

An Excellent Addition to Your Library!

Released: August 2011

Technologies for Enhancing Pedagogy, Engagement and Empowerment in Education: Creating Learning-Friendly Environments



Thao Lê (University of Tasmania, Australia)
and Quynh Lê (University of Tasmania, Australia)

Although there is broad agreement that preparing global citizens for the digital age is a core responsibility of educators and schools, there is debate and uncertainty about how best to prepare students for this future.

Technologies for Enhancing Pedagogy, Engagement and Empowerment in Education: Creating Learning-Friendly Environments explores how technology-based learning can enhance student engagement, performance, and empowerment. This book provides researchers, educators, and practitioners with insights from educational programs, classroom teaching, and theory-into-practice research; places educational technologies appropriately in their social and cultural contexts; and reflects upon challenges and problems in evaluating and implementing changes in the field. It shows how computer-enhanced education can improve teaching and learning without confusing the increase of computer facilities with the quality of education.

Topics Covered:

- Computer-Supported Education
- E-Learning Pedagogy
- E-Learning and Engagement
- E-Learning and Empowerment
- Digital Technologies and Education
- Technology-Enhanced Learning
- Culture and E-Learning
- ICT in Education

ISBN: 9781613500743; © 2012; 338 pp.

Print: US \$175.00 | Perpetual: US \$265.00 | Print + Perpetual: US \$350.00

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.

Thao Lê (PhD) graduated from the University of Saigon, Vietnam, and Monash University. He is the chief editor of the *International Research Internet Journal Language, Society and Culture*. He has been invited to give lectures at various universities such as University of Vienna, University of Western England, and University of Stuttgart. He was a keynote speaker at international conferences in Lisbon, Iloilo, Phuket, and Penang. He received the University of Tasmania's Teaching Excellence Award and Award for Excellent Contribution to Graduate Supervision and Research.

Section 1: Enhancing Pedagogy through Digital Technologies

Chapter 1

Enhancing Pedagogy with mLearning

Thomas Damon (University of Tasmania, Australia)
Thomas Angela (University of Tasmania, Australia)
Fluck Andrew (University of Tasmania, Australia)

Chapter 2

Digital Technologies:

Penney Dawn (University of Waikato, New Zealand & Edith Cowan University, Australia)
Newhouse Paul (Edith Cowan University, Australia)
Jones Andrew (Edith Cowan University, Australia)
Campbell Alistair (Edith Cowan University, Australia)

Chapter 3

Technology-Enhanced Learning:

Ashman Adrian F. (The University of Queensland, Australia)

Chapter 4

Using Prediction Markets to Deliver Authentic Learning Experiences

Buckley Patrick (University of Limerick, Ireland)
Garvey John (University of Limerick, Ireland)
McGrath Fergal (University of Limerick, Ireland)

Chapter 5

New Challenges in Web-Based Education

Lê Quynh (University of Tasmania, Australia)
Lê Mark (Latrobe University, Australia)

Chapter 6

Online Facilitator Strategies of Professors Rated as Providing Different Levels of Support

Signer Barbara (St. John's University, USA)
Prieto Amanda McCluskey (Rutgers Business School, USA)
Ely Margot (New York University, USA)

Chapter 7

Technology Empowerment and the Deployment of Netbooks in Education

Chan Tom S. (Southern New Hampshire University, USA)
Collins J. Stephanie (Southern New Hampshire University, USA)
Movafaghi Shahriar (Southern New Hampshire University, USA)

Chapter 8

Investigating Higher Education and Secondary School Web-Based Learning Environments Using the WEBLEI

Chandra Vinesh (Queensland University of Technology, Australia)
Fisher Darrell (Curtin University, Australia)
Chang Vanessa (Curtin University, Australia)

Chapter 9

Digital Learning Environments and Student-Centered Curriculum in a University Context

Gülseçen Sevinç (Istanbul University Department of Informatics, Turkey)

Chapter 10

Creating an Environment for Pre-Service Teachers to Develop Technical Pedagogical and Content Knowledge

Hu Chun (University of Sydney, Australia)

Chapter 11

MyLO:

Fan Si (University of Tasmania, Australia)
Lê Quynh (University of Tasmania, Australia)
Yue Yun (University of Tasmania, Australia)

Section 2: Engagement and Empowerment: Social and Cultural Dimensions

Chapter 12

Privacy Concerns in Social Network Sites

Arikan Arda (Akdeniz University, Turkey)

Chapter 13

Participatory Culture, New Media, and Civic Engagement:

Gruber Sibylle (Northern Arizona University, USA)

Chapter 14

ICT in Vietnamese Education:

Nguyen Hoang Boi (University of Tasmania, Australia)
Lê Thao (University of Tasmania, Australia)

Chapter 15

Intercultural Awareness in E-Learning

Luyegu Eunice (Franklin University, USA)

Chapter 16

Implications of ICT for Society and Individual

Ranjbar Mahan (University of Western Sydney, Australia)
Ghanbary Abbas (Consensus Advantage, Australia)

Chapter 17

Empowering Students in Computer-Supported Education

Shi Yongming (University of Tasmania, Australia)
Fan Si (University of Tasmania, Australia)
Yue Yun (University of Tasmania, Australia)

Section 3: Evaluative and Reflective Aspects

Chapter 18

Mixed Realities:

Rolf Daniel (University of Tasmania, Australia)

Chapter 19

Web-Based Learning:

Fan Si (University of Tasmania, Australia)
Lê Quynh (University of Tasmania, Australia)

Chapter 20

Student Engagement with Technology:

Falloon Garry (University of Waikato, New Zealand)

Chapter 21

Web Conferencing and Remote Laboratories as Part of Blended Learning in Engineering and Science:

Mackay Steve (Curtin University, Australia)
Fisher Darrell (Curtin University, Australia)

Chapter 22

Evaluating Educational Software:

Mukherjee Michelle M. (Queensland University of Technology, Australia)

Chapter 23

Accessibility Issues of Educational Web Sites

Kurt Serhat (Ataturk University, Turkey)

Chapter 24

Is All that Glitters Gold?

Piscioneri Matthew (Monash University, Australia)

Chapter 25

ICT in Higher Education:

Yang Yang (University of Tasmania, Australia)
Nguyen Hoang Boi (University of Tasmania, Australia)
Jang Sun Hee (University of Tasmania, Australia)

Order Your Copy Today!

Name: _____

Organization: _____

Address: _____

City, State, Zip: _____

Country: _____

Tel: _____

Fax: _____

E-mail: _____

Enclosed is check payable to IGI Global in
US Dollars, drawn on a US-based bank

Credit Card Mastercard Visa Am. Express

3 or 4 Digit Security Code: _____

Name on Card: _____

Account #: _____

Expiration Date: _____