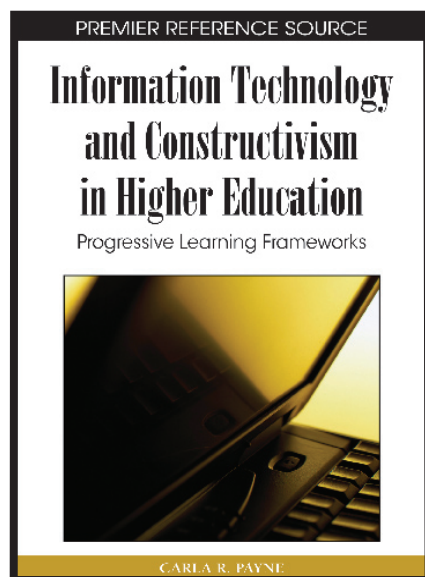


New Release

May 2009

## Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks

Edited by: **Carla R. Payne, Union Institute and University of Vermont College, USA**



13-digit ISBN: 978-1-60566-654-9

414 pages; 2009 Copyright

Price: US \$195.00 (hardcover\*)

Perpetual Access: US \$295.00

Print + Perpetual Access: US \$390.00

Illustrations: figures, tables (8 1/2" x 11")

Translation Rights: World

\*Paperback is not available.

Constructivism and the deployment of information technology into higher education classrooms are each widely discussed in academic literature, but generally without a critical perspective on their interaction from a pedagogical point of view as new technology is continuously unveiled.

**"This book examines the prospects for progressive higher education in the age of information technology. The topic is especially relevant to the nature of teaching and learning in higher education just because so little of it has actually changed until very recently."**

-Carla R. Payne, Union Institute & University of Vermont College, USA

**Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks** explores the theoretical frameworks underlying constructivist thinking and the digital revolution in education as they impact each other. Drawing upon a wide range of international field experts, this book assesses the claims made for the educational effectiveness and constructivist orientation of various technologies and technological systems on the basis of on-the-ground applications and implementations.

### Subject:

IT Education; Library Science; Human Aspects of Technology; Web Technologies

### Market:

This essential publication will be invaluable to academic and research libraries and those interested in learning about the most current uses for information technology utilization in education. Researchers, educators, practitioners, students, and administrators in the fields of education, library science, information technology, and instructional design will find this cutting-edge work provides them with innovative new ways to incorporate information technology tools into their teaching and learning projects.



Excellent addition to your library! Recommend to your acquisitions librarian.

[www.info-sci-ref.com](http://www.info-sci-ref.com)

# Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks

Edited by: Carla R. Payne, Union Institute and University of Vermont College, USA

## Table of Contents

### Section I: Constructivism and Progressive Higher Education in the World of Information Technology

*Chapter I: Closing the Circle: From Dewey to Web 2.0*

Maria Luisa Pérez Cavana, Open University, UK

*Chapter II: Beyond Constriction and Control: Constructivism in Online Theory and Practice*

Noel Fitzpatrick, Dublin Institute of Technology, Ireland

Noirín Hayes, Dublin Institute of Technology, Ireland

Kevin C. O'Rourke, Dublin Institute of Technology, Ireland

*Chapter III: The Theory and Practice of Teaching with Technology in Today's Colleges and Universities*

Barbara de la Harpe, RMIT University, Australia

Fiona Peterson, RMIT University, Australia

*Chapter IV: A Constructivist Approach to Online Learning: The Community of Inquiry Framework*

Karen Swan, Kent State University, USA

Jennifer C. Richardson, Purdue University, USA

D. Randy Garrison, University of Calgary, Canada

*Chapter V: Applying Constructivism to Online Learning—A New Instructional Design Map*

Jennifer Lee, University of North Texas, USA

Lin Lin, University of North Texas, USA

*Chapter VI: Enhancing Authentic Assessment through Information Technology*

Beth Rubin, DePaul University, USA

*Chapter VII: Nontraditional Students and Information Technology: The Siren Call of the Virtual Classroom and its Impact on Progressive Educational Ideals*

Xenia Coulter, SUNY Empire State College, USA

Alan Mandell, SUNY Empire State College, USA

### Section II: Teaching and Learning with Information Technology: Constructivist Approaches

*Chapter VIII: Online Learning Conversations: Potential, Challenges and Facilitation*

Jakko van der Pol, Utrecht University, The Netherlands

*Chapter IX: Virtual Constructivism: Avatars in Action*

Laura Nicosia, Montclair State University, USA

*Chapter X: The Power And Promise Of Web 2.0 Tools*

G. Andrew Page, University of Alaska, USA

Radwan Ali, Kennesaw State University, USA

*Chapter XI: Information Technology and Mental Modeling*

Shalin Hai-Jew, Kansas State University, USA

### Section III: International Approaches to Constructivism: Case Studies

*Chapter XII: Transformative Potential of Constructivist Blended Problem-Based Learning in Higher Education*

Roisin Donnelly, Dublin Institute of Technology, Ireland

*Chapter XIII: Critical Survey of Information Technology Use in Higher Education – Blended Classrooms*

James Cronin, University College Cork, Ireland

John Paul McMahon, University College Cork, Ireland

Michael Waldron, University College Cork, Ireland

*Chapter XIV: Structure of a Blended University Course: Applying Constructivist Principles to Blended Teaching*

Maria Beatrice Ligorio, University of Bari, Italy

Nadia Sansone, University of Bari, Italy

*Chapter XV: Constructivism and Online Collaborative Group Learning in Higher Education: A Case Study*

Hwee Ling Lim, The Petroleum Institute, United Arab Emirates

Fay Sudweeks, Murdoch University, Australia

*Chapter XVI: Constructivist Strategies to Optimize Four Levels of Interaction in a Distributive Learning Environment: A Case Study*

Linda Lohr, University of Northern Colorado, USA

Nicholas Eastham, University of Northern Colorado, USA

David Kendrick, University of Northern Colorado, USA

*Chapter XVII: Facilitating Students-Driven Learning of Computer Programming with Technology*

Alessio Gaspar, University of South Florida Polytechnic, USA

Sarah Langevin, University of South Florida Polytechnic, USA

Naomi Boyer, University of South Florida Polytechnic, USA

*Chapter XVIII: Designing Asynchronous Discussions to Teach Critical Thinking*

John Miller, National University, USA

*Chapter XIX: To Be in Occasional Touch: Goddard College's Progressive Principles and Distributed Learning*

Mark H. Schulman, Goddard College, USA

*Chapter XX: Using Blogs to Foster Inquiry, Collaboration, and Feedback in Pre-Service Teacher Education*

Carol R. Rinke, Gettysburg College, USA

Divonna M. Stebick, Gettysburg College, USA

Lauren Schaefer, Carroll County Pennsylvania Public Schools, USA

M. Evan Gaffney, Gettysburg College, USA

*Chapter XXI: The Intersection of Theory, Tools and Tasks in a Postgraduate Learning Environment*

Michal Zeller Mayer, Levinsky College of Education, Israel

Nili Mor, Levinsky College of Education, Israel

Ida Heilweil, Levinsky College of Education, Israel

## Topics Covered

- Asynchronous discussions to teach critical thinking
- Authentic assessment through information technology
- Constructivism and online collaborative group learning
- Constructivism and progressive higher education
- Constructivism in online theory
- Constructivist approach to online learning
- Information technology and mental modeling
- Information technology use in higher education
- International approaches to constructivism
- Nontraditional students and information technology
- Teaching and learning with information technology
- Virtual constructivism

### About the Editor:

**Carla R. Payne** is Professor Emerita of Graduate Studies at Union Institute & University, where she supervised low residency MA students in individualized interdisciplinary studies, and designed and implemented an online Master's program. She earned the BA in Philosophy from Barnard College, and the MA and Ph.D, also in Philosophy, from SUNY/Buffalo. Publications include "Good Practice and Motivation in Online Learning," in *Motivating & Retaining Adult Learners Online* (2002); "Teaching and Technology for Human Development," co-authored with A.W. Chickering and G. Poitras, in *Educational Technology* (2001); "Design for Success: Applying Progressive Educational Principles Online," in *Current Perspectives on Applied Information Technologies: Preparing Teachers to Teach with Technology* (2004); "What Do They Learn?" in *Flexible Learning in an Information Society* (2006); "Can We Talk? Course Management Software and the Construction of Knowledge," co-authored with Cornel J. Reinhart, in *On the Horizon* (2008). She continues to teach ethics and philosophy online for the Community College of Vermont.

**Excellent addition to your library! Recommend to your acquisitions librarian.**

[www.info-sci-ref.com](http://www.info-sci-ref.com)