM:*

Griffin Meghan (University of Central Florida, USA)  
Saitta Erin (University of Central Florida, USA)  
Bowdon Melody (University of Central Florida, USA)  
Walters Linda J. (University of Central Florida, USA)

## Section 2: Service-Learning with Emerging Technologies

### Chapter 6

#### *Hybridizing F2F and Virtual Collaboration between a Government Agency and Service-Learning Technical Writing Students*

Henry Jim (University of Hawai'i at Mānoa, USA)

### Chapter 7

#### *Integrated Product Teams at The University of Alabama in Huntsville*

Turner Matthew W. (The University of Alabama in Huntsville, United States)  
Benfield Michael P.J. (The University of Alabama in Huntsville, United States)  
Utley Dawn R. (The University of Alabama in Huntsville, United States)  
McPherson Cynthia A. (The University of Alabama in Huntsville, United States)

### Chapter 8

#### *Tightrope Walking:*

Byrne Pat (National University of Ireland Galway, Ireland)  
McLrath Lorraine (National University of Ireland Galway, Ireland)

### Chapter 9

#### *Digital Storytelling within a Service-Learning Partnership:*

Love Emily Wexler (University of Colorado at Boulder, USA)  
Cushing Debra Flanders (University of Colorado Denver, USA)  
Sullivan Margaret (Partnering High School, Colorado, USA)  
Brexia Jode (Partnering High School, Colorado, USA)

### Chapter 10

#### *Critical Success Factors for Partnering with Nonprofit Organizations on Digital Technology*

#### *Service-Learning Projects:*

Lawler James P. (Pace University, USA)

### Chapter 11

#### *"How Do We Know What They Need?"*

Dolson Theresa (University of Richmond, USA)

### Chapter 12

#### *Service-Learning, Technology, Nonprofits, and Institutional Limitations*

Loving Katherine (University of Wisconsin-Madison, USA)  
Stoecker Randy (University of Wisconsin-Madison, USA)  
Reddy Molly (University of Wisconsin-Madison, USA)

## Section 3: Online Learning and Professional Development

### Chapter 13

#### *Preparing 21st-Century Faculty to Engage 21st-Century Learners:*

Blair Kristine (Bowling Green State University, USA)

### Chapter 14

#### *Digital Partnerships for Professional Development:*

Banks William P. (East Carolina University, United States)  
Van Sickle Terri (Tar River Writing Project, United States)

### Chapter 15

#### *Web-Based Information Science Education:*

Schisa Kathleen (Syracuse University, United States)  
McKinney Anne (University of Illinois at Urbana-Champaign, United States)  
Faires Debbie (San Jose State University, United States)  
Kingma Bruce (Syracuse University, United States)  
Montague Rae Anne (University of Illinois at Urbana-Champaign, United States)  
Smith Linda C. (University of Illinois at Urbana-Champaign, United States)  
Sterna Marianne (San Jose State University, United States)

### Chapter 16

#### *Teachers in Action:*

Stewart Trae (University of Central Florida, USA)  
Hines Rebecca A. (University of Central Florida, USA)  
Kinney Marcey (Bethune-Cookman University, USA)

### Chapter 17

#### *Leveraging the Technology-Enhanced Community (TEC) Partnership Model to Enrich Higher Education*

Dickers Amy Garrett (University of North Carolina at Wilmington, USA)  
Whiteside Aimee L. (University of Tampa, USA)

### Chapter 18

#### *The Tennessee Public Health Workforce Development Consortium:*

Hall-Campbell Aleshia (University of Tennessee Health Science Center, USA)  
Connor Pamela (University of Tennessee Health Science Center, USA)  
Tipton Nathan (University of Tennessee Health Science Center, USA)  
Mirvis David (University of Tennessee Health Science Center, USA)

### Chapter 19

#### *Enhancing a Rural School-University Teacher Education Partnership through an E-Mentoring Program for Beginning Teachers*

Holt Janice (Western Carolina University, USA)  
Unruh Lori (Western Carolina University, USA)  
Dougherty A. Michael (Western Carolina University, USA)

### Chapter 20

#### *Leveraging Online University Education to Improve K-12 Science Education:*

Cavanagh Thomas B. (University of Central Florida, USA)

## Section 4: Transcending Boundaries of Technologies and Using Technologies to Transcend Boundaries in Partnerships

### Chapter 21

#### *Rearticulating Web 2.0 Technologies:*

Hea Amy C. Kimme (University of Arizona, USA)

### Chapter 22

#### *Mobile Phones and Cultural Connections:*

Longo Bernadette (University of Minnesota, USA)

### Chapter 23

#### *Incarcerated Students and the Unintended Consequences of a Technology-Driven Higher Education System*

Aceves Patricia A. (Stony Brook University, State University of New York, USA)  
Aceves Robert I. (The City University of New York, Aviation Institute at York College, USA)  
Watson Shannon (Anoka Ramsey Community College, USA)

Chapter 24

*Using Photovoice with NGO Workers in Sierra Leone:*  
Walker Ashley (Georgia Southern University, USA)  
Oomen-Early Jody (Walden University, USA)

Chapter 25

*From Collision to Collaboration:*  
Kitalong Karla Saari (Michigan Technological University, USA)

Chapter 26

*Here and Now or Coming in the Future?*  
Njenga James Kariuki (University of the Western Cape, Republic of South Africa)  
Fourie Louis Cyril Henry (University of the Western Cape, Republic of South Africa)

**Section 5: Using Digital Technologies to Cross Generational and Cultural Divides**

Chapter 27

*The Tools at Hand:*  
Underwood Charles (University of California, USA)  
Parker Leann (University of California, USA)

Chapter 28

*Partners in Storytelling:*  
Shewbridge William (University of Maryland, USA)

Chapter 29

*Bridging the Gaps:*  
Collins Caroline (Center for Academic and Social Advancement, USA)  
Vásquez Olga. A. (University of California San Diego, USA)  
Bliesner James (University of California San Diego, USA)

Chapter 30

*Developing the Role of 'Values' Within Information and Communication Technology:*  
Patterson John (Liverpool Hope University, UK)

**Section 6: Universities, Digital Technologies, and the Public Good**

Chapter 31

*You Can't Step Into the Same Network Twice:*  
Conner Trey (University of South Florida St. Petersburg, USA)  
Gresham Morgan (University of South Florida St. Petersburg, USA)  
McCracken Jill (University of South Florida St. Petersburg, USA)

Chapter 32

*Using Digital Technology to Enhance a Century Old Partnership between University and Cooperative Education Employers*  
Cates Cheryl (University of Cincinnati, USA)  
Cedercreutz Kettil (University of Cincinnati, USA)  
Harfmann Anton C. (University of Cincinnati, USA)  
Lewis Marianne W. (University of Cincinnati, USA)  
Miller Richard (University of Cincinnati, USA)

Chapter 33

*An Open Network of Digital Production Centers:*  
Careaga Alfredo Alejandro (Ibero-American Network for Sustainable Development, Mexico)  
Ramirez-Martinell Alberto (Ibero-American Network for Sustainable Development, Mexico)

Chapter 34

*Community-University Engagement in an Electronically-Defined Era*  
Gander Lois (University of Alberta, Canada)  
Rhyason Diane (Legal Resource Centre of Alberta Ltd., Canada)

Chapter 35

*Encouraging Public Involvement in Public Policymaking through University-Government Collaboration*  
Adria Marco (University of Alberta, Canada)  
Mao Yuping (University of Alberta, Canada)

Chapter 36

*The Rise and Fall of Tobacco in the Lake City Market Area:*  
Allard Cora M. (Clemson University, USA)  
Whittington Debbie G. (Florence School District Three, USA)  
Speziale Barbara J. (Clemson University, USA)

Chapter 37

*Conclusion - Remediating the Community-University Partnership:*  
Carpenter Russell G. (Eastern Kentucky University, USA)

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