Handbook of Research on Educational Technology Integration and Active Learning

Part of the Advances in Educational Technologies and Instructional Design (AETID) Book Series

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Description:
As today’s teachers prepare to instruct a new generation of students, the question is no longer whether technology should be integrated into the classroom, but only “how?” Forced to combat shorter attention spans and an excess of stimuli, teachers sometimes see technology as a threat rather than a potential enhancement to traditional teaching methods.

The Handbook of Research on Educational Technology Integration and Active Learning explores the need for new professional development opportunities for teachers and educators as they utilize emerging technologies to enhance the learning experience.

Readers:
This book is an essential reference source for educators, academics, students, researchers, and librarians.


Topics Covered:
- Blended Learning
- Distance Learning
- E-learning
- Educational Robotics
- Learning Strategies in Higher Education
- Mobile Devices and Education
- Pre-service Teacher Education
- Social Media and Education
- Technology in the K-12 Classroom

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Educational Robotics as a Learning Tool for Promoting Rich Environments for Active Learning (REALs)
Amy Eguchi, Bloomfield College, USA

Chapter 3.
Mobile Devices in Higher Education Classrooms: Challenges and Opportunities
Jennifer (Jenny) L. Pentland, Sul Ross State University, USA

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A Call for Teacher Preparation Programs to Model Technology Integration into the Instructional Process
Judi Simmons Estes, Park University, USA

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A Model for Meaningful E-Learning at Canadian Universities
Lorraine Carter, Nipissing University, Canada
Vince Salvoys, Mount Royal University, Canada

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Technology-enhanced Pedagogical Models to Learn Critical Citizenship at a South African University
Patient Rambe, Central University of Technology, South Africa
Edem Aghobli, Central University of Technology, South Africa

Chapter 7.
Active Learning Strategies in Technology Integrated K-12 Classrooms
Esther Ntuli, Idaho State University, Canada

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Teaching History of Mathematics through Digital Stories: A Technology Integration Model
Lutfi INCIKABİ, Kastamonu University, TURKEY

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Active Learning, Deliberate Practice, and Educational Technology in Professional Education: Practice and Implications
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Active Learning Strategies in Enhancing Learning among College Students
Caroline C. Chemosit, University of Kabangi, Kericho, Kenya
John K. Bagutt, Illinois State University, USA
Vivilene Ngeno, University of Kabangi, Kericho, Kenya
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Joyce W. Gikandi, Mount Kenya University, Kenya

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Ayoub C. Kafyulilo, Dar Es Salaam University College of Education, Tanzania

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Dominik T. Mshila, Mzumbe University, Tanzania

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