Advancing Education with Information Communication Technologies: Facilitating New Trends

Lawrence A. Tomei (Robert Morris University, USA)

The world of education has changed drastically in recent years, mostly due in part to the new technologies being developed and implemented. Recent technological innovation has altered the way educators approach teaching and learning. New approaches to teaching are inherently important for any teacher, faculty member, or corporate trainer involved with the application of technology-based resources for instruction and learning.

Advancing Education with Information Communication Technologies: Facilitating New Trends offers an overview of how research in ICT provides a new framework for education. Focusing on the development and design of successful education programs, this book offers solutions, best practices, and emerging trends in integrating technology into the traditional and online classroom.

Topics Covered:
- Acceptable Use Policies
- Assessment of Curricular Objectives
- Data-Driven Decision Making
- Educational/Training Software Evaluation
- Impact of Multicultural Differences on Technology
- Instructional Design Theories
- School Improvement and Reform
- Strategy and Learning Style
- Technology in Society
- Technology Planning

Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners and is ideal for classroom use.

Lawrence A. Tomei is Senior Associate Provost for Academic Affairs and a professor in education at Robert Morris University. Born in Akron, Ohio, he earned a BSBA from the University of Akron (1972) and entered the US Air Force, serving until his retirement as a Lieutenant Colonel in 1994. Dr. Tomei completed his MPA and M.Ed. at the University of Oklahoma (1975, 1978) and Ed.D. from the University of Southern California (1983). His most recent articles and books on instructional technology include: Teaching Digitally: Integrating Technology into the Classroom (2001), Technology Facade (2002), Challenges of Teaching with Technology across the Curriculum (2003), Taxonomy for the Technology Domain (2005); and, Designing Instruction for the Traditional, Adult, and Distance Learner (2010).
Chapter 1  
Instructor Satisfaction with Teaching Business Law:  
Swartz Louis B. (Robert Morris University, USA)  
Cole Michele T. (Robert Morris University, USA)  
Shelley Daniel J. (Robert Morris University, USA)

Chapter 2  
Digital Video Presentation and Student Performance:  
Raven Arjan (Kennesaw State University, USA)  
Leeds Elke (Kennesaw State University, USA)  
Park Chong Woo (Georgia Gwinnett College, USA)

Chapter 3  
Evaluating Faculty Teaching of Research Methodology to Undergraduate Geography Students in a Nigerian University  
Olusebi Nwachukwu Prince (University of Education Port Harcourt, Nigeria)  
Ubogu Andrew Egbua (Ahmadu Bello University, Nigeria)  
Egbuzor Daniel Emechukwu (University of Port Harcourt, Nigeria)  
Nwachukwu Ugochukwu (NOVENA University Ogoke, Nigeria)

Chapter 4  
Teachers and Technology:  
Blankson Joseph (Carle Foundation Hospital, USA)  
Keengwe Jared (University of North Dakota, USA)  
Kyei-Blankson Lydia (Illinois State University, USA)

Chapter 5  
Information and Communication Technology Training among Lecturers in the South-South Zone in Nigeria by the Nigeria Communication Commission  
Tiemo Pereverre Aghworu (Delta State University, Nigeria)  
Emiri O. T. (Delta State University, Nigeria)  
Tiemo Abolfe Jessica (Delta State University, Nigeria)

Chapter 6  
Different Importance and Resource Constraints of Graduate Information Systems Courses in Turkey  
Balaban M. Erdal (University Istanbul, Turkey)  
Koirdog Melih (University Istanbul, Turkey)  
Avvaz-Reis Zerrin (University Istanbul, Turkey)

Chapter 7  
Enhancing Students’ Loyalty to the Information System Major  
Hunsinger D. Scott (Appalachian State University, USA)  
Land Jody (North Carolina Central University, USA)  
Chen Charlie C. (Appalachian State University, USA)

Chapter 8  
User Interface Design Pedagogy:  
Khoos Benjamin KS (New York Institute of Technology, USA)

Chapter 9  
Technology and Teacher Education:  
Aiyacampong Albert (Ohio University, USA)  
Franklin Teresa (Ohio University, USA)  
Keengwe Jared (University of North Dakota, USA)

Chapter 10  
Facilitating Students to Earn Computing Certificates via Blended Learning in Online Problem-Solving Environment:  
Tsai Chia-Wen (Ming Chuan University, Taiwan)

Chapter 11  
Bringing AI to E-Learning:  
Giotsopoulos K. (University of Patras, Greece)  
Alexakos C. (University of Patras, Greece)  
Alexandris G. (University of Patras, Greece)  
Stefan A. (University of Patras, Greece)

Chapter 12  
A Cross-Cultural Validation of the Selwyn’s Computer Attitude Scale  
Teo Timothy (Nanyang Technological University, Singapore)

Chapter 13  
Improving Teachers’ Self-Confidence in Learning Technology Skills and Math Education through Professional Development  
Harriss Tailynn (The University of Southern Mississippi, USA)  
Herron Sherry S. (The University of Southern Mississippi, USA)  
Fang Houbin (The University of Southern Mississippi, USA)  
Rathod Anish (The University of Southern Mississippi, USA)

Chapter 14  
Materials-to-Standards Alignment:  
Adamich Tom (Visiting Librarian Service, USA)

Chapter 15  
Enhancing Teaching and Learning with Digital Storytelling  
Wang Shuyan (The University of Southern Mississippi, USA)  
Zhan Hong (Embry-Riddle Aeronautical University, USA)

Chapter 16  
Faculty Training Strategies to Enhance Pedagogy-Technology Integration  
Keengwe Jated (University of North Dakota, USA)  
Georgina David (Minnesota State University, Mankato, USA)  
Wachira Patrick (Cleveland State University, USA)

Chapter 17  
Effectiveness of International Distance Education in High School between Thailand and Japan  
Pivasajanan Natcha (University of Hyogo, Japan)

Chapter 18  
An Evaluation of Use of Multimedia Case Studies to Improve an Introduction to Information Technology Course  
Sankar Cheta S. (Auburn University, USA)  
Clayton Howard (Auburn University, USA)

Chapter 19  
Student Nurses’ Perception on the Impact of Information Technology on Teaching and Learning  
Kandeel Nahed (Mansoura University, Egypt)  
Ibrahim Yousserya (Umm Al Qura University, Saudi Arabia)

Chapter 20  
Technology Integration and Urban Schools:  
Kidd Terry T. (Texas A & M University, USA)  
Keengwe Jated (University of North Dakota, USA)

Chapter 21  
Evaluating Student Perceptions of Using Blogs in an Online Course  
Gullet Evelyn (U2Global, Singapore)  
Bhandar Mamata (U2Global, Singapore)

Chapter 22  
Applications of Mobile Learning in Higher Education:  
Gupta Babita (California State University, USA)  
Koo Yangmo (California State University, USA)  
Fang Houbin (The University of Southern Mississippi, USA)  
Shuyan Wang (The University of Southern Mississippi, USA)  
Wang Shuyan (The University of Southern Mississippi, USA)

Chapter 23  
An Empirical Study to Validate the Technology Acceptance Model in Explaining the Intention to Use Technology among Educational Users  
Teo Timothy (Nanyang Technological University, Singapore)

Chapter 24  
Problem-Based Learning in a Technical Course in Computing  
Correa Eduardo (Christchurch Polytechnic Institute of Technology, New Zealand)  
Watson Richard (Christchurch Polytechnic Institute of Technology, New Zealand)

Chapter 25  
Investigation into Gender Perception toward Computing  
Laoserakah Kittipong (Sacred Heart University, USA)  
Leingphibal Thaweeaphan (Western Michigan University, USA)  
Coe Thomas (Quinnipiac University, USA)

Chapter 26  
Emerging Trends and Technologies for Enhancing Engineering Education:  
Sidhu Manjit Singh (University Tenaga Nasional, Malaysia)  
Kang Lee Chen (University Tunku Abdul Rahman, Malaysia)