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Literacy Enrichment and Technology Integration in Pre-Service Teacher Education

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Literacy Enrichment and Technology Integration in Pre-Service Teacher Education

Part of the Advances in Higher Education and Professional Development Series

Jared Keengwe, Grace Onchwari, and Darrell Hucks



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Jared Keengwe (University of North Dakota, USA),
Grace Onchwari (University of North Dakota, USA), and
Darrell Hucks (Keene State College, USA)

With the emergence of innovative technologies, the digital nature of learning environments has changed the face of education. The integration of these technologies into classroom instruction is essential for promoting student learning.

Literacy Enrichment and Technology Integration in Pre-Service Teacher Education examines the various strategies to resolve the challenges of technology integrations for teachers while offering best practices for transforming education. Focusing on the future of technology integration in education; this book is an essential tool for administrators, technology leaders, faculty, teachers, technology staff, and other educational technology stakeholders in various education-related disciplines.

Topics Covered:

- Professional Development
- Technology Integration & Models
- Training and Support Programs
- Effective Planning with Technology
- Transforming Education through Technology
- Emerging Technologies in Education

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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 a teacher educator affiliated with the College of Education and Human Development at the University of North Dakota, USA. His research is grounded on the constructivist pedagogy and the actual integration of educational technology tools and applications into teaching and learning to enhance active and meaningful student learning. Dr. Keengwe serves on the editorial review board of numerous national/international refereed journals and has authored or co-authored more than 70 peer-reviewed publications in scholarly book chapters and refereed journal articles. He is the co-editor of eight scholarly reference volumes: *Cross-Cultural Online Learning in Higher Education and Corporate Training* (2014); *Promoting Active Learning through the Flipped Classroom Model* (2014); *Cross-Cultural Considerations in the Education of Young Immigrant Learners* (2014); *Literacy Enrichment and Technology Integration in Pre-Service Teacher Education* (2014); *Virtual Mentoring for Teachers: Online Professional Development Practicess* (2013); and *Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes* (2010). He is also the editor of two scholarly books that were simultaneously released in February 2013: *Pedagogical Applications and Social Effects of Mobile Technology Integration* and *Research Perspectives and Best Practices in Educational Technology Integration*.



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