Technologies for Enhancing Pedagogy, Engagement and Empowerment in Education: Creating Learning-Friendly Environments

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Although there is broad agreement that preparing global citizens for the digital age is a core responsibility of educators and schools, there is debate and uncertainty about how best to prepare students for this future.

Technologies for Enhancing Pedagogy, Engagement and Empowerment in Education: Creating Learning-Friendly Environments explores how technology-based learning can enhance student engagement, performance, and empowerment. This book provides researchers, educators, and practitioners with insights from educational programs, classroom teaching, and theory-into-practice research; places educational technologies appropriately in their social and cultural contexts; and reflects upon challenges and problems in evaluating and implementing changes in the field. It shows how computer-enhanced education can improve teaching and learning without confusing the increase of computer facilities with the quality of education.

Topics Covered:

- Computer-Supported Education
- E-Learning Pedagogy
- E-Learning and Engagement
- E-Learning and Empowerment
- Digital Technologies and Education
- Technology-Enhanced Learning
- Culture and E-Learning
- ICT in Education
Section 1: Enhancing Pedagogy through Digital Technologies

Chapter 1
Enhancing Pedagogy with mLearning
Thomas Damon (University of Tasmania, Australia)
Thomas Angela (University of Tasmania, Australia)
Fluck Andrew (University of Tasmania, Australia)

Chapter 2
Digital Technologies
Penney Dawn (University of Waikato, New Zealand & Edith Cowan University, Australia)
Newhouse Paul (Edith Cowan University, Australia)
Jones Andrew (Edith Cowan University, Australia)
Campbell Alistair (Edith Cowan University, Australia)

Chapter 3
Technology-Enhanced Learning
Ashman Adrian F. (The University of Queensland, Australia)

Chapter 4
Using Predictive Markets to Deliver Authentic Learning Experiences
Buckley Patrick (University of Limerick, Ireland)
Garvey John (University of Limerick, Ireland)
McGrath Fergal (University of Limerick, Ireland)

Chapter 5
New Challenges in Web-Based Education
Lê Quynh (University of Tasmania, Australia)
Lê Mark (La Trobe University, Australia)

Chapter 6
Online Facilitator Strategies of Professors Rated as Providing Different Levels of Support
Signer Barbara (St. John's University, USA)
Pinto Amanda McCluskey (Rogers Business School, USA)
Ely Margot (New York University, USA)

Chapter 7
Technology Empowerment and the Deployment of Netbooks in Education
Chan Tom S. (Southern New Hampshire University, USA)
Collins J. Stephanie (Southern New Hampshire University, USA)
Movafaghi Shahrar (Southern New Hampshire University, USA)

Chapter 8
Investigating Higher Education and Secondary School Web-Based Learning Environments Using the WBELEI
Chandra Vinesh (Queensland University of Technology, Australia)
Fisher Darrell (Curtin University, Australia)
Chang Vanessa (Curtin University, Australia)

Chapter 9
Digital Learning Environments and Student-Centered Curriculum in a University Context
Gușeçen Sevinç (Istanbul University Department of Informatics, Turkey)

Chapter 10
Creating an Environment for Pre-Service Teachers to Develop Technical Pedagogical and Content Knowledge
Hu Chun (University of Sydney, Australia)

Chapter 11
MyLD:
Fan Si (University of Tasmania, Australia)
Lê Quynh (University of Tasmania, Australia)
Yue Yun (University of Tasmania, Australia)

Section 2: Engagement and Empowerment: Social and Cultural Dimensions

Chapter 12
Privacy Concerns in Social Network Sites
Atakan Arda (Akdeniz University, Turkey)

Chapter 13
Participatory Culture, New Media, and Civic Engagement:
Guber Sibylle (Northern Arizona University, USA)

Chapter 14
ICT in Vietnamese Education:
Nguyen Hoang Boi (University of Tasmania, Australia)
Lê Thu (University of Tasmania, Australia)

Chapter 15
Intercultural Awareness in E-Learning
Luyseg Eunice (Franklin University, USA)

Chapter 16
Implications of ICT for Society and Individual
Ranbhar Mahan (University of Western Sydney, Australia)
Ghanbary Abbass (Consensus Advantage, Australia)

Chapter 17
Empowering Students in Computer-Supported Education
Shi Yongming (University of Tasmania, Australia)
Fan Si (University of Tasmania, Australia)
Yue Yun (University of Tasmania, Australia)

Section 3: Evaluative and Reflective Aspects

Chapter 18
Evaluating Educational Software:
Mukherjee Michelle M. (Queensland University of Technology, Australia)

Chapter 19
Web Conferencing and Remote Laboratories as Part of Blended Learning in Engineering and Science:
Mackay Steve (Curtin University, Australia)
Fisher Darrell (Curtin University, Australia)

Chapter 20
ICT in Higher Education:
Yang Yang (University of Tasmania, Australia)
Nguyen Hoang Boi (University of Tasmania, Australia)
Jang Sun Hee (University of Tasmania, Australia)
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