Handbook of Research on Innovative Technology Integration in Higher Education

Part of the Advances in Higher Education and Professional Development (AHEPD) Book Series

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Description:
Our increasingly globalized world is driven by shared knowledge, and nowhere is that knowledge more important than in education. Now more than ever, there is a demand for technology that will assist in the spread of knowledge through customized, self-paced, and on-demand learning.

The Handbook of Research on Innovative Technology Integration in Higher Education provides an international perspective on the need for information and communication technology in education and training. This book highlights the use of technology in both formal and informal learning.

Readers:
This book is an essential reference for academics, corporate leaders, government agencies, profit and non-profit organizations, policymakers, or anyone interested in the use of technology to educate and share information.


Topics Covered:
- E-Learning in Higher Education
- Engagement in Online Learning
- Hybrid Learning
- MOOCs
- Student Engagement in Technology
- Virtual Learning Environments
- Workplace Learning and Social Media

Hardcover + Free E-Access: $310.00  E-Access Only: $295.00  1 Year Online Subscription: $145.00  2 Year Online Subscription: $245.00
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Green Computing through Virtual Learning Environments
Rochell R. McWhorter, University of Texas, Tyler, USA
Julie A. Deello, University of Texas, Tyler, USA

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Quality Preparation of Mathematics and Science Teachers in ICT Integration: Lessons from Learner Centered Teacher Professional Development
John Njoroge Mungai, Syracuse University, New York, USA

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Improving Quality of Teaching in Higher Education: What is the Role of Technology?
Harriet Thindwa, Texas A&M University, College Station, USA

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Policy Shift toward Student Engagement in Technology Mediated Instruction
Cindence Baker, Tarleton State University, USA
Melissa Backer, Tarleton State University, USA
Karen McCaleb, Texas A&M University, Corpus Christi, USA

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Helen M. A. Muyia, Texas A&M University, College Station, USA
Fredrick M. Nafukho, Texas A&M University, College Station, USA

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A Study of Trainee Attitude and Satisfaction between E-Learning Training versus Traditional Training
Nancy Hairston, Youth Bridge, Fayetteville, Arkansas, USA
Fredrick M. Nafukho, Texas A&M University, USA

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Nahed Abdelfrahim, Texas A&M University, USA
Beverly J. Irby, Texas A&M University, USA

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Marie Valentin, Texas A&M University, USA

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John LeCoultre, Texas A&M University, College Station, USA
Detra Johnson, Texas A&M University, College Station, USA

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Dr. Beverley J. Irby earned her Ed.D. (Education) from the University of Mississippi in 1983. She joined the Department of Educational Administration and Human Resource Development at Texas A&M University (TAMU) as a Full Professor in September 2013, has been approved graduate faculty there since 2001, and has developed and taught courses in research and curriculum for special programs, educational administration, instructional leadership, and research. She has earned the reputation of an excellent professor and Dr. Irby’s mentored students have garnered numerous research awards. She was selected as a national UCEA David Clark Scholar Mentor and a two-time Piper Professor Nominee. She has a graduate student scholarship and has the Brown and Irby Center for Research and Doctoral Studies in Educational Leadership in her honor at Sam Houston State University (Texas). Dr. Irby’s research focus is that of social responsibility for instructional leadership; theory development/validation; women’s leadership; gender equity; early childhood, bilingual/ESL, gifted, and science education; online learning; reflective practice portfolio; international leadership; principal and teacher evaluation/professional development; program evaluation; and various research techniques including bricolage.