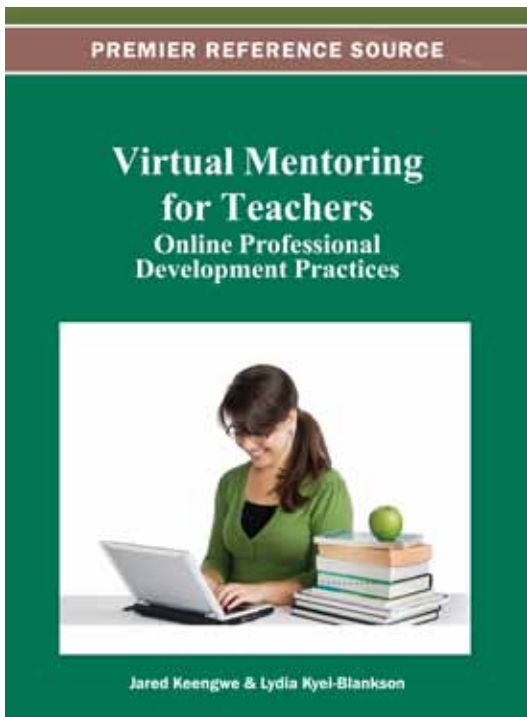


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Virtual Mentoring for Teachers: Online Professional Development Practices



Jared Keengwe (University of North Dakota, USA) and
Lydia Kyei-Blankson (Illinois State University, USA)

A major investment in professional development is necessary to ensure the fundamental success of instructors in technology-integrated classrooms and in online courses. However, while traditional models of professional development rely on face-to-face instruction, online methods are also gaining traction-viable means for faculty development.

Virtual Mentoring for Teachers: Online Professional Development Practices offers peer-reviewed essays and research reports contributed by an array of scholars and practitioners in the field of instructional technology and online education. It is organized around two primary themes: professional development models for faculty in online environments and understanding e-Learning and best practices in teaching and learning in online environments. The objective of this scholarship is to highlight research-based online professional development programs and best practices models that have been shown to enhance effective teaching and learning in a variety of environments.

Topics Covered:

- Assessment
- Collaborative Tools
- E-Learning
- Higher Education
- Instructional Design
- Networked Learning Framework
- Pedagogy
- Professional Development
- Social Networking
- Virtual Learning Environments

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Dr. Keengwe is a faculty member in the department of Teaching and Learning at the University of North Dakota (UND). He previously taught at Muskingum University (Ohio) and Indiana State University where he also received his PhD in Curriculum and Instruction (Educational Technology Emphasis). His primary research areas include instructional technology integration and constructivist pedagogical approaches to teaching and learning. His research has resulted in at least 100 publications in refereed journals and conference proceedings. He is the co-editor of *Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes* and *Virtual Mentoring for Teachers: Online Professional Development Practices*. Dr. Keengwe's scholarly work has been published in more than ten peer-reviewed journals including *Education and Information Technologies Journal - EAIT*; *Merlot's Journal of Online Learning and Teaching - JOLT*; the *Journal of Science Education and Technology - JOST*; *Early Childhood Education Journal - ECEJ*; the *Journal of Communication and Computer - JCC*; *International Journal of Education - IJE*; *International Journal of Information Communication and Technology Education - IJICTE*; the *Journal of Information Technology Education - JITE*; and the *Journal of Information Technology Management - JITM*.



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