1. A Learner-Centered Approach to Technology Integration: Online Geographical Tools in the ESL Classroom

*Ellen Yeh, Columbia College Chicago, USA*

*Nicholas Swinehart, University of Chicago, USA*

This chapter demonstrates a model for technology integration in learner-centered classrooms for educators, administrators, and policy makers. In this model, students are trained on how to use a technological tool but then given freedom to choose how much and in what specific content area they use the tool. This model can be adapted to suit a wide range of technological tools, subjects, and contexts.

2. Common Denominators to Learner-Centered Success: Undergraduate STEM, Graduate Teacher Education, and an Educational Technology Doctoral Program

*Natalia Coleman, New Jersey City University, USA*

*Donna M. Farina, New Jersey City University, USA*

*Leonid Rabinovich, New Jersey City University, USA*

This chapter highlights learner-centered pedagogical practices that share a common goal: to allow multilingual, multicultural, and nontraditional students to fully engage and demonstrate their growing knowledge of content as well as their ability to think critically—to ensure their success in future academic work and careers.

3. An Integral Analysis of One Urban School System’s Efforts to Support Student-Centered Teaching
This chapter analyzes the case of one urban public school district’s efforts to provide coherent support for student-centered teaching across all the high schools, through the role of the Learning Leader. The Learning Leader designation replaced the previous Department Head or Curriculum Leader role and the use of the Integral Model (Wilber 2006) to examine the interviews with high school Learning Leaders and principals, and the Professional Development program offered by the district. A number of recommendations are provided for enhancing the role of the Learning Leaders to optimize their work with teachers.

4. Placing Technology in Learner-Centered Design Through Blended Learning in Post-Secondary Education

Doug Reid, Grant MacEwan University, Canada

John Ewing, University of Alberta, Canada

This chapter examines a redesign of two education courses to leverage new pedagogical understandings and new technologies to improve student learning. The result of this conversion was the creation of two new blended learning courses that were designed to be learner centered, constructivist, and reflective.

5. Teacher Preparation Programs and Learner-Centered, Technology-Integrated Instruction

Judi Simmons Estes, Park University, USA

This chapter examines four components of effective technology-integrated, learner-centered instruction as well as the critical role of teacher preparation programs in providing a model and experiences for teacher candidates. For first-year teachers to enter a PK-12 classroom with the knowledge, skills, experiences, and resulting self-efficacy to implement technology-integrated
instruction, they must have experienced modeling from teacher preparation faculty and a course of study with relevant experiences (Zhao, 2007).

6. **Scaffolding Digital Writing and Storytelling in Online-Only Teacher Education Courses**

   *Peggy Semingson, The University of Texas at Arlington, USA*

   *Amanda Hurlbut, The University of Texas at Arlington, USA*

   *Dana Owens, The University of Texas at Arlington, USA*

   *Marla Robertson, The University of Texas at Arlington, USA*

   This chapter provides a framework for the inclusion of digital writing with online teacher education courses. Further, it provides four practical examples and brief vignettes and specific support tools such as clear instructions, rubrics, procedural checklists, descriptions of digital writing assignments, and connections to theory and scholarship for those interested in including digital writing within teacher education courses, particularly online teacher education courses.

7. **Developing Pedagogical Skills for Teachers: A Learner-Centered Approach for Technology Supported Instructions**

   *Bonface Ngari Ireri, Africa Nazarene University, Kenya*

   *Elijah I. Omwenga, University of Nairobi, Kenya*

   *Robert Oboko, University of Nairobi, Kenya*

   *Ruth Wario, University of Free State, South Africa*

   This chapter examines ways that student learning attention can be measured and used as a tool to inform teachers in order to enable them manage the classroom and learning activities. Teaching and learning technologies draw learners’ attention, motivating them and arousing their curiosity to be engaged in learning.

8. **Teachers’ and Students’ Role in the Learner-Centered Classrooms: Experiences from Namibia**

   *Angelina Popyeni Amushigamo, University of Namibia, Namibia*
This chapter explores perceptions of the role of teachers and students in learner-centered classrooms in a primary school in Namibia. Learner-centered teachers create learning environments that promote students’ active engagement with learning and develop authentic and develop critical thinking skills.

9. **Let the Learners take the Lead for their Lifelong Learning Journey**

*Ebba Ossiannilsson, The Swedish Association for Distance Education and Lund University, Sweden*

This chapter examines the importance of letting learners take the lead in their lifelong educational journey as well as creating new modes of learning in the digital era. The role of transfers and professional development of managers, leaders, and academics are discussed, as well as the need for the development of digital academic scholarship.

10. **An Exploration of Learner-Centered Professional Development for Reluctant Math Teachers**

*Ardyth Foster, Armstrong State University, USA*

*Joshua Lambert, Armstrong State University, USA*

*Jackie HeeYoung Kim, Armstrong State University, USA*

This chapter reviews study findings that reveal that typical modes of professional development are ineffective at changing teacher practices and/or student learning. This chapter examines a learner-centered professional development model that is designed to maximize the impact of teacher training on student learning. Further, it reiterates the need to explore new ways of conducting effective professional development for teachers.

11. **Analyzing Prospective Mathematics Teachers’ Development of Teaching Practices in Mathematics: A Lesson Study Approach**

*Lutfi Incikabi, Kastamonu University, Turkey*
Ahmet Kacar, Kastamonu University, Turkey

This chapter discusses the changes in mathematics teacher candidates’ teaching processes in terms of content of lesson plan, pedagogy aspects, and classroom management based on the evaluations of the content experts, peers, and their own. The results indicated that experts, peer, and self-evaluation of the teaching processes signaled positive changes in teacher candidates’ pedagogical content knowledge in mathematics after the lesson study process.

12. Using Mayer’s SOI Approach to Help Learners with ADHD Construct Knowledge

Shani Salifu, Concord University, USA

This chapter examines Mayer’s (1999) Selection, Organization, and Integration components of learning alongside requirements and processes needed to reach the conclusion that learning has taken place. The review of literature looked at how the identified symptoms interfered with affected learners’ classroom behavior, and subsequently with the ways in which they learn. The chapter also highlights strategies to ensure that learning becomes possible among learners with ADHD.

13. Student’s Experiences in Using Chat Rooms as Virtual Classrooms

Rhoda Gitonga, Kenyatta University, Kenya
Elizaphan Maina, Kenyatta University, Kenya

This chapter shares experiences from a group of students who were using the chat rooms as part of instruction in their course work. It also This chapter underscores the importance of chat rooms as environments that supports virtual learning for distance learners and encourages learners’ participation hence enhancing learner-centered learning.
14. Best Practices for Authentic Assessments in Learner-Centered Classrooms

Barbara Hagler, Southern Illinois University Carbondale, USA

This chapter reviews best practices for authentic assessments in learner-centered classrooms. Authentic assessments can be used to evaluate knowledge as well as soft and hard skills. Rubrics are frequently created and used by the teacher to evaluate these assessments.

15. The Power of Metaphor in Bringing Clarity for Learners in Learner-Centered Design

John Ewing, University of Alberta, Canada
Doug Reid, University of Alberta, Canada

This chapter examines challenges that learner-centered pedagogy face when identifying preconceived constructs and moving towards the adoption of new thoughts, perspectives, and reasoning. In theory, this study identified the continuing role that metaphors play in the learning theory and how the literature can be explored further. In practice, the study identified student-centered activities, which include the learner as a contributor to knowledge, learning in a community of learners, and empowering the learner to change.

16. Learner–Centered Pedagogy in Technology Integrated Classrooms: An Agenda for Teacher Preparation and Professional Development

Esther Ntuli, Idaho State University, USA
Arnold Nyarambi, East Tennessee State University, USA

This chapter examines data on implementation of learner-centered approaches in technology-integrated classrooms. Findings indicate that the problems that some instructional technology researchers in the past decade have found still persist despite the extensive technology professional development designed to enhance the use of technology in a learner-centered approach.
17. Computer-Supported Collaborative Learning and Assessment: A Strategy for Developing Online Learning Communities in Continuing Education

*Joyce W. Gikandi, Mount Kenya University, Kenya*

This chapter focuses on re-interpreting the findings of a recent study based on collaborative learning perspectives. The findings of the study suggest that social interactivity is pivotal to facilitating meaningful learning in formal online education. The findings further illustrate that the development of productive communities in continuing (in-service) education is a gradual process that evolves through four stages starting from community of interest to community of practice.

18. Experiential Learning in Postsecondary Education: Application of a Learner-Centered Online Internship Program Model

*Cathleen Morreale, University at Buffalo, SUNY, USA*
*Nicholas Fronczak, Buffalo State College, SUNY, USA*

This chapter examines theories of experiential learning as applied to undergraduate education in the context of personal and career development of students through a learner-centered online internship program model. This chapter also explores essential building blocks and best practices for faculty as teachers and mentors to implement in online internship program experiences to capitalize on traditional experiential learning practice. Valuable assessment techniques and challenges associated with deviating from traditional instructional teaching modes are also discussed.

19. Learner-Centered Approach with Educational Robotics

*Amy Eguchi, Bloomfield College, USA*
This chapter introduces educational robotics as a learning tool to foster learner-centered approach in classroom. The chapter explains how teachers can use educational technology with a learner-centered approach, using examples from 4th grade robotics unit as part of the science curriculum. It provides some tips for successful implementation of learner-centered learning using educational robotics learning tool.

20. Learner-Centered Pedagogies: A Critical Review of the Use and Implications for Learner-Centered Pedagogies

Anne W. Kanga, Catholic University of Eastern Africa, Kenya

This chapter is a critical review of conventional and not so conventional Student Centered Learning (SCL) pedagogies. Specifically this chapter examines the following: Overview of SCL pedagogies; Conventional and not so Conventional SCL pedagogies; Implications for SCL pedagogies to learners, instructors, curriculum, and assessment. Finally, this chapter examines the misconceptions and advantages of adopting SCL in the light of learners and instructors.