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Enterprise Asset Management System

ISBN: 9781466628939; © 2013; 14 pages
Author(s): Nooruddin Ahmed (ADNOC, UAE)

Any ERP/EAM implementation is a complex journey. No matter how prepared, often you end up like a traveler on a tour of countries where most people look, dress, and speak differently from you. By the time you familiarize yourself with the new surroundings, you have to move on to the next destination on your tour. Similarly, just as you think you are finding your way with your ERP/EAM, someone announces it is time to upgrade, and you start to move again. After nearly 15 years of conventional projects, the case of a particularly interesting implementation came along in the UAE for a major Oil and Gas Services Company.

Web 2.0 as a Foundation for Social Media Marketing

ISBN: 9781466641143; © 2013; 38 pages
Author(s): Vedran Podobnik (University of Zagreb, Croatia); Daniel Ackermann (iSTUDIO, Croatia); Tomislav Grubisic (iSTUDIO, Croatia); Ignac Lovrek (University of Zagreb, Croatia)

The emergence of Web 2.0 redefined the way people use information and communication services—users evolved into prosumers that actively participate and collaborate in the ecosystem of a read-write Web. Consequently, marketing is one among many areas affected by the advent of the Web 2.0 paradigm. Social Media Marketing represents a novel Internet marketing paradigm based on spreading brand-related messages directly from one user to another. Specifically, the chapter will focus on Social Media Marketing, the latest step in the Internet marketing evolution.

ERP Implementation in Kuwait O&G

ISBN: 9781466643772; © 2013; 26 pages
Author(s): Firas Albataineh (Oracle Systems, UAE)

A project is a complex, no routine, one-time effort limited by time, budget, resources, and performance specifications designed to meet a customer's needs (Gray & Larson, 2010). Each project represents a unique experience reflecting the variations in the projects' scopes, objectives, specifications, time, budget, resources, constraints, and risks. This chapter attempts to examine the nature and causes of issues, problems, and concerns that were observed in one of the author's Gulf ERP implementations and suggests the introduction of new and enhanced features in ERP system implementation methodologies as a means to cope with potentially damaging issues, problems, and concerns, and prevent them from evolving into malicious risks that could lead to project failures.

ERP Promises in the United Arab Emirates Educational Sector

ISBN: 9781466628922; © 2013; 12 pages
Author(s): Rima Shishakly (Ajman University of Science and Technology, UAE)

Implementing Enterprise Resource Planning (ERP) is one of the major IT innovations in this decade. ERP solutions seek to integrate and modernize business processes and their associated information and work flows. Nonetheless, ERP usage in educational management is still new. Educational institutions for various appropriate factors have begun to implement this technology. The school ERP enterprise solution system offers complete school management software, which covers all the functions related to the smooth functioning of school activities. This chapter provides a complete analysis of ERP solutions in the educational sectors and focuses on ERP usage and utilization in the United Arab Emirates (UAE) public (government) schools.
The Design and Implementation of Paperless Medical System (PMS) for Offshore Operating Company

Managing Knowledge and Change in GCC Project

ERP Upgrade vs. ERP Replacement

Effective Implementation and Utilization of CMMS System

ERP Implementation

Web 2.0 and Opportunities for Entrepreneurs

The Selection and Deployment of System in Gulf Private School

Implementation of Integrated Enterprise Asset Management Systems (IEAMS)
Cases on Consumer-Centric Marketing Management

Vimi Jham (Institute of Management Technology, Ghaziabad and Dubai) and Sandeep Puri (Institute of Management Technology, Ghaziabad and Dubai)

Presents a collection of case studies highlighting the importance of customer loyalty, customer satisfaction, and consumer behavior for marketing strategies. This comprehensive collection provides fundamental research for professionals and researchers in the fields of customer relations, marketing communication, consumer research, and marketing analytics for insights into practical aspects of marketing in any organization.

Cases on Enterprise Information Systems and Implementation Stages: Learning from the Gulf Region

Fayez Ahmad Albadri (ADMA-OPCO, UAE)

Focuses on the Gulf region and its lead on the enterprise systems adoption which has exceeded those in many developed countries. This reference book highlights experiences implementing EIS, delivering a comprehensive multi-perspective account of EIS issues, and explores the concerns, risks, and critical success factors of EIS for a variety of organizations. It aims to be beneficial for both practitioners and academics alike.

Cases on Performance Measurement and Productivity Improvement: Technology Integration and Maturity

Mehdi Khosrow-Pour (Information Resources Management Association, USA)

Highlights the successes and failures which have shaped the modern business as well as the technological solutions taken to improve the organizational system. Providing essential research on these applied innovations, this collection of case studies appeals to both academics and practitioners in the business and IT management fields.

ITIL Implementation in a Major Arabian Gulf Company

ISBN: 9781466629028; © 2013; 21 pages
Author(s): Mohamed Elhefnawi (UDEAL, UAE)

The experience of many organizations that have automated their business capabilities using enterprise information systems indicates that business gains and promised returns on investment are conditional to having an effective strategy to support and maintain such systems technically and functionally during the post-implementation phase. The proper implementation of Information Technology Infrastructure Library (ITIL) represents an ideal forum for providing effective support tools that include service/help desk and incident reporting functions for end-users, as well as IT infrastructure inventory and tracking applications. ITIL framework outlines a set of integrated processes and procedures that will structure and re-engineer IT services activities, shifting IT function to be enterprise-wide and business-focused while making the best use of the deployed technology. This chapter reflects the approach adopted by the IT function of an Arabian Gulf Company (AGC) used for ITIL implementation, highlighting the main challenges that have been encountered in this project.

Managing the Replacement of Legacy HR System

Author(s): Nabil Ghaleb (Business International Group, UAE)

Application software projects have always been viewed as a massive challenge by companies, particularly when it comes to replacing legacy in-house developed systems with package solutions. Challenges start by the resentment to change typically demonstrated by the user community, followed by the many pitfalls encountered due to the changes that are included/excluded while the project progresses with user hesitance to accept the new system. The project faced many atypical challenges related to poor priority settings that were attached to some non-professional aspects. The challenges and the counter measures taken to ensure the timely delivery of the project with minimum damage possible will be addressed as the chapter progresses, reflecting on how the objective shifted towards the end of its life to a win/win scenario.

Automating Competency Development Program for Integrating Graduates in EDC Workforce

ISBN: 9781466629042; © 2013; 24 pages
Author(s): Moh’d Jarrar (Business International Group, UAE)

The project aimed at designing a system to manage the development of young university graduates and equip them with the experience and skills necessary for integrating them in the company workforce. The first section addresses the development of the Proof Of Concept (POC) that aimed at creating a prototype that was then enhanced in terms of its functional capabilities and data management tasks to meet the set objectives. The second section addresses how the POC was transformed to a fully functional multi-user system that was later utilized by all the divisions within the company. The third section touches on how the experience obtained was later used to help in building a unified system for the oil and gas sector in the country. The case also discusses the challenges, measures, and counter measures taken to address them, and the lessons learned to ensure the project was delivered to stakeholders.
Users’ Involvement in the Innovation Process through Web 2.0

ISBN: 9781466641105; © 2013; 34 pages
Author(s): Sergio Mazini (São Paulo State University, Brazil); José Gobbo (São Paulo State University, Brazil)

Organizations are inserted into a competitive environment in which innovation is an essential factor in gaining temporary competitive advantages. The search for external sources of knowledge, which can contribute to the innovation process, has become a constant among the organizations. This chapter develops a framework for the analysis of users’ involvement in the innovation process through Web 2.0. The research method used a unique case study conducted in a Brazilian automotive company that developed a project of a concept car involving users through Web 2.0. The obtained result shows that users can contribute not only with idea generation, but also with involvement in the innovation process, depending on which steps of the New Product Development (NPD) process they take part in.

EIS Implementation in a Major UAE Oil Producing Company

ISBN: 97814666282915; © 2013; 18 pages
Author(s): Amer Dabbagh (CATS, Jordan); Essa Khooni (ADMA-OPCO, UAE)

This major Oil and Gas producing company in the Gulf went through an implementation experience of EIS system in 2005. The EIS Implementation involved the replacement of the existing Maintenance, Supply, and Commercial system with a new EIS and an upgrade of the HR and Financial systems to the latest releases. The exercise was prompted by management’s desire to replace the outdated ERP system in order to address shortcomings in functionality, to control the high cost of upgrades and modifications, and to enable implementation of the newly formulated Maintenance Policy. The project was deemed a success, even though it took longer than planned and the results were less than anticipated. http://www.igi-global.com/teaching-case/eis-implementation-major-uae-oil/70301

E-Government and EIS Change Management and Critical Success Factors

ISBN: 9781466629004; © 2013; 34 pages
Author(s): Wafi Al-Karahaghoul (Brunel University, UK); Ahmed Al Azri (Ministry of Higher Education, Oman); Zahran Al Sali (Sultan Qaboos University, Oman)

Transformational e-government projects and large-scale Enterprise Information System (EIS) implementation projects have one thing in common: they both overrun their time and budget due to unclear vision and unrealistic expectations. The aim of this chapter is to report on a success story of implementing e-government in the Higher Education Admission Centre (HEAC) that is beneficial in providing an insight to both categories of projects. The research is a qualitative approach, and the investigation uses a single case study, with data collected by means of semi-structured interviews and organisational documents from the Ministry of Higher Education in Oman. The research findings suggest that there are three paradigms with a set of factors that impact the success of projects, namely organisational paradigm, technology paradigm, and end-user paradigm.

Improving the Tendering Process

ISBN: 9781466610125; © 2012; 32 pages
Author(s): Hafez Salleh (University of Malaya, Malaysia)

Construction sector is unique in a way because more than 90% companies are Small and Medium Sized Enterprise (SME). This chapter presents a case study of a construction company with past and current projects valued up to £15 million, and has completed a number of construction projects both in private and the public sectors including housing, commerce, leisure, health, education, retail, etc. The company operates out of multiple locations and decided to improve the tendering process using a new IT system. On applying the IT readiness model it was found that almost all the attributes identified were not at lower level 1. The practice achieved maturity in three areas – skills and leadership are identified at level 5, and roles & responsibility were identified at the top of the level.

Building for the Future

ISBN: 9781466610132; © 2012; 30 pages
Author(s): Hafez Salleh (University of Malaya, Malaysia); Eric Lou (University of Salford, UK)

This chapter provides the IT readiness assessment for before and after scenarios of IT systems implementation in a construction consultancy company providing multi-disciplinary services for the construction industry throughout the United Kingdom. On application of the maturity model it was found that the overall processes for managing information are improving since the introduction of the new IT system. Prior to the project, the development of IT/IS was driven to perform daily work tasks that required the company to run a business. The new system streamlined the organization-wide communication, which the previous system did not have the capability to do, and reduced cost for document reproduction. The level of IT skills prior to the project was relatively low; the introduction of the new system has helped the company to increase their staff’s IT skills.
An E-Support Firm’s Response to Local E-Readiness and the Global E-Business Environment

ISBN: 9781466610170; © 2012; 15 pages
Author(s): John Effah (University of Ghana Business School, Ghana); Ben Light (University of Salford, UK)
E-Support firms provide Web development and consultancy services to user organizations, assisting them in their uptake and maintenance of their Internet applications. Within the e-readiness research area, little is known about e-support firms, particularly in connection with their interaction with their local and the global e-business environment. Nevertheless, the e-support sector is very significant in the successful adoption and diffusion of the Internet and related applications in any economy. This study draws on the interpretive case study of a small e-support firm in Ghana, a developing context, to investigate the firm’s response to the e-readiness level of the local and the global e-business environment. This chapter offers implications for practice and research concerning the notion of reconciling local and global e-business environments in the small e-support sector.

From Silos to Sharing

ISBN: 9781466609860; © 2012; 13 pages
Author(s): Dana Dalton (Forsyth Technical Community College, USA)
This case study describes the events from 2003 to the present surrounding the implementation of a relational student information Enterprise Resource Planning (ERP) system. The introduction and implementation of an ERP to a campus that previously engaged separate stand-alone administrative computer components is indeed a cultural and philosophical shift. We found that continuous communication and a sense of ownership aided in the shift. As in any undertaking, best practices and the lessons learned served as both formative and summative types of evaluation in this experience. This case is not meant to serve as a “how to” guide, but a narrative of prominent issues that other institutions may find helpful if a conversion is in their future.

E-Readiness in IT/IS Implementation

ISBN: 9781466610194; © 2012; 33 pages
Author(s): Ayman Altameem (University of Bradford, UK); Mohamed Zairi (University of Bradford, UK)
This study is an attempt to bridge the gap in the existing literature by exploring the critical factors that affect IT adoption through a comprehensive benchmarking analysis, using secondary cases. The IT adoption in 100 organizations indicated in the literature, were scrutinized in all the cases analyzed in order to arrive at the most critical factors affecting IT adoption, as well as their degree of criticality. The study identifies twenty-four critical factors that must be carefully considered in IT adoption to attain successful outcomes.

Intelligent Decision Making and Risk Analysis for IT Management Processes

ISBN: 9781466610200; © 2012; 22 pages
Author(s): Masoud Mohammadian (University of Canberra, Australia); Ric Jentzsch (University of Canberra, Australia)
IT management processes have been emerging as the development of modern IT systems has grown. These are often complex with multiple interdependencies that can make it very difficult for Chief Information Officers (CIOs) to comprehend and be aware of potential risks. Risk analysis for decision making in the planning and monitoring of these systems can be a complex and demanding task. Intelligent decision making in IT management processes and systems are a crucial element of an organization’s success and its competitive position in the marketplace. This chapter considers the implementation of Fuzzy Cognitive Maps (FCM) to provide facilities to capture and represent complex relationships in an IT management process model.

The Use of Collaborative Technologies within SMEs in Construction

ISBN: 9781466610187; © 2012; 22 pages
Author(s): Vian Ahmed (University of Salford, UK); Aisha Abuelmaatti (University of Salford, UK)
Collaborative environments have been evolving and effectively employed in large organizations and are believed to have high potential for Small and Medium Enterprises (SMEs). This chapter shares the findings of a case study that was conducted on twelve companies in order to assess the use of collaborative environments and their adoption approaches through interviews with senior level managers and end-users. The need for such case studies has risen from an intensive literature review which revealed that SMEs are key players within the construction industry; however, there seems to be little evidence of their utilisation of IT for collaborative learning environments. Therefore, this calls for the necessity to develop an approach blending the right combination of factors which are believed to contribute towards the improvement and implementation of collaborative environments and may affect their success.

Changing the Grant Culture of a College

ISBN: 9781466609853; © 2012; 17 pages
Author(s): James McLean (The University of Alabama, USA); Alanna Dail (Syracuse University, USA)
In today’s environment, external support for college activities has become much more than a luxury. While the basic teaching functions are funded internally, funding the research and service components of their missions is a real challenge. Many colleges seek external sources to support these functions. However, these efforts are often inefficient unless they are addressed in a strategic manner. The purpose of this chapter is to describe the components of a successful effort to redefine the culture of a college regarding external funding. The chapter describes the components of the program, its implementation, and outcomes from both administrative and participant viewpoints.

Championing SME eCollaboration

ISBN: 9781466603592; © 2012; 13 pages
Author(s): Michael Jones (University of Wollongong, Australia); Lois Burgess (University of Wollongong, Australia)
Collaboration and eCollaboration are arguable necessities for firms in today’s economic age. The advantages of collaboration and eCollaboration for SMEs are profuse, providing small firms a measure of economic security in a world in which many industries face hyper-competition, particularly from countries with very low costs of labor. In discussing the nature and advantages of eCollaboration, the need for an eCollaboration champion becomes apparent. This case discusses eCollaboration from the perspective of 70 Australia SMEs and presents a model for the successful champion. In so doing, it discusses the multiple roles a champion must embrace and the various issues and dilemmas that are contingent to these roles.
The Case of a Portuguese Intermediary of Open Innovation

ISBN: 9781466603585; © 2012; 13 pages
Author(s): Fábio Oliveira (University of Minho, Portugal); Isabel Ramos (University of Minho, Portugal)

Inovamais is an innovation consultant that began its activities in 1997, several years before the popularization of the Open Innovation paradigm. The founding motivation was to enable the connection of academic and entrepreneurial worlds, with focus on businesses and their needs and special emphasis on small and medium enterprises (SMEs). The objective of the present case is to shed some lights over the role and services of an intermediary of open innovation in the current general innovation landscape. Therefore, this case will generally present the business model of Inovamais on intermediation of open innovation. It will also discuss the cultural, managerial, and political challenges and problems that Inovamais has identified and dealt with during these thirteen years of work at the Portuguese and European levels.

Trends of Open Innovation in Developing Nations

ISBN: 9781466603516; © 2012; 16 pages
Author(s): Hakikur Rahman (University of Minho, Portugal); Isabel Ramos (University of Minho, Portugal)

Enterprises are always adopting newly developed ideas, concepts, and perceptions to fit into the scenery of business dimension from within and outside the boundaries of their entities, thus channeling the entrepreneurship through the paradigm of open innovation. By far, the majority of the corporate businesses and multi-national enterprises are competing or collaborating with a consensus to promote value-added products, processes, or services. A major portion of the business community, despite their justified contribution to economic growth and generation of employment. The sector belonging to the small and medium enterprises (SMEs), however, are not always in advantageous situations in the arena of open innovation due to many factors, seen, unseen, attended, un-attended, researched, and deserving of further research. To move further into the context of this research, it has been observed that countries ranking as developed economies are ahead in the race, adopting open innovation in their business development, while countries within the developing and transitional economies are struggling to fit into the race of the champions.

Risk-Off Method

Author(s): Walter Junior (Embrapa Dairy Cattle, Brazil & Federal University of São Carlos, Brazil); Marcelo Bonnet (Embrapa Dairy Cattle, Brazil); Leandro Feijó (Ministry of Agriculture, Livestock and Supply, Brazil); Marlíde Santos (Federal University of São Carlos, Brazil)

Here the Risk-Off Method is presented as a contribution to improve the quality of data and information using milk chemical safety as a model, as overseen by the National Plan for Control of Residues and Contaminants (PNCRC) of the Brazilian Ministry of Agriculture, Livestock and Supply (MAPA). In particular, Small and Medium Enterprises (SMEs), which notably lack internal expertise, could benefit from the Risk-Off method, given that SMEs worldwide contribute significant amounts of food to meet global needs. This study develops an innovative tool to help countries provide robust and transparent chemical safety guarantees for their food products. Creating a flexible base platform to appropriately pre-classify results generated by laboratory testing of food samples, the method pre-processes data undergoing the process of Knowledge Discovery in Databases – KDD, producing systemic intelligence deriving from effective, proactive assessment and management of chemical safety risks in foods, a complex issue of increasingly global concern.

Cases on Supply Chain and Distribution Management: Issues and Principles

Miti Garg (The Logistics Institute-Asia Pacific, Singapore) and Sumeet Gupta (Shri Shankaracharya Institute of Technology and Management, India)

Introduces readers to a wide selection of case studies covering a multitude of supply chains in different economies of the world and examines major issues related to supply chain management. Concerned with the complete management of the flow of goods, information, and finances, the discipline of supply chain management merits an in-depth analysis.

Cases on SMEs and Open Innovation: Applications and Investigations

Hakikur Rahman (University of Minho, Portugal) and Isabel Ramos (University of Minho, Portugal)

Reviews applications of open innovation concepts and strategies for SMEs development by accommodating theoretical perspectives and case studies. This book covers diverse aspects of open innovation in terms of policy, politics, economy, and culture, making it a useful reference for researchers, practitioners, and academicians.

Cases on E-Readiness and Information Systems Management in Organizations: Tools for Maximizing Strategic Alignment

Mustafa Alshawi (University of Salford, UK) and Mohammed Arif (University of Salford, UK)

Contains research that readers can use to assess the e-readiness of their own organizations. This book presents principles, tools, and techniques about e-readiness, while also offering in-depth perspectives on applying the e-readiness model for the purpose of aligning IT with organizational strategies.
A Case Study of Singapore as a Logistics Cluster

ISBN: 9781466616981; © 2012; 35 pages

Author(s): Rahul Krishnan (SP Jain Management Centre, Singapore); Anvita Desai (SP Jain Management Centre, Singapore); Han Ngoc (SP Jain Management Centre, Singapore); Nazia Taranum (SP Jain Management Centre, Singapore); Tien Phan (SP Jain Management Centre, Singapore)

Industrial Clusters tend to grow in locations where there is a suitable environment that give them a competitive advantage over other places. Logistics industry typically develops as a cluster around ports with high efficiency. Over the years, Singapore has evolved as a logistics cluster, with the presence of the world’s top 3PL companies choosing to operate therein. Moreover, a number of countries are developing their infrastructure to attract international logistics service providers here. This case examines the future prospects of Singapore as a logistics hub.

Quest for Economic Empowerment of Rural Women Entrepreneurs in Tanzania

ISBN: 9781466602212; © 2012; 12 pages

Author(s): Ladislaus Semali (Pennsylvania State University, USA)

This case describes field research investigations that were conducted in Tanzania from June 2008 to June 2009 to examine access to, and use of cell phones by women residing in rural villages and in a nearby urban center. Rural villages were considered critical in this study as key players in the wellbeing of traditional rural families.

How can Corporate Social Responsibility (CSR) and Innovation Enhance Enterprise Performance?

ISBN: 9781466603554; © 2012; 35 pages

Author(s): Ana-Cristina Ionescu (Chamber of Commerce and Industry of Romania (CCIR), Romania)

By analyzing the experience in Romania, this study aims to provide insight into the relationship between SMEs’ CSR activities and their economic competitiveness in the light of innovation, mandatory in times of economic crisis, and emphasize the idea that business as usual is no longer acceptable. In addition to providing research on the general situation of CSR in Romania, this case is also describing the most relevant (public) actors engaged in this issue, the level of deployment of CSR among SMEs, as well as the characteristics of these activities. In order to prove that innovative CSR initiatives are a positive investment resulting in an economically beneficial outcome for the businesses, that can be disseminated via open innovation networks, a number of five Good Practice case studies have been identified and described in-depth.

ICT Mediated Value Chain for Managing Weavers’ Livelihoods

ISBN: 9781466603547; © 2012; 37 pages

Author(s): HariKrishna Misra (Institute of Rural Management Anand, India)

Value chain practices focus on market orientation of products and services. Globalization, competition, and high cost of production influence the value chain imperatives. Thus, organizations involved in the value chain are challenged with creation of innovative designs and establishing lean production scenarios. This challenge is more serious in the cases of Small and Medium Enterprises (SMEs). Information and Communication Technologies (ICTs) have played a crucial role in supporting SMEs in India by rolling out innovative designs in customer engagement and production life cycle. There are also efforts to use ICT as a tool to innovate processes, products, and services to harness better returns on investment and to sustain business. In this case, Jaipur Rugs Company (JRC) strives to manage innovation cycles to ensure development oriented value chain for the weavers and ICT applications have been intrinsic to realize these efforts.
An Analysis of Issues and Possible Remedies in the Adoption of RFID in Retail Supply Chains of India

ISBN: 9781466617155; © 2012; 14 pages
Author(s): Sumeet Gupta (Shri Shankaracharya Institute of Technology and Management, India); Sanjib Pal (Shri Shankaracharya Institute of Technology and Management, India)

This case study examines issues faced by Indian retail industry in the adoption of RFID technology as an enabler of efficient retail supply chains. An in-depth case study of Big Bazaar (Future Group) was conducted for a period of two months for identifying and categorizing the issues in RFID adoption.

Rvolta, a Case for Open Innovation

ISBN: 9781466603523; © 2012; 18 pages
Author(s): Margarida Cardoso (University of Minho, Portugal); Isabel Ramos (University of Minho, Portugal)

Rvolta has been working in waste management industry for 16 years now. This SME (Small and Medium Enterprise) from Portugal is taken as a focus point for the case study addressing a network of partners working in various activities which became related, so as to disclose the underlying innovative spirit, strategy, and partnership structure. Objectives of the present chapter are to portray and analyze a SME success case in open innovation (through various innovation practices), and clarify how knowledge creation and collaboration amongst different players in a network takes place. The study finds interactions, networking, and partnership connections, are important issues and indeed make a difference, thus enabling SMEs to innovate. This case evolved from an exploratory phase of an Information Systems PhD qualitative research, addressing open and crowdsourcing innovation.

Process-centric IT in Practice

ISBN: 9781466637245; © 2012; 13 pages
Author(s): Artur Siurdyban (Aalborg University, Denmark); Peter Nielsen (Aalborg University, Denmark)

This case illustrates and discusses the issues and challenges at Kerrtec Corporation and their effort to establish process-centric IT management. The case describes how one of the company’s employees was tasked with implementing a streamlined sales process, which heavily depended on the supporting IT systems. The case emphasizes the importance of IT in process management, but at the same time highlights the organizational challenges faced by companies willing to supply process initiatives with the right blend of IT and business process expertise. Specifically, it discusses the transcendent nature of IT competencies in business process management projects and positions them against possible governance structures.

Sharing Work Practice in the Distributed Organization

Author(s): Inge Hermannrud (Hedmark University College, Norway)

Organizations today are looking for new ways to support knowledge-sharing and learning activities among their employees by the use of IT. The case describes how inspectors share their work experiences, reflect upon them, and learn from each other at a distance by using stories, pictures, and documents, which is made possible by the GoToMeeting™ tool. In this case the GoToMeeting™ tool supports learning activities across geographical and organizational boundaries and contributes to efficient conditions for sharing inspection practices. The issues covered are learning activities at a distance by using stories, pictures, and documents, which is made possible by the GoToMeeting™ tool. In this case the GoToMeeting™ tool supports learning activities at a distance by using stories, pictures, and documents, which is made possible by the GoToMeeting™ tool. In this case the GoToMeeting™ tool supports learning activities.

Transport and Logistics in Dubai

ISBN: 9781466616998; © 2012; 18 pages
Author(s): Michael Thorpe (Curtin University, Australia); Sumit Mitra (Indian Institute of Management Kozhikode, India)

The phased development of Dubai’s transport and logistics sector over the past several decades has culminated in the establishment of a major regional commercial hub, a so-called “aerotropolis”. Although a work-in-progress, several stages of this long-term project are already operational, and construction remains ongoing. In the public sector, there exist major challenges, some reflective of the need to efficiently manage and coordinate such a huge undertaking while others stem from the uncertainties of a competitive global market-place. For individual companies and industries (public and private) looking to participate and commit to the venture, a number of issues need to be addressed in the formulation of business strategies.

Inventory Management Process

ISBN: 9781466618480; © 2012; 14 pages
Author(s): Amit Agrahari (Indian Institute of Management, Lucknow, India); Saket Jhunjhunwala (Accenture, India)

This case captures inventory management process in an Indian convenience store. Unlike retail stores in developed countries, Indian convenience stores are a special format of organized retailing, where retailers open multiple smaller stores in a town instead of one big centralised store. An excellent inventory management process is the key to make such stores perform well. This case describes inventory management problems faced by an Indian convenience store chain and asks students to propose solutions to these problems. Using inventory management process as an example, this teaching case can introduce students to the process and technological realities in an Indian context and differences between India and the West.

Categorization of Losses across Supply Chains

ISBN: 9781466617140; © 2012; 14 pages
Author(s): Priyanka Singh (Jet Airways Limited, India); Faraz Syed (Shri Shankaracharya Group of Institutions, India); Geetika Sinha (ICICI Lombard, India)

Supply chain loss can occur during transit and storage, leading to unnecessary inefficiencies. Through several case studies conducted on the Indian manufacturers and retailers, this case study discusses the losses specific to supply chains operating in developing economies that are difficult to control and prevent even with contemporary enabling technologies such as RFID. This chapter also suggests some possible measures to counter such losses, so as to increase the efficiency and enhance the resilience of the supply chains. An understanding of these losses and their possible mitigation through improved flows, reduced inventory, and reduced manpower, can equip firms for better supply chain risk and productivity management.

Understanding Supply Chain Risk Management

ISBN: 9781466617131; © 2012; 24 pages
Author(s): Sumeet Gupta (Shri Shankaracharya Institute of Technology and Management, India); Fanwen Meng (National University of Singapore, Singapore); Mark Goh (The Logistics Institute – Asia Pacific, Singapore); Robert De Souza (The Logistics Institute – Asia Pacific, Singapore)

Increasing globalization of the supply chains is making them increasingly vulnerable to various supply chain risks. Effective management of these risks is essential to prevent minor as well as major risks that may occur in day-to-day operations of the firm. In this chapter, an attempt is made to bring out a schema for analyzing supply chain risks faced by the firm and develop a risk management action framework that would serve as a guide for practitioners to identify the level at which they are operating and the strategies they need to employ to combat or prevent supply chain risks. The data is collected by means of an online as well as an event survey from logistics managers of various supply chain firms. Moreover, there are gaps in specific areas where Singaporean firms can improve themselves and thus become globally effective corporations.
Supply Chain Management for NGOs
ISBN: 9781466617124; © 2012; 18 pages
Author(s): Sumeet Gupta (Shri Shankaracharya Institute of Technology and Management, India); Sanjib Pal (Shri Shankaracharya Institute of Technology and Management, India); Saket Praveer (Shri Shankaracharya Group of Institutions, India)

This chapter documents the supply chain management practices at The Akshaya Patra Foundation (TAPF), a not-for-profit organization, which began operations in June 2000. On November 28, 2001 the Supreme Court of India passed an order which mandated that: “A cooked mid-day meal is to be provided in all the government and government-aided primary schools in all the states.” Akshaya Patra was called in to give testimonials to the Supreme Court in order to implement the mandate. With the partnership of the Government of India and various State Governments as well as the generosity of thousands of donors, it has grown from a small endeavor to a mammoth force that stretches across the country. It houses one of the finest technologies, and its kitchen operations are exemplary. The case specifically discusses its operations in Bhilai (Chhattisgarh State), India’s Steel City, where it provides free meals to around 31,768 children in about 156 schools around Bhilai.

Petroleum Supply Chain Network Design
ISBN: 9781466617100; © 2012; 21 pages
Author(s): Anvinder Gill (Thompson Rivers University, Canada)

Product distribution represents a significant portion of logistics costs. Product distribution costs are dependent on the supply chain network design, and the issue assumes more importance in emerging economies. When the emerging economies mature with time, both the supply as well as demand points shift, thus making it necessary to re-visit the network design problem in the future. This case analyses the supply chain retail network design of a company that distributes petroleum products throughout the Sultanate of Oman. The network design strategy employs an optimization model to identify the depot locations and gas station allocations in its distribution network. The case leads to identify the petroleum depot locations and gas station allocations and allows for designing an efficient distribution system. Additionally, the case study provides an opportunity to explore the major challenges faced by the petroleum supply chains in emerging economies.

A Case Study of Singapore’s Automotive Supply Chain
Author(s): Balan Sundararaki (University of Wollongong in Dubai, UAE); Robert De Souza (The Logistic Institute-Asia Pacific, Singapore); Mark Goh (The Logistic Institute-Asia Pacific, Singapore)

This chapter aims at examining Singapore’s capabilities in automotive supply chain. A thorough economic analysis of the automotive industry worldwide has been conducted in this study to identify the potential facilitating and inhibiting factors for automotive supply chain design. Also, the study discusses the automotive supply chain in Asia Pacific region in detail and its impact on Singapore’s automotive supply chain. Based on the analysis, the study presents several recommendations for Singapore’s participation in automotive supply chain. Specifically, the results of this study suggest that Singapore can build its competence in manufacturing electronic components for automobiles as it is one of the leading semiconductor hubs in the world, a leading logistics port, and is well connected with countries all over the world.

The Internationalization Path of Wanxiang
ISBN: 9781466617063; © 2012; 11 pages
Author(s): Qing Lu (The Logistics Institute—Asia Pacific, Singapore); Yuan Sun (Zhejiang Gongshang University, People’s Republic of China); Mark Goh (The Logistics Institute—Asia Pacific, Singapore)

This case study examines the internationalization experience of Wanxiang, an auto supplier in China. Once at the lower end of internationalization and controlled by its Western partners without its own brands and distribution channels, Wanxiang has managed to climb the ladder of internationalization and taken a greater share of supply chain profits. Two mini-cases are presented and discussed in this chapter. The first describes how Wanxiang obtained more direct market access and the appropriation of supply chain profits in competition with its Western partners. The second describes how Wanxiang acquired more sophisticated technological assets for value-addition and managed them astutely.

When Supply Chain Strategy Does not Match Supply Chain Capabilities
ISBN: 9781466617056; © 2012; 19 pages
Author(s): Narasimha Lamba (University of Massachusetts, USA); Ehsan Elahi (University of Massachusetts, USA)

During the early 2000s, the Boeing Company was experiencing a market shrink due to a downturn in the aerospace industry after the 9/11 terrorist attacks, as well as severe competition from its rival Airbus. To deal with the situation and salvage its market share, Boeing proposed the design of a new aircraft called Boeing 787 or the Dreamliner. The futuristic aircraft was well received by the airlines and quickly became the fastest-selling new airplane in the history of commercial aviation. Nevertheless, after the successful launch of new orders, it has grown from a small endeavor to a mammoth force that stretches across the country. It houses one of the finest technologies, and its kitchen operations are exemplary. The case specifically discusses its operations in Bhilai (Chhattisgarh State), India’s Steel City, where it provides free meals to around 31,768 children in about 156 schools around Bhilai.

Multilayered Distribution System in India
ISBN: 9781466617032; © 2012; 30 pages
Author(s): Sumeet Gupta (Shri Shankaracharya Institute of Technology and Management, India), Tushar Agrawal (Shri Shankaracharya Group of Institutions, India), Phryanka Jain (Shri Shankaracharya Group of Institutions, India), Dolly Jaisinghani (Shri Shankaracharya Group of Institutions, India) and Ritika Rathi (Shri Shankaracharya Group of Institutions, India)

This chapter presents several case studies of the multilayered system in India and shows how the prevalent distribution system preclude any means of cost reduction and making these supply chains efficient. Supply chains of perishable goods, electronic products, FMCG products and Pharmaceutical products are discussed in this chapter. Each of these supply chains present unique challenges and issues that need attention. The three main objectives in these studies are to understand the distribution systems as well as cost economics of the supply chains, identify potential conflicts and issues in their distribution system, and to study the effect of macro-environment on the distribution system. Apart from these objectives, these cases are also meant to prepare those venturing into such supply chains to come up with efficient solutions for improving these supply chains.

Supply Chains of Commodity Products in India
ISBN: 9781466617025; © 2012; 19 pages
Author(s): Deepi Dewani (Delhi Public School, Dhamtari, India); Shreyansh Jain (Jagadamba Paddy Processing Private Limited, India); Sumeet Gupta (Shri Shankaracharya Institute of Technology and Management, India)

The State of Chhattisgarh is considered the Rice Bowl of India as it is one of the largest contributors to paddy production in India. The supply chain of rice production is very simple. It is harvested in the form of paddy from the field and sold to the market. Although simple, there are a number of inefficiencies present in its supply chain. This case familiarizes the readers of the distribution system of rice, various government policies in its distribution system, and the issues that need to be addressed in a typical distribution system of rice. The case also urges the readers to mull over how these inefficiencies can be overcome with the latest supply chain management techniques so as to make its distribution efficient and cost effective.

Fruitful Market Mediation
ISBN: 9781466617018; © 2012; 17 pages
Author(s): Lincoln Wood (Curtin University of Technology, Australia)

Working in the private sector, FruitCom is a grouping of exporters who banded together in order to break into and develop new markets. While they aim at cooperating and coordinating their activities to support actions within these new markets, the firms involved still compete in other, more established, export markets. This ‘coopetitive’ relationship allows the group many benefits related to their ability to source material and ensure a more consistent supply, but opens them up to challenges, such as dealing with opportunistic behaviour by other members. This case outlines the background of the firms and introduces the most recent significant challenge they face. The implications of their structure are discussed with emphasis on supply, risk pooling, information sharing, and revenue- and cost-sharing. The successes gained by the group are not without sacrifice; the challenges of their operations are discussed with stress on the most recent and perhaps the most significant challenge yet.
Commercial Logistics vs. Military Logistics

ISBN: 9781466617117; © 2012; 40 pages
Author(s): Siva Kumar (The Logistics Institute –Asia Pacific, Singapore & Technical University of Munich (TUM-Asia), Germany); Aaron Chia (The Logistics Institute-Asia Pacific, Singapore)

Military logistics originated from the military's need to make provisions of arms, ammunition, and ration as they moved forward from their bases. Military operations and maintenance have made a significant contribution towards developing logistics in the initial stage as compared to other business sectors. Though logistics originated and developed from military operations, it is now widely adopted in the area of manufacturing, production, and business management. This case study analyzes the difference between military and commercial logistics in terms of their entire supply chain management, which includes procurement, inventory management, warehouse location and operation, ABC categories, material handling, network, transportation, information flow and technology, and security management.

Assessing Trade Friendliness of Logistics Services in ASEAN

ISBN: 9781466617001; © 2012; 25 pages
Author(s): Sumeet Gupta (Shri Shankaracharyya Institute of Technology and Management, India); Mark Goh (The Logistics Institute-Asia Pacific, Singapore)

Free trade agreements have been employed, either unilaterally or as a bloc, as an instrument to overcome the inefficiencies in trade brought about by the prevailing barriers and regulatory measures. During their 10th Summit, the leaders of ASEAN agreed to integrate their priority sectors with a vision to developing an ASEAN economic community whereby there would be a free flow of goods, services, investment and a freer flow of capital, equitable economic development, and reduced poverty and socio-economic disparities. This market would have no price discrimination for commodities and against foreign goods, services, capital, and labor. The aim of this chapter is to assess the current state of the cross-border trade in logistics services among ASEAN.

Information Technology Outsourcing Cost and Policy in Developing Countries

ISBN: 97816096066497; © 2011; 19 pages
Author(s): Abdul Shittu (University Utara, Malaysia); Nafisat Agedokun-Shittu (International Islamic University, Malaysia)

Information Technology Outsourcing (ITO) practices in developing countries have come with numerous problems ranging from organisational setup, absence of mutual trust between IT suppliers and clients, inconsistent policies and lack of deployable ITO model and several others. These and other problems are well pronounced among the developing countries who are tapping from the global outsourcing resource market. Therefore, in this chapter, we took an in-depth look into various challenges facing Malaysia’s ITO industry especially from suppliers’ perspectives. We looked at problems facing ITO practices in the light of government policy and ITO model in this chapter. We also used qualitative research method with special reference to interpretive and exploratory approach for the analysis of relevant issues in the chapter.

Centralizing Integrated Long Range Planning and Budgeting

ISBN: 9781613504079; © 2011; 21 pages
Author(s): Taylor Valore (American University in Cairo, Egypt)

Upon relocation to a new, state-of-the-art, 260-acre campus outside of Cairo, Egypt, the American University in Cairo (AUC) sought to revamp its annual planning and budgeting processes to address several deficiencies. Primarily, long-range planning and annual budgeting were two independent events with little synchronization. This case study will detail the process and technical aspects of AUC’s transition to a centralized and synchronized planning and budgeting cycle focused on determining appropriate workflows and leveraging database technologies to track planning initiatives throughout an approvals process. Readers will be able to weigh the drawbacks of centralization against the benefits of standardized budget review and planning.

Electronic Commerce and Management Accountants in Egypt

ISBN: 9781613504055; © 2011; 14 pages
Author(s): Mayada Youssif (UEA University, UAE)

This research reports on a longitudinal case study in an Egyptian organization (TexCo1) that implemented Business-to-Business (B-to-B) electronic commerce. The objective is to explore the process of change in the role of management accountants associated with the implementation of B-to-B e-commerce. The B-to-B system was chosen to introduce new control-based rules following a change in leadership at TexCo. Resistance to change was detected in the case and various power strategies were used to ameliorate covert and overt the resistance. Over time, the role of management accountants in TexCo changed towards greater decision support and control. B-to-B electronic commerce poses management accountants with new challenges in TexCo.

Accounting and Auditing of Financial Derivatives

ISBN: 9781613504048; © 2011; 17 pages
Author(s): Mohamed Hegazy (American University in Cairo (AUC), Egypt); Karim Hegazy (Crown Dr A. M. Hegazy & Co, Egypt)

The Egyptian Capital Market Authority (CMA) examined the company's financial statements for the year ended on December 31, 2008. The auditors' reports forced the company's management to restate its financial statements at December 31, 2008, and modify its profit appropriation statement after their publication to shareholders and the public. The research presents the problems related to the application of the International Accounting Standards no 32 and 38 “Financial assets and Derivatives,” their Egyptian equivalents, and the Egyptian Standards on auditing no 700 and 702. Further, the research identifies the differences associated with auditors issuing contradictory audit reports for a company's single set of financial statements.

Blending Information and Communication Technology (ICT) with an Accounting System

ISBN: 9781613504031; © 2011; 9 pages
Author(s): Khaled Dahawy (American University in Cairo (AUC), Egypt); Khaled Samaha (American University in Cairo (AUC), Egypt)

This case aims to investigate the development of a redesigned automated accounting system in a privately owned Egyptian company that was planning material changes in its accounting systems and organizational structure through integrating ICT systems. In other words, this case attempts to explore the company’s strategic decisions regarding computerized accounting information system implementation choices, problems met during the implementation process, and the actions taken to takeover these problems to gain the potential accounting system redesign benefits. Tracking the automated accounting system redesign highlights some implementation success key factors and emphasizes that obtaining top management commitment to the process of an automated accounting system implementation is a prerequisite for success.

Innovations in Technology for Educational Marketing

ISBN: 9781613503751; © 2011; 20 pages
Author(s): John Rutaisire (Rwanda National Examinations Council, Rwanda)

This chapter highlights the importance of educational marketing through modern innovative technologies. The chapter highlights the Rwandan context in which before the 1994 genocide, the education system was characterized by nepotism, corruption, discrimination and victimization based on ethnicity, regionalism, and gender. Thus, after 1994, the task of the education system was to reverse the imbalance in favor of equity, transparency, accountability and responsiveness in public service. In terms of national examinations, this demanded, among other things, a vigorous marketing strategy through innovation and technology. In spite of the relative success, however, the chapter acknowledges challenges associated with post-conflict educational reconstruction focusing mainly on human resource capacity development and management, and highlights some lessons learned as Rwanda looks forward to the future.
Exporting Hong Kong's Higher Education to Emerging Asian Markets

ISBN: 9781613503638; © 2011; 24 pages

Author(s): Alan Cheung (Johns Hopkins University, USA); Y. Cheng (Hong Kong Institute of Education, Hong Kong, PRC); Timothy Yuen (Hong Kong Institute of Education, Hong Kong, PRC); Celeste Yuen (Hong Kong Institute of Education, Hong Kong, PRC)

The purpose of this study is to examine the current conditions of higher education services in three Asian markets and to explore effective market strategies and supportive government policies to further promote Hong Kong’s higher education in the region. It is evident from the findings that the visibility of Hong Kong’s higher education in these Asian markets was extremely low. The low visibility of Hong Kong’s higher education in the Asian region was due to a lack of concerted and coordinated effort between the Hong Kong government and higher education institutions in promoting their higher education. The study points to the need for more wide-ranging and coherent marketing strategies and government policies in order to attract the growing number of international students.

ICT and Web 2.0 Technologies as a Determinant of Business Performance

ISBN: 9781609606466; © 2011; 19 pages

Author(s): Tanja Arh (Jožef Stefan Institute, Slovenia); Vlado Dimovski (University of Ljubljana, Faculty of Economics, Slovenia); Borka Blažic (Jožef Stefan Institute, Slovenia)

This chapter aims at presenting the results of an empirical study, linking the fields of technology-enhanced learning (TEL), Web 2.0 technologies and organizational learning, and their impact on the financial and non-financial business performance. The chapter focuses on the presentation of the conceptualization of a structural model that was developed to test the impact of technology-enhanced learning and Web 2.0 technologies on the organizational learning and business performance of companies with more than 50 employees. Special attention is given to the findings related to the observed correlations between the aforementioned constructs. The results of the study indicate a strong impact of ICT and technology-enhanced learning on organizational learning and the non-financial business performance.

Legal Truth and Consequences for a Failed ERP Implementation

ISBN: 9781613503614; © 2011; 20 pages

Author(s): Walter Austin (Mercer University, USA); Linda Brennan (Mercer University, USA); James Hunt (Mercer University, USA)

This case is inspired by a complaint and response filed in the U.S. court system. The names of the companies involved have been changed and certain details disguised to protect the identity of the litigants. However, the essentials of the case remain faithful to the actual circumstances and provide a basis for analysis of decision points and a discussion of costs and responsibilities for the issues in the case. A leading manufacturer of building materials in the United States selected an integrated enterprise resource planning (ERP) system to install on its existing hardware infrastructure. This case describes the ERP selection, implementation and migration challenges, impaired functionality, and the business and legal issues that ensued due to the software’s incompatibility with the hardware. With the software not performing as expected, the vendor withdrawing its software support, and costs escalating, the manufacturer sought legal counsel.

Premium International for Credit Services

ISBN: 9781613504086; © 2011; 13 pages

Author(s): Eskandar Tooma (American University in Cairo (AUC), Egypt); Aliaa Bassiouiny (American University in Cairo (AUC), Egypt); Nourhan El Mogui (American University in Cairo (AUC), Egypt)

The case follows through the history of PICS, presenting the business model and the market for its products. It then moves on to outline the financial position of PICS over the period 2002-2005, which shows that, despite double-digit growth in revenue, the company has suffered from poor bottom lines that have put the company in severe financial distress.

A Crisis at Hafford Furniture

ISBN: 9781613503621; © 2011; 15 pages

Author(s): Keith Levine (Independent Consultant, USA); Bruce White (Quinnipiac University, USA)

This case presents a cloud computing technology solution that gives promise to a company devastated by a natural disaster. The Vice President of Information Technology suggested using cloud computing to cut internal information technology costs after a hurricane left the company financially strapped. With a cloud computing solution, the IT department would go from twelve people to six. IT infrastructure (servers, hardware, programs, processing) would be done by a vendor (“the cloud”), although responsibility for information technology would be retained by the company. The case presents a background in cloud computing and cloudonomics. As the case unfolds, the authors find that proper oversight was neglected; rash decisions were made; and a crisis developed. The president took matters into his own hands, and without following proper protocols, selected a vendor that later went bankrupt and forced the company into dire circumstances.

KOHLER®

ISBN: 9781613504192; © 2011; 14 pages

Author(s): Ali Awni (School of Business, AUC, Egypt); Mohamed Nada (Regional Marketing Manager, Egypt)

A newly appointed Middle East regional marketing manager for a major sanitary ware producer is exploring options to improve sales forecasts. The old forecasting method, which was based on historical sales from distributors’ retail stores, performed very poorly. Regional sales were driven mainly by large construction projects in the Gulf countries. A new approach that explicitly considers the status of each project and the stock-keeping units (SKUs) demanded shows promise.

Ariel Egypt

ISBN: 9781613504154; © 2011; 13 pages

Author(s): Ahmed Tolba (American University in Cairo, Egypt)

This case study examines the past and present challenges facing Ariel, a long-time market leader in the detergent sector in Egypt whose market share has started to slip. In particular, it examines the marketing strategies and performance of Ariel High Suds, which is witnessing a declining market share as well as a decline in the overall high-suds market due to fierce competition and the growing low-suds market in Egypt.

Mona El Fady

ISBN: 9781613504185; © 2011; 12 pages

Author(s): Menna Kamel (Strategist and Business Development Specialist, Egypt); Ali Awni (American University in Cairo, Egypt)

This case examines a business in the food catering industry and demonstrates the importance of supply chain practices even to an entrepreneur’s small business. The business is legally registered as ‘El Yo’s Food Corner’ and has been operating in Egypt since 1997. By 2009, the surge in the growth of the business had strained the company’s operational capabilities in various ways. Furthermore, the business had encountered a number of hitches as a result of inefficiencies in supply chain management. Menna Reda, El Yo’s consultant, was called in to advise the enterprise owner and managing director, Mona El Fady, of the proper course of action to address these challenges.
A Comparative Analysis of Activity-Based Costing and Traditional Costing Systems

ISBN: 9781613504062; © 2011; 13 pages
Author(s): Neven Vrcek (University of Zagreb, Faculty of Organization and Management, Croatia); Ivan Magdalenić (University of Zagreb, Faculty of Organization and Management, Croatia)

This paper presents a methodology for systematically introducing activity-based costing (ABC) in small and medium enterprises (SMEs) to improve efficiency and control costs. The paper discusses the principles of ABC and its application in SMEs, highlighting the benefits such as improved cost allocation, better decision-making, and increased competitiveness.

The Alexandria Mineral Oils Company (AMOC)

ISBN: 9781613504092; © 2011; 9 pages
Author(s): Eskandar Tooma (American University in Cairo (AUC), Egypt)

This case study focuses on the AMOC, a government-owned company in Egypt, and examines the company’s management accounting system and its impact on the company’s financial performance. The case highlights the challenges faced by the company in implementing effective management accounting practices.

Methodology and Software Components for E-Business Development and Implementation

ISBN: 9781466601093; © 2011; 23 pages
Author(s): Neven Vrcek (University of Zagreb, Faculty of Organization and Informatics, Croatia); Ivan Magdalenić (University of Zagreb, Faculty of Organization and Informatics, Croatia)

The paper discusses the methodology and software components for e-business development and implementation. It covers the principles of service-oriented architectures and guidelines for the introduction of business processes and integration with ERP systems. The paper presents a methodology for defining and building e-modules.

Honda Power Products

ISBN: 9781613504178; © 2011; 11 pages
Author(s): Noha Ismail (American University in Cairo, Egypt)

This case study focuses on the Honda Power Products division and its challenges in maintaining a competitive edge in the Egyptian market. It examines the strategies employed by Honda to overcome these challenges and maintain its market share.

Social Marketing in Egypt

ISBN: 9781613504161; © 2011; 14 pages
Author(s): Mohamed Ads (Danette, Egypt); Ahmed Tolba (American University in Cairo, Egypt)

This case study explores the concept of social marketing in Egypt and its application in promoting social causes. It discusses the role of NGOs in implementing social marketing strategies and the challenges faced in promoting social causes.

Ghabbour Group ERP Deployment

ISBN: 9781613504147; © 2011; 27 pages
Author(s): M. Akabawi (American University in Cairo, Egypt)

This case study focuses on the implementation of Enterprise Resource Planning (ERP) systems in the Ghabbour Group. It examines the challenges faced during the implementation process and the benefits reaped from the implementation.

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Path to Success
ISBN: 9781613504109; © 2011; 16 pages
Author(s): Ahu Gezgin-Gruber (TOBB University of Economics and Technology, Turkey); Ramazan Aktas (TOBB University of Economics and Technology, Turkey)

The current case examines the management strategies of a leading furniture company that started off as a small business and rapidly expanded globally. The success the company has achieved through its innovative marketing strategies and use of international management techniques is presented. The case highlights the company's flexibility in adapting its organizational structures to the nature of the market in different countries, and its reliance on a cross-cultural management approach to marketing in order to increase product acceptance by consumers across the world. http://www.igi-global.com/teaching-case/path-success-innovative-managerial-approach/54989

Implementing Business Intelligence in the Dynamic Beverages Sales and Distribution Environment
ISBN: 9781613504130; © 2011; 21 pages
Author(s): Sami Akabawi (American University in Cairo (AUC), Egypt); Heba Hodeeb (American University in Cairo (AUC), Egypt)

To compete successfully in today's retail business arena, senior management are often demanding fast and responsive Information Systems that enable the company not only to manage its operations but to provide on-the-fly performance measurement through a variety of tools. Use of (ERP) systems have been slow in responding to these needs, despite the wealth of the internally generated business databases and reports as a consequence of functional integration. The specific nature and demands by those senior management staff require the congregation of many external data elements and use data mining techniques to provide fast discovery of performance slippages or changes in the business environment. Data Warehousing and Business Intelligence (BI) applications, evolved during the past few decades, have been implemented to respond to these needs. In this case write-up, we present how the ERP system was utilized as the backbone for use by BI tools and systems to provide Sales and Marketing units in a transnational company subsidiary in Egypt to actively respond to the demands for agile information services.

Strategic Role of Information Technology in a Multinational Company
ISBN: 9781613504123; © 2011; 21 pages
Author(s): Lazar Rusu (Stockholm University, Sweden); Mohamed El Mekawy (Stockholm University, Sweden)

The purpose of this case study research is to study the strategic role that information technology (IT) plays in two subsidiaries -located in Egypt and Sweden - of a multinational company with a federal organizational structure. Using a well-established evaluation framework and a widely accepted model, we examine two important aspects of the strategic role of IT: i) how IT supports business and organizational strategy; and ii) the maturity of business and IT strategy alignment. The case study discusses the importance of having a balanced relationship among business strategy, information strategy, organizational strategy, and the way in which business and IT managers should act to improve business-IT alignment, also referred to as strategic alignment. Based on the results of the comparative analysis of the two companies, the research presents concrete recommendations that IT decision-makers from the two subsidiaries of the multinational company should consider to improve IT performance.

Proving the Science
ISBN: 9781609603281; © 2010; 12 pages
Author(s): Carolyn Fausnaugh (Florida Institute of Technology, USA); Mary McCay (Florida Institute of Technology, USA)

This chapter is about the process by which an inventor (a physician) secures the expertise he needs to determine if his observations and resulting patent have commercial value. A physician with an unproven patent contracting with a university for market and scientific research that would establish the commercial viability of his invention. The chapter outlines the process by which the physician searched his network to find resources outside of his field of expertise that could guide his next steps in evaluating the commercial potential of his invention. In addition, it describes the information gathering and negotiation process leading to a university contract. The case illustrates that the issuance of a patent does not represent either technical proficiency or market potential for an invention.

Paradigms, Science, and Technology
ISBN: 9781609603199; © 2010; 22 pages
Author(s): Roman Boutellier (ETH Zurich, Switzerland); Mareike Heinzen (ETH Zurich, Switzerland); Marta Raus (ETH Zurich, Switzerland)

This chapter explores the concept of paradigms, science, and technology in the context of information technology (IT). Therefore, the linear model of Francis Bacon and Thomas Kuhn's notion of scientific paradigms are reviewed. This review reveals that the linear model has to be advanced, and supports the adoption of Kuhnian ideas from science to technology. As IT paradigms transform business processes, a five-level concept is introduced for deriving managerial implications and guidelines. Within the case of e-customs, a European-funded project tries to ease border security and control by adopting a common standardized e-customs solution across the public sector in Europe. This chapter contributes to the research in diffusion and adoption of innovation using science progress and the interplay of science and technology as dominant concepts.

Case “Mobile-INTEGRAL”
ISBN: 9781609603243; © 2010; 11 pages
Author(s): L. Pau (Copenhagen Business School, Denmark and Rotterdam School of Management, The Netherlands)

The case “integral” is about how a multinational company specializing in machinery goods uses high technology in its field support and mandated safety solutions to migrate its customer relationships into partnerships of growing scope and with new revenue streams. The key technologies are in-situ equipment monitoring and wireless communications. The key management ingredients are top management's understanding and respect for operational issues. The history of the case also illustrates the importance of the strategic choice of the in-house vs. in-sourced nature of the needed technical expertise, and of a gradual deployment compatible with the fast technology evolution.

Institutional Innovation and Entrepreneurial Deployment of a Software Product
ISBN: 9781609603274; © 2010; 31 pages
Author(s): Biswatosh Saha (Indian Institute of Management, India)

This chapter represents entrepreneurship as a temporal evolution of the creation and control over assets. The value of the asset lies in its transactional relations with other assets in the ecosystem or in other words being part of the architecture of related assets. It is argued that the deployment of financial trading software, as a product in brokerage houses in the emerging securities trading ecosystem in India by the software firm called Financial Technologies (FT), fastened institutionalization of new rules governing transactions embedded in the software design. As a result, FT implicitly collaborated with the regulator and other ecosystem participants who coordinated the innovation in design of the ecosystem. The software firm went on to expand the market for its own products (trading software) by incubating exchange ventures. This was achieved through a strategy of spawning of linked subsidiaries that led to both a growth of the trading ecosystem and further entrenchment of the innovated ecosystem.
Growth Trajectories of SMEs and the Sensemaking of IT Risks

ISBN: 9781609606315; © 2010; 23 pages
Author(s): S. Becker (Florida Institute of Technology, USA); Robert Keimer (Florida Institute of Technology, USA); Tim Muth (Florida Institute of Technology, USA)

Creative approaches to university and community collaboration are being explored to achieve high rates of success in launching, sustaining, and growing small businesses. One such approach, the Entrepreneurial Training Services (ETS) program, is being studied by Sci-Tech University as a means of technology innovation and regional economic development. The ETS Program has several unique features including: the entrenchment of a large number of adults in the program, an intensive training approach that is implemented in a short time frame, personalized mentoring offered to each entrepreneur in the program, and the leveraging of resources with a large, diverse group of community partners. The case profiles the region using Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis, identifies an ETS framework on which the program is based and explains the process of implementation. The case concludes with challenges facing the university and local community in offering the ETS Program to a large and diverse group of entrepreneurs.

Case Studies of North American University Performance in Technology Transfer and Commercialization

ISBN: 9781609606317; © 2010; 51 pages
Author(s): Alan Collier (University of Otago, New Zealand); Fang Zhao (American University of Sharjah, UAE)

This chapter reports on case studies of four North American universities engaged in technology transfer and commercialization. Fourteen characteristics, or institutional enablers, are identified and analyzed in order to determine which among these characteristics have greater influence in the success of technology transfer offices. The chapter concludes that universities with superior-performing technology transfer offices possess two factors in common. First, the university President and other executives concerned in commercialization have to believe in it and make a genuine commitment to its success. Second, the technology transfer office has to be led by an individual who possesses several attributes: the ability and willingness to work within the university structure; the ability to be both an entrepreneur and a manager; the ability to see what is happening in technology transfer and commercialization as it evolves and matures; and to be a leader of people and business.

Redefining Medical Tourism

ISBN: 97816096063267; © 2010; 19 pages
Author(s): Desal Narasimhalu (Singapore Management University, Singapore)

Dr. Wei Siang Yu, a medical doctor who is a compulsive serial entrepreneur and the founder of the FlyFreeForHealth, has created a comprehensive medical tourism business model using a multimedia platform as the core engine. FlyFreeForHealth has started gaining traction in several countries across Asia including the Philippines and Australia. Dr. Wei has been very resourceful in exploiting business opportunities by leveraging emerging technologies for his company’s products. The rapid growth of the company requires Dr. Wei to focus on developing an enterprise related information and technology architecture for FlyFreeForHealth.

An E-Titan’s Evolving Strategy and Business Model

ISBN: 9781609606371; © 2010; 13 pages
Author(s): Zhongxian Wang (Montclair State University, USA); Jeffrey Hsu (Fairleigh Dickinson University, USA); James Yao (Montclair State University, USA); Yanli Zhang (Montclair State University, USA)

eMarketMatch provides online marketplaces for the sale of goods and services, online payments, and online communication offerings. Their three primary business segments are: eMarketMatch marketplaces, payments, and communications. The marketplace platform has grown beyond the initial auction platform to include a number of other marketplaces for various applications and user audiences. As one of the top ten largest global online retailers, eMarketMatch’s mission is to pioneer new communities around the world built on commerce, sustained by trust and inspired by opportunity. Their ability to maintain or enhance this position will depend on their ability to adapt to new technologies while facing increased competition and anticipating customers’ needs. This paper will address management’s philosophies, the corporate business model, its challenges, network relationships, and its corporate growth to date, as well as future horizons.

The Challenge of a Corporate Matchmaker

ISBN: 9781609606375; © 2010; 13 pages
Author(s): Francisco Cua (University of Otago, New Zealand)

The common structured procurement process of the Request for Information (RFI), Request for Proposal (RFP), and Business Case Development (BCD) is thought to establish ties with the right vendors and to strengthen relationships among other stakeholders. This single-case study gathered information through archival documents, observations, and in-depth interviews and examined whether RFI-RFP-BCP processes fostered favourable relationships with vendors. The study revealed certain disadvantages of the process.

Collaboration, Innovation, and Value Creation

ISBN: 9781609606329; © 2010; 16 pages
Author(s): Divakaran Liginlal (Carnegie Mellon University, USA); Lara Khansa (Virginia Polytechnic and State University, USA); Jeffrey Landry (University of South Alabama, USA)

This chapter describes the entrepreneurial vision and business model of Wikimedia, particularly the successes and challenges of its innovations, the wiki and Wikipedia. The case study first traces the history of how Wikimedia was founded and is followed by a description of Wikimedia’s business model, including the sources of capital and flows of revenues. The business model is then compared and contrasted to other Internet business models such as Knol, Google’s open encyclopedia. This is followed by a discussion of a balanced scorecard to analyze how the wiki business model generates value. Finally, the case explores the use of Wikipedia from a societal and ethical perspective and provides an illustrative example of its use for collaborative work in a funded academic research project.
Technology Innovation Adoption and Diffusion

ISBN: 9781609603168; © 2010; 17 pages
Author(s): Michael Workman (Florida Institute of Technology, USA)

The literature on technology innovation adoption and diffusion is vast. In this chapter, we organize and summarize some of the major perspectives from this body of literature, contrasting various theoretical perspectives on how innovations are adopted and shaped by organizational processes and structure. We first introduce the technology acceptance model, and innovation diffusion theory; and then we categorize viewpoints about organizational innovativeness. Drawing from this framework, for our case study background we introduce adaptive structuration theory, redefining some of its conceptual relationships in "structuration agency theory," putting primacy on the actions of agents and the means by which they operate through and around institutional structures. We then present a case study example of an expert decision support system, and we conclude with a discussion of implications for managers and entrepreneurs.

Use of the Concern-Task-Interaction-Outcome (CTIO) Cycle for Virtual Teamwork

ISBN: 9781609603212; © 2010; 20 pages
Author(s): Suryadeo Kissoon (RMIT University, Australia)

This chapter introduces the CTIO (Concern-Task-Interaction-Outcome) Cycle as a means of studying team member interaction using face-to-face and virtual interaction media in retail banking. In the past, routine teamwork using face-to-face communication was important. Today, with emerging technologies for retail banking organizations, teamwork through virtual communication has been gaining importance for increased productivity. This chapter addresses different problem-solving cycles, each of which relates to the mode of interaction medium (whether face-to-face or virtual) used by team members, facilitators, or managers to resolve problems in the workplace. The chapter focuses on understanding the relationship between face-to-face and virtual interaction variables. Using virtual over face-to-face interactions in the different data life cycles linkages are gaining importance from the perspectives of data and information quality. Current trends are leading to the triangulation of continuous improvement, routine teamwork, and virtual teamwork in support of retail banking organizations achieving productive performance.

Adoption of a New Online Travel Management System for FED-AK

ISBN: 9781609607036; © 2010; 16 pages
Author(s): Andreea Kell (University of Alaska Anchorage, USA); Shari Pierre (University of Alaska Anchorage, USA); Bogdan Hoanca (University of Alaska Anchorage, USA)

This case describes the implementation of an online travel management system at FED-AK, the Alaska office of a U.S. government agency. The previous system was intended to accomplish the same functionality, but due to employee resistance, it was used only as a forms generator in conjunction with a paper- and mail-based process. The new system is integrated, which compels employees to use all the functionality provided. The system is expected to significantly reduce the cost of travel by minimizing errors, enforcing policies, and reducing transaction costs. The system will also lead to faster reimbursement of employee travel expenses.

RFID and Labor Management Systems Selection in the Logistics Industry

ISBN: 9781609607050; © 2010; 19 pages
Author(s): Cheryl Tibus (Mercer University, USA); Linda Brennan (Mercer University, USA)

Faced with increasing competitive pressures, a logistics company in the United States sought to reduce its cost structure by implementing two information systems. The Labor Management System (LMS) was specifically designed to improve warehouse worker efficiency and the Radio Frequency Identification (RFID) system tracked the movement of products, pallets, and shipment. This case presents an overview of the logistics industry, background on the system need to consider new systems, and the requirements of the company in its system selection. After analyzing this case study, the reader should be able to: • Define logistics functions, supply chain management, and third party logistics (3PL) services • Describe LMS and RFID systems • Identify the expected costs and benefits of the proposed technologies • Develop a multi-factor evaluation for vendor selection • Make a recommendation based on the evaluation, financial data, and other considerations.

Development of a Web Based Business Oriented Towards a Market Niche in an Emerging Economy

ISBN: 9781609607104; © 2010; 18 pages
Author(s): Mirjana Pejic-Bach (Faculty of Economics & Business — Zagreb, Croatia); Blazenko Knezevic (Faculty of Economics & Business — Zagreb, Croatia); Miran Pejic-Bach (Dux Sport, Croatia)

In transition economies, the number of Internet users has been growing at a two or three-digit average annual growth rate in the past ten years. In addition, during that period the Internet has been considered a potentially important distribution channel for companies in different industries within transition economies. As small companies are the generator of economic growth in such economies, it is important to reconsider the possibilities of Internet usage and development of niche oriented stores within SMEs in transition economies. The basic assumption of this paper is that the Internet allows SMEs and startup companies to access niche markets which have not previously been accessible to them. The paper describes a case study of an on-line store in Croatia developed as a portal which targets the niche market.

Taking a Byte of Telephony Costs

ISBN: 9781613500217; © 2010; 17 pages
Author(s): Bogdan Hoanca (University of Alaska Anchorage, USA); Richard Whitney (University of Alaska Anchorage, USA)

In 2006, the University of Alaska Anchorage (UAA) upgraded the telephone system at its main campus in Anchorage from a traditional private branch exchange (PBX) architecture to a Voice over Internet Protocol (VoIP) system. This case describes the organizational decisions that led to the change; the scope and the process of upgradation; and the current status of the new VoIP system. The actual migration to VoIP was completed less than a year after the start of the project. User satisfaction with the performance of the VoIP system is very high. Based on extensive interviews with decision makers and the technical personnel involved, this case also describes financial considerations (including "creative" ways to stretch a limited budget), outsourcing considerations, training related issues, as well as lessons learned.
elInsurance Project

ISBN: 9781613500224; © 2010; 15 pages
Author(s): Raija Järvinen (National Consumer Research Centre, Finland); Jarno Salonen (VTT Technical Research Centre of Finland, Finland); Aki Ahonen (OP-Pohjola Group, Finland); Jouni Kivistö-Rahnasto (Tampere University of Technology, Finland)

This case study covers two R&D projects called elinsurance 1 and elinsurance 2, which are concerned with electronic insurance. This case emphasizes project organization, its activities and roles, together with the results of the projects. In addition, the structure and innovation level of the projects are analyzed and the challenges involved in launching the concepts into insurance markets are presented. The most important outcomes of the projects are novel service concepts, and valuable information of consumer expectations that corporate partners utilized in their R&D activities.

Use of Semantic Mediation in Manufacturing Supply Chains

ISBN: 9781616921811; © 2010; 21 pages
Author(s): Peter Denno (National Institute of Standards and Technology, USA); Edward Barkmeyer (National Institute of Standards and Technology, USA); Fabian Neuhaus (National Institute of Standards and Technology, USA)

This chapter discusses lessons learned about enabling interoperability using semantic methods in three automotive industry projects spanning 8 years. In these projects the authors attempt to automate systems integration tasks typically performed manually. The essential form of the solution is to define ontologies of (1) the joint action of the required business process, (2) business domain objects from the viewpoints of the components playing roles in the process, and (3) the engineered interfaces through which the interaction occurs. The authors then use these ontologies, in semi-automated processes, to generate mediators that translate message content to the form required by message recipients. They discuss briefly how these methods suggest the need for a more methodical and rigorous systems engineering practice and semantically richer, computationally accessible exchange and interface standards.

Introducing ICT-Services in a University Environment

ISBN: 9781609607067; © 2010; 13 pages
Author(s): Simon Heilesen (Roskilde University, Denmark)

This case discusses the development and management of ICT-services at a Danish university. A special characteristic of the case is that the development has taken place on the basis of participatory design and voluntary adoption. Some concrete examples of ICT-services are discussed from the point of view of factors favorable to the adoption of technological innovations. These include services for administration, communication, education, and integration. One lesson learned is that developing services for education is a cultural challenge as much as it is a technological one, and that the rate of adoption tends to be slower.
This chapter explains the concept of an IT/IS readiness maturity model including particular requirements in terms of four domains, embracing nine attributes: IT infrastructure (top management perception, systems and communication), people (skills, roles and responsibility of IT staff, user involvement), process, and work environment (organization behaviour, IT department, leadership). Each of the attributes consists of 14 factors: top management perception (drivers, systems requirements definition), systems and communication (focus, network communication), skills (type of skills, capability building), roles and responsibility of IT staff (position of IT/IS heads, roles of IT staff), user involvement, process (practices), organizational behaviour (characteristics), IT policy (control of IT/IS activities), and leadership (communication, participation). The following section describes the concept of readiness and maturity, the resources used for element extraction/adopter and the description of the model.
Quality-Driven, Semantic Information System Integration

The authors present the XAR framework that allows for free text information extraction and semantic annotation. The language underpinning XAR, the authors argue, allows for the inclusion of probabilistic reasoning with the rule language, provides higher level predicates capturing text features and relationships, and defines and supports advanced features such as token consumption and stratified negotiation in the rule language and semantics. The XAR framework also allows the incorporation of semantic information as integrity constraints in the extraction and annotation process. The XAR framework aims to fill in a gap, the authors claim, in the Web based information extraction systems. XAR provides an extraction and annotation framework by permitting the integrated use of hand-crafted extraction rules, machine-learning based extractors, and semantic information about the particular domain of interest. The XAR system has been deployed in an emergency response scenario with civic agencies in North America and in a scenario with an IT department of a county level community clinic.

Streamlining Semantic Integration Systems

The importance of automatic integration in every field of application is beyond controversy these days. Unfortunately, existing solutions are mainly focusing on the automation aspect. But for the success in the long run, the quality must be of substantial interest – it is an inherent characteristic of any product (Garvin, 1984). Existing quality-related information can be reused to optimize this aggregation of entities to thereby always provide the best possible combination (Kunz et al., 2008b). Such aggregation of entities can be done taking into consideration different characteristics like quality attributes, functional requirements, or the ability for automated procedures.

XAR

The authors present the XAR framework that allows for free text information extraction and semantic annotation. The language underpinning XAR, the authors argue, allows for the inclusion of probabilistic reasoning with the rule language, provides higher level predicates capturing text features and relationships, and defines and supports advanced features such as token consumption and stratified negotiation in the rule language and semantics. The XAR framework also allows the incorporation of semantic information as integrity constraints in the extraction and annotation process. The XAR framework aims to fill in a gap, the authors claim, in the Web based information extraction systems. XAR provides an extraction and annotation framework by permitting the integrated use of hand-crafted extraction rules, machine-learning based extractors, and semantic information about the particular domain of interest. The XAR system has been deployed in an emergency response scenario with civic agencies in North America and in a scenario with an IT department of a county level community clinic.

Yannis Kalfoglou and Bo Hu elaborate on the abundance and diversity of semantic integration solutions and how this impairs strict engineering practice and ease of application. The authors also report on an exemplar case from the field of ontology mapping where systems that used seemingly similar integration algorithms and data yield different results which are arbitrary formatted and annotated making it difficult to apply semantic integration solutions in a principled manner. The authors argue for a holistic approach to streamline and glue together different integration systems and algorithms in order to bring uniformity of results and effective application of semantic integration solutions. If the proposed streamlining respects design principles of the underlying systems, then the engineers will have maximum configuration power and tune the streamlined systems in order to get uniform and well understood results. The authors propose a framework for building such streamlined system based on engineering principles and an exemplar, purpose built system, CROSI Mapping System (CMS), which targets the problem of ontology mapping.
Blending Storytelling with Technology in the Professional Development of Police Officers

ISBN: 9781466626331; © 2013; 23 pages
Author(s): Kenneth Anderson (York University, Canada); William Muirhead (University of Ontario Institute of Technology, Canada)

The policing profession utilizes storytelling, a linguistic medium for the sharing of experiences, values, and culture. Organizations have a need to promote the sharing of experiences from senior to junior members in order to reinforce proper values and culture. Technology affords a tool for the sharing, and for the mediation of what is shared. In this study, a case is described where technology was used for the direct sharing of experiences in the form of video presentations in an e-learning course. As a result, participants viewing these videos reported feeling a sense of engagement and immersion in the teller’s experiences, and the participants reported that stories aid their retention and recall of their content.

Formal, Non-Formal, and Informal E-Learning Experiences with Emerging Technologies

Author(s): Betül Czerkawski (University of Arizona South, USA); Jessica Hernández (FDA, USA)

This case study surveys a group of graduate students in an Educational Technology Program about their use of emerging technologies. The survey’s purpose was to examine the extent of emerging technology use and investigate its alignment with students’ formal, non-formal, and informal e-learning experiences. Suggestions for new technologies and tips for implementation are also provided.

Are Wii Having Fun Yet?

Author(s): Christina Badman (Sacred Heart Catholic School, USA); Matthew DeNote (Espiritu Santo Catholic School, USA)

In today’s primarily digital environment, educators must find ways to help their students succeed in the present, as well as in the unpredictable future. The authors of this case use gaming in the classroom to provide their students with a challenging and engaging classroom setting where creative and critical thought processes are encouraged and rewarded. This chapter is based on two years’ worth of work (still ongoing today) incorporating the Nintendo Wii gaming platform into multiple subjects and grade levels. There is no way to know what our world will have to offer when today’s youth graduate from college, so focusing on helping students learn how to think creatively and critically, adapt to different situations, and work collaboratively with others to solve problems and complete tasks is vital. The authors feel gaming in the classroom allows students the opportunity to practice and refine these important life skills.

Connecting First Year Students to Formal and Informal Learning Experiences

ISBN: 9781466626287; © 2013; 17 pages
Author(s): Melissa Johnson (University of Florida, USA); Laura Pasquini (University of North Texas, USA); Michelle Rodems (University of Louisville, USA)

This case study, an honors first year seminar from the University of Florida, USA, demonstrates the benefits and challenges of developments in education. The case expands the definition of formal, informal, and online learning communities in the context of a first year seminar.
E-Learning and Web 2.0 Case Study

ISBN: 9781466626416; © 2013; 22 pages
Author(s): Ann York (Des Moines University, USA); F. Nordengren (Des Moines University, USA)

The authors, two faculty members with experience in online and blended learning at a Midwestern United States (US) medical school graduate leadership program, recognized the need for a critical thinking, literature-based course to explore the role of gender in health care leadership models. Since these seminars are often mixed with cultural, social, and organizational bias, the authors set out to create and implement a hybrid course that blended formal, non-formal, and informal learning in a collaborative group seminar with Web 2.0 tools and traditional teaching methodology. The Community of Inquiry model formed the pedagogical foundation of the course. This chapter will describe the planning, decisions, implementation, and outcomes of the course, including technical and logistical issues. Included are discussions of the role of gender in both health care leadership and online learning to demonstrate the strengths, opportunities, and limitations of the course.

How Can the Media Competence of Students in University Learning Settings be Developed and Fostered?

ISBN: 9781466626409; © 2013; 18 pages
Author(s): Anika Maschwitz (Carl von Ossietzky Universität Oldenburg, Germany); Sebastian Vogt (Carl von Ossietzky Universität Oldenburg, Germany); Anke Hartt (Carl von Ossietzky Universität Oldenburg, Germany); Olaf Zawacki-Richter (Carl von Ossietzky Universität Oldenburg, Germany)

Based on the “learning by designing” approach, this chapter illustrates how media competence can be developed, what didactic design is necessary, and what features this design possesses for teaching media competence in university. The “Natural History Museum Berlin project” is used as an example of this. In this project, during the 2009 summer term, students of the Carl von Ossietzky Universität in cooperation with the Natural History Museum Berlin developed media products (magazine articles, audio and video podcasts) in which they explored and reflected on the topic of “knowledge transfer” in terms of constructivism in an authentic context. The closeness to research activities at the university, and especially at the Department of Continuing Education and Education Management, is one of the essential aspects.

Participatory Architecture

ISBN: 9781466626393; © 2013; 13 pages
Author(s): Mary Morbey (York University, Canada); Lourdes Villamor (George Brown College, Canada); Maureen Senoga (Kyambogo University, Uganda); Jane Griffith (York University, Canada)

Web 2.0 is currently pressing how museums represent themselves and educate their patrons. Major Western national museums increasingly desire such engagements, merging the digital with the educational and promising unprecedented outreach and scope. In the Global South, however, Information Communications Technology (ICT) challenges abound, including a lack of sustainable contemporary technology and the expertise to employ it. Fortunately, Web 2.0 offers much for the educational possibilities of Global South museums, particularly with respect to oral traditions and cultures. This case study presents the possibilities and problematics of conceptualizing a Museum Web 2.0 site for the Uganda National Museum (UNM) in Kampala.

Museum without Walls

ISBN: 9781466626386; © 2013; 20 pages
Author(s): Kevin Hsieh (Georgia State University, USA)

The development and instructional use of technology in museums has increased significantly since its first implementation in the 1950s. With the recent trend in visitor-centered initiatives being encouraged by museum professionals, cultural institutions are arranging exhibitions and displays, offering activities and programs, as well as developing materials to better augment visitors’ learning experiences. The most ubiquitous augmentations are the utilization of digital technology and virtual museum (Mediati, 2011). For instance, Lu (1999) acknowledged museums installing flat-screen televisions for presenting exhibition and art object information while Chao and Lai (2008) found that museums used personal portable electronic devices for interpreting articles and developed interactive computer programs for active discovery learning. Recently, Buffington (2008) and Lopez, Daneau, Rosoff, and Cogdon (2008) indicated that distance learning and virtual exhibitions are becoming more common.

The Development and Assessment of e-Learning Content to Enhance Information Literacy of Parents and Children in Japan

Author(s): Nagayuki Saito (Aoyama Gakuin University, Japan); Ema Tanaka (Waseda University, Japan); Eri Yatsuzuka (Mirai Factory, Japan)

Seeking a safer Internet environment for minors, the Japanese government enacted a new law in 2008 to promote protective measures and empowerment activities. “Mobami,” an e-learning programs developed under the act, is an outcome of a public-private partnership that seeks to enhance the mobile literacy and information morals of children and parents. It is a free online interactive program composed of three parts: self-learning materials and quizzes for children, a self-check program to assess parents’ information literacy, and a rulemaking support tool for children and parents. Access data analysis shows that using events to promote Mobami had a positive effect on expanding its usage, and rulemaking data analysis indicates that Mobami is used as a supportive tool for setting basic rules. The linkage and feedback between formal and non-formal learning programs is necessary for the realization of a safer Internet environment.

Interactive Trivia of Laws of the Game as a Resource for Training FIFA Football Referees

Author(s): Manuel Armenteros (University Carlos III of Madrid, Spain); Anto Benitez (University Carlos III of Madrid, Spain); Diana-Gabriela Curca (University Carlos III of Madrid, Spain)

This chapter presents the interactive trivia game developed by the TECMERIN research group in collaboration with the Fédération Internationale de Football Association (FIFA) as an online educational resource to facilitate the learning process for football referees and assistant referees through 1500 multiple-choice questions. This research explains the structure and dynamics of the game, the technology used, its structure, and the theoretical basis. The model has been tried out by eleven international referee instructors in order to test the user experience as felt by the participants. The results obtained show great satisfaction in the game as an educational resource and confirm the immediate possibility of extrapolating the model to other areas of sport. http://www.igi-global.com/teaching-case/interactive-trivia-laws-game-resource/68238
Cases on Educational Technology Implementation for Facilitating Learning
Albert D. Ritzhaupt (University of Florida, USA) and Swapna Kumar (University of Florida, USA)
Blends together vital research and advancements on educational technologies into one comprehensive collection; while structuring the information to make it accessible for implementation into the classroom. Academics, professors, and educators will find this casebook especially useful for integrating new aspects of technology into their programs.

Cases on Quality Teaching Practices in Higher Education
Diane J. Salter (Consultant, Canada)
Presents individual approaches and institutional examples to benefit teachers at the individual level as well as institutional leaders involved in change. This publication is suitable for both undergraduate and graduate level courses in education related best practices in pedagogy, innovation in the use of technology, and the future direction of universities in the advancement of teaching practices.

Cases on 3D Technology Application and Integration in Education
Kimberely Fletcher Nettleton (Morehead State University, USA) and Lesia Lennex (Morehead State University, USA)
Highlights the use of 3D technologies in the educational environment and the future prospects of adaption and evolution beyond the traditional methods of teaching. This comprehensive collection of research aims to provide instructors and researchers with a solid foundation of information on 3D technology.

Homeschooling Meets Virtual Schools
Author(s): S. ER (S. Nihan EROhio University, USA)
This study explores the experiences of homeschooling families with online mathematics instruction. It aims to provide useful information for researchers of distance education, designers of online mathematics instruction, and online educators to improve learning via virtual schools. The data was collected through both interviews with parents and their homeschooled children and observation of one of the children. The findings suggest that, even though there are some technical problems concerning the use of online instruction, virtual schools enable homeschooled students to gain responsibility and advance their grade level.

Twitter Chat as an Informal Learning Tool
ISBN: 9781466626447; © 2013; 22 pages
Author(s): Kevin Guidry (Indiana University, USA); Laura Pasquini (University of North Texas, USA)
This case study focuses on Twitter as an informal learning tool through a specific user-created Twitter chat called #sachat. It is a weekly one-hour chat held on Twitter that is populated by higher education professionals in the field of student affairs. This chat is contrasted with other ways in which student affairs and higher education professionals are using Twitter, and the authors use methods of computer-mediated discourse analysis to discover its defining characteristics. Finally, the authors offer thoughts on what makes #sachat successful, its comparison to other uses of Twitter by professionals, and implications for other communities interested in using Twitter or similar tools to create informal learning.

Oral Synchronous Computer-Mediated Communication between SL Students
ISBN: 9781466626324; © 2013; 18 pages
Author(s): Sergi Planas (iEARN-Pangea, Spain & University of Girona, Spain)
Different ways of communicating encourage the development of a different societal texture where social networking sites, blogs, or other Computer-Mediated Communication tools are employed. The "youngcast" project, an international students' exchange, has been designed to cope with the demands of this technologically globalized context we are immersed in; in this project, an online platform is used and Oral Synchronous Computer-Mediated Communication (OSCMC) exchanges are scheduled in order to join English and Spanish Second Language (SL) learners from different parts of the world. A case study aims to discover some of the preliminary factors inhibiting participants from taking part in the OSCMC exchanges, resulted in the design of an updated version of the online platform. The new environment focuses more on facilitating online communication between tandem partners and keeping track of learners' production for ulterior feedback.

Informal Online Learning through the Mediterranean Youth Technology Club
ISBN: 9781466626317; © 2013; 23 pages
Author(s): Nikleia Eleokioules-Grigoriou (Frederick University, Cyprus)
The Mediterranean Youth Technology Club (MYTecC) is designed to empower and educate youth, providing them with tools that enable them to become socially and culturally responsible leaders. Within MYTecC, youth simultaneously follow three different but complimentary curricula: English, Social-Virtual, and Technology in an informal educational setting, extensively using Web 2.0 tools. Two MYTecC cycles have been finalized, and a new one is in the process of being initiated. The current study evaluates the effectiveness and impact of MYTecC, aiming to capture the overall MYTecC experience from students' and instructors' perspectives. It also measures the development of youth's social-cultural and leadership skills, developed skills and knowledge, and attitude changes. Finally, it evaluates the role of Web 2.0 tools in achieving the above.
Making Connections
ISBN: 97814666626263; © 2013; 18 pages
Author(s): Sharon Stoeger (University of Wisconsin – Milwaukee, USA)

In their personal lives, many students are using social media to create, communicate, and connect with others from around the world. Yet, research suggests that students’ use in an academic setting is often minimal. This chapter examines the use of social media by students to extend learning beyond the formal boundaries of one fully online course. Using a social media tool, the students were instructed to follow individuals affiliated with the topics covered with this course throughout the semester in order to provide students with informal learning opportunities and enable them to make connections in the field. While a small number of students initially expressed frustration, the majority stated that this activity led to a greater understanding of the course topic.

Integrative Language and Culture Learning
Author(s): Pete Smith (University of Texas Arlington, USA); Jan Marston (Drake University, USA)

VLS provided a model that supports study in less commonly taught languages at smaller and medium size colleges and universities. It that can also inform distance education or self-directed on-line study of languages in a broad range of institutions, organizations, and agencies.

Energizing Interdisciplinarity
ISBN: 9781466662638; © 2013; 42 pages
Author(s): Bruce Keith (United States Military Academy, West Point, NY, USA)

The U.S. military is the largest single consumer of energy in the United States, and global attention to the management of energy resources will require the Department of Defense (DoD) to address its energy consumption. Prompted by a DoD directive on environmental sustainability, this chapter provides a case study on West Point’s potential to assist the Army with the problem of energy consumption through its participation in the DoD’s Net Zero Energy initiative. To be successful, West Point must transform its largely compartmentalized curriculum into one with interdisciplinary potential. Its approach to leader development has shifted from a pedagogical orientation on attrition to development. This pedagogical model, when coupled with the energy initiative, is positioned to transform undergraduate education at West Point with an enhanced sense of urgency and action.

Using MMORPGs in Classrooms
ISBN: 9781466662639; © 2013; 10 pages
Author(s): Mete Akcaglu (Michigan State University, USA)

This case deals with the problem of decision making in allocating resources during an educational game-development process. Unlike commercial games, educational games stress an added focus on creating learning content, shifting the balance between learning and fun to a degree where essential game elements might be excluded from these games. In some cases, classroom settings, however, are filled with elements that can emulate the role of a missing element.

“Come Fly with Us”
ISBN: 9781466662646; © 2013; 14 pages
Author(s): Maria Velazquez (University of Maryland, USA)

Pixie Hollow provides a series of useful, accessible examples for discussing gender, the mechanics of community building, and the interconnections between technological fluency and community norms. This game also provides an opportunity to talk about literacy as a fundamentally social act. Also, the overall assignment and its emphasis on journaling as a research tool meant to encourage critical self-reflexivity helps students grasp concepts central to the course as a whole, including race, class, and gender.
Designing Digital Cognitive Games that Facilitate Mindful Reasoning and Decision-Making

ISBN: 97814666625877; © 2013; 27 pages
Author(s): Robert Haworth (University of Western Ontario, Canada); Kamran Sedig (University of Western Ontario, Canada)

This chapter discusses the design of external representations of the internal formal structure of cognitive games. The formal structure of a game provides the choices that players use in decision-making. Four games providing different kinds of choices are examined: spatial navigation, the parameters of operations, object transformation, and resource management. An externalization of each game’s internal formal structure is discussed. In total, these four cases examine how an externalization can facilitate more mindful reasoning and better decision-making.

Virtual Collaborative Learning

ISBN: 9781466664150; © 2013; 31 pages
Author(s): Wissam Tawileh (Technische Universität Dresden, Germany); Helena Bukvova (Technische Universität Dresden, Germany); Eric Schoop (Technische Universität Dresden, Germany)

The idea of using technology to facilitate and enhance learning, known as electronic learning, has led to the development of a wide range of applications and implementations worldwide. Electronic learning can offer new opportunities for developing countries by increasing access to education and improving learning outcomes. This chapter presents Virtual Collaborative Learning (VCL) as a modern technology-enhanced learning arrangement based on a constructivist learning paradigm. By utilizing Web 2.0 tools to empower and enhance classical e-Learning methods, VCL reaches far beyond classical Web-Based Training. Opportunities and challenges of VCL for developing countries will be discussed based on a long European teaching and research experience.

The Use of Web 2.0 Technologies by Students from Developed and Developing Countries

ISBN: 9781466664167; © 2013; 31 pages
Author(s): Nuddy Pillay (Manukau Institute of Technology, New Zealand)

Web 2.0 technologies have not had the impact many perceived they would in many higher learning institutions in both developed and developing countries. Great strides have been made in designing and using Web 2.0 technologies to help students learn in the cognitive (mental), behavioural (psychomotor), and affective (feeling) domains. The major challenge is the application of Web 2.0 technologies to the conative (will) domain, which relates to an individual’s intrinsic motivation to achieve goals. Students’ participation in the Web 2.0 learning environment is influenced by their cultural background, language proficiency, communication style, socio-economic and technological circumstances, learning styles, and prior knowledge. This chapter explores the participation from various groups of students from developed and developing countries located in learning environments within a tertiary institute, which are facilitated by Web 2.0 technologies. It observes that the students’ learning and successful participation in the Web 2.0 environment largely depends on the state of student’s conative domain and the interface between their cultural background and learning preference.

Interdisciplinary Learning from a Student’s Perspective

ISBN: 9781466662806; © 2013; 18 pages
Author(s): Marlene Hidalgo (New York City College of Technology, City University of New York, USA)

This chapter provides a retrospective look at my experiences during an interdisciplinary course at an urban university. Course format and objectives allowed for a varied experience by combining multiple learning methodologies and opportunities. A focus is given to two class assignments that illustrate the process of integrating insights from disparate disciplines. Despite the variability and unpredictability of individual experience, the review provides evidence for the unique challenges and distinct advantages of interdisciplinary learning.

Toward Web 2.0 Integration in Indonesian Education

ISBN: 9781466664109; © 2013; 24 pages
Author(s): Agus Mutohar (The University of Texas at Austin, USA); Joan Hughes (The University of Texas at Austin, USA)

Numerous efforts have been made to reform education to address globalization both in developed and developing countries. The integration of technology in education has been one vital reform effort in developing countries to prepare graduates for 21st century workplaces, which are digitally robust. This literature review of Indonesian government policies, NGO initiative reports, and contemporary research explores the integration of Web 2.0 in Indonesian education using an ecological perspective by introducing the national educational policy and laws, describing organizations’ initiatives on Web 2.0 integration, identifying salient challenges preventing Web 2.0 integration, and proposing strategies for the future. Challenges include lack of technological facilities, absence of technology standards in education, a standardized testing culture, lack of coordination between government levels, lack of professional development, and need for strong school technology leadership. The authors recommend Indonesia engage in comprehensive, visionary planning for Web 2.0 integration with strategies to meet local needs, invest in professional development and technology specialist positions, and advance mobile Web 2.0 computing and BYOT/D initiatives.

Integration of Civic Engagement Pedagogies in the STEM Disciplines

Author(s): Gwen Brown (New York City College of Technology, City University of New York, USA); Laina Karthikeyan (New York City College of Technology, City University of New York, USA)

This chapter discusses the development and implementation of an interdisciplinary learning community between the departments of Dental Hygiene and Biological Sciences, correlating nutrition with oral health and oral cancer and its prevention by early screening. The goal of the project was to engage underrepresented, urban under-graduate students in civic learning, with an eye toward expanding learning capacities and civic responsibilities beyond the classroom. The project followed participation in the 2010 Summer Institute offered by the National Science Foundation’s Science Education for New Civic Engagements and Responsibilities (SENCER). Oral and Maxillofacial Pathology integrates basic science curriculum and applies this unified foundation knowledge to the clinical evaluation of disease, thereby closing the gap between didactic and applied material.

Development of Interdisciplinary Problem-Solving Strategies through Games and Computer Simulations

ISBN: 97814666629165; © 2013; 27 pages
Author(s): Cándido Cabo (New York City College of Technology, City University of New York, USA); Reneta Lansiouqit (New York City College of Technology, City University of New York, USA)

The purpose of this chapter is to provide two case studies examining how games and computer simulations can be used to link different disciplines in the setting of a college education for underrepresented, urban undergraduate students. The first case study illustrates how researchers from different disciplines collaborate to advance our understanding of the physiology of normal and diseased hearts. Computer simulations provide a link between an understanding of biological systems at different scale levels, from molecules to organs, making it possible to create a superior systemic (non-reductionist) representation. Problems in science and engineering require interdisciplinary thinking, so it is crucial that the next generation of researchers/professionals develop an interdisciplinary approach to problem solving. The second case study shows how computer games can be used to develop programming problem-solving and narrative skills by linking English composition with computer programming courses.
Designing a New Performing Arts Education through Constructing a Global Theatre

ISBN: 9781466626423; © 2013; 23 pages
Author(s): Goki Miyakita (Keio University, Japan); Yumiko Murai (Columbia University, USA); Takashi Tomine (Keio University, Japan); Keiko Okawa (Keio University, Japan)

This chapter proposes a new learning infrastructure of performing arts education called Global Theatre. Global Theatre connects students and teachers over the Internet and creates a unique environment to share performing arts. It enables students to enjoy performing arts together, deepen intercultural understanding, and communicate with a global audience in synchronized time, regardless of location and distance. Global Theatre consists of three basic elements: a learning program focused on performing arts; a collaborative community formed by a university, theatre space, and performing group; and an ICT platform that realizes live appreciation of performing arts. In this chapter, two experimental implementations are carried out: the authors conducted a translated play shared by Thailand and Japan in 2009, and an international collaborative play shared by Thailand, Japan, and Malaysia in 2010. Through those experiments, the effectiveness of this new learning environment for performing arts is discussed from the perspective of the three basic elements of this structure.

Integrated Projects and the Development of Interdisciplinary Problem-Solving Strategies

ISBN: 9781466629141; © 2013; 31 pages
Author(s): Paul King (New York City College of Technology, City University of New York, USA)

This chapter reviews the two-year process of interdisciplinary curriculum development, shaped by collaboration between the New York City Department of Education, the New York City College of Technology of the City University of New York, and City Polytechnic High School of Engineering, Architecture, and Technology. The resulting course, “Inter-Academy Integrated Projects” (IP), emphasizes multidisciplinary problem solving that includes creativity, observation, research, visual and discursive communication, and reflection. The collaborative lessons make use of project-based methodology and emphasize social responsibility; core skills are combined across the two trimesters of IP. This endeavor will be contrasted and compared to the work of the Partnership for the 21st Century Skills by examining the use of high-impact learning practices, feedback from students and teachers, and the issues surrounding the implementation of any new curriculum.

Peer Feedback for Enhancing Students’ Project Development in Online Learning

ISBN: 9781466626157; © 2013; 16 pages
Author(s): Swapna Kumar (University of Florida, USA); Johanna Kenney (University of Florida, USA); Vasa Buraphadeja (Assumption University, Thailand)

The use of peer feedback is a strategy for online educators to facilitate collaboration among students and increase critical reflection. Through the well-designed use of peer feedback, students can master concepts and ideas that they cannot understand on their own (Lu & Bol, 2007; Vygotsky, 1978). The process of giving and receiving peer feedback closely resembles professional practice (van den Berg, Admiraal, & Pilot, 2006; van der Pol, van den Berg, Admiraal, & Simons, 2006) and helps students develop life-long skills. This case study describes the use of peer feedback in an online graduate practicum course to support students and increase their exposure to different educational environments. It includes suggestions for effectively using peer feedback in online courses.

Cases on Interdisciplinary Research Trends in Science, Technology, Engineering, and Mathematics: Studies on Urban Classrooms

Reneta D. Lansiquot (New York City College of Technology of the City University of New York, USA)

Presents research and information on implementing and sustaining interdisciplinary studies in science, technology, engineering, and mathematics for students and classrooms in an urban setting.

Cases on Assessment and Evaluation in Education

Mehdi Khosrow-Pour (Information Resources Management Association, USA)

Presents a collection of case studies describing the methods used to assess an education course, what factors to assess, as well as which factors determine the success of these factors. This casebook aims to bring together different research perspectives on the questions surrounding the issues of educational assessment and evaluation.
Virtual Interdisciplinary Experiences for Teachers of Writing

ISBN: 9781466629127; © 2013; 29 pages

Author(s): Christine Rosalia (Hunter College, City University of New York, USA); Laura Baecher (Hunter College, City University of New York, USA)

This chapter describes how virtual fieldwork was perceived by candidates in two teacher education programs: Teaching English to Speakers of Other Languages (TESOL) and Adolescent English (AE) as they partnered with English Language Learners (ELLs) in a middle school and college setting. By jointly examining findings from these parallel initiatives, the affordances and constraints of technology as an interdisciplinary collaborative tool may be better understood. Overall, teacher candidates reported a desire for more such “real” fieldwork, even further contact with ELLs, and continued hands-on work with the texts of these diverse writers. Unanticipated findings relate to the benefits of the projects to the cooperating teachers at partner schools, who became involved in professional learning as the demands of the technology were negotiated and partnership with the university was strengthened. The projects also underscore the ways in which technology-based collaborations must be supervised and supported.

Using Second Life to Support Student Teachers’ Socio-Reflective Practice

ISBN: 9781466629110; © 2013; 21 pages

Author(s): Melissa Burgess (American Public University System, USA)

Two congruent, yet converging phenomena are taking place in teacher preparation programs. The first centers on the integration of social technologies in collaborative learning, and the second focuses on the shifting of student-teacher reflective practices from private activities to interactive, social practices. The catalytic nature of social technologies provides opportunities to explore relationships between discourse and interactivity. Our global society pleads for educational institutions to prepare teachers who can navigate between cultures, deal with uncertainty, and share and question real-life issues toward structured dialogues to elicit critical reflection. This mixed-methods analysis fuses social technology use with the Multi User Virtual Environment (MUVE), Second Life, with the social practice of reflection among student teachers during their field experience placements.

Communication, Culture, and Technology


Author(s): Ray Gallon (Université de Paris Diderot, France)

The challenges of teaching Content Strategy and Information Architecture in a professional Master’s program are daunting because in these two disciplines the source of quality is hidden, and methodology can provide little useful guidance. The solution was to provide the cultural, epistemological, structural, and strategic principles behind these disciplines in classroom sessions, employing traditional lecture methods plus interactive exercises. All practical, hands-on experience comes through group research projects where students are expected to apply the principles that have been discussed in class. This case study suggests classroom methodology adjustment to make it more interactive and bring it into line with the informational environment students live in every day.
Reengineering an Introductory Computer Education Course for Undergraduate Students

ISBN: 9781466629097; © 2013; 16 pages
Author(s): Farhat Lakhavaní (Carnegie Mellon University, USA); April Rupp (Carnegie Mellon University, USA)
Computing@Carnegie Mellon (C@CM), a required 3-credit course for all incoming Carnegie Mellon undergraduate students, went through total reengineering during 2010. The context, the delivery method, and the support model for this course were all changed simultaneously. The objective of this case study is to share experiences in reengineering this introductory computer education course, including experiences with reengineering the content, the delivery method, and the support model in a rapid rollout mode. Specifically, this case study will discuss lessons learned and speculate on the next step for future academic years based on the successes and challenges in teaching this reengineered course to 1,683 students during the 2010-2011 academic year.

STEM Learning Communities
ISBN: 9781466629080; © 2013; 18 pages
Author(s): Bernadette Kelley (Florida A&M University, USA); Lisa McClelland (Florida A&M University, USA)
This chapter presents a case study involving the fictional Coastal University's move to the next level of Science, Technology, Engineering, and Mathematics (STEM) student achievement by applying a holistic approach to educating the STEM student using a learning community. Learning communities are designed to improve retention rates, increase student learning and achievement, increase faculty engagement, and lessen the feelings of isolation some students feel on large campuses. This case discusses the various components that were utilized to enhance the learning community including cluster courses, seminars, branch activities, academic progress assessments, and meetings. The challenges with the implementation of the learning community and the engagement in interdisciplinary activities will be discussed as well as recommendations for the future.

STEM Academic Enrichment and Professional Development Programs for K-12 Urban Students and Teachers
ISBN: 9781466629073; © 2013; 38 pages
Author(s): Cecelia Brown (University of Baltimore, USA); Kevin Peters (Morgan State University, USA)
This chapter highlights exemplary STEM programs in an urban school district that can be replicated in K-12 schools. The programs were developed from partnerships established between Urban Higher Education Institutions (UHEIs) and K-12 schools and teachers in an urban school district. The key criteria for the assessment of these programs, both quantitative and qualitative, were based on guidelines cited from the Building Engineering and Science Talent (BEST) Commission, the National Science Education Standards, and the National Science Resources Center: (a) challenging content/curriculum; (b) inquiry-based learning; (c) clearly defined outcomes and assessments; and (d) sustained commitment and support. The development of “real-world applications” promoted critical thinking skills and were linked to STEM state and national standards. Teachers were offered STEM professional development that enhanced their content knowledge and pedagogy. Each program case was independent of each other; therefore, they were not compared or contrasted.

Enhancing Diversity in STEM Interdisciplinary Learning
ISBN: 9781466629158; © 2013; 31 pages
Author(s): Reginald Blake (New York City College of Technology, City University of New York, USA); Janet Liou-Mark (New York City College of Technology, City University of New York, USA)
The Science, Technology, Engineering, and Mathematics (STEM) disciplines have traditionally been woefully unsuccessful in attracting, retaining, and graduating acceptable numbers of Underrepresented Minorities (URMs). This chapter highlights a novel interdisciplinary approach to STEM education. Instead of being siloed and mired in their respective STEM disciplines, students integrate real world, inquiry-based learning that is underpinned by a strong foundation in mathematics and a myriad of other pillars of STEM activities. This strategy enhances STEM education among URMs in three ways: by purposefully connecting and integrating knowledge and skills from across the STEM disciplines, by synthesizing and transferring knowledge across disciplinary boundaries, and by building critical thinking skills.

Interaction to Facilitate Learning in Social Network Gaming
ISBN: 9781466625846; © 2013; 17 pages
Author(s): Hyungsung Park (Kyonngi University, South Korea)
This chapter explores whether social network games can be used effectively to support learning via focusing on interaction. The aim of this chapter is to find an interaction structure to facilitate learning on social network games by analyzing the nature of game-learning activity in terms of four dimensions. The four types of interaction in game learning activity are as follows: Player-Corresponding Player interaction (PCP), Player-Content interaction (PC), player-NPC (non-player character or game system in social network game) interaction, and player-context interaction. Pioneer Trail, a social network game by Zynga and linked via Facebook, was analyzed in terms of suggested interaction formats.

Collaborative Learning in Virtual English Class
ISBN: 9781466625938; © 2013; 28 pages
Author(s): Lan Li (The Hong Kong Polytechnic University, Hong Kong); Dora Wong (The Hong Kong Polytechnic University, Hong Kong); Dean Gui (The Hong Kong Polytechnic University, Hong Kong); Gigi Au Yeung (The Hong Kong Polytechnic University, Hong Kong); Dora Wong (The Hong Kong Polytechnic University, Hong Kong)
The case study reports on the learning experience of a number of undergraduate students in an existing course, English for Technical and Web-Based Writing, at the virtual campus of a Hong Kong university. Student avatars assessed each other’s work and shared learning experiences and comments via Second Life-enabled tools such as voting bars and note cards. To determine the effectiveness of the practice, the students’ feedback on Second Life was collected. The findings suggest that different tasks in a virtual learning environment may stimulate students’ interest in their learning process, even though the technical complexities might frustrate them. The possibilities, shortcomings, and technical challenges of cultivating a community of collaborative language learning are also discussed.
Exploring Second Life as a Venue for Peer-Teaching

Author(s): Karen Lybeck (Minnesota State University, USA); Dana Bruhn (Century College, USA); Solen Feyissa (University of Minnesota, USA)

Online teacher preparation courses have many provided greater access to professional development and afforded learners with more non-formal experiences, but moving online has largely replaced peer-teaching with more formal, less authentic student presentations. In order to explore a possible solution to this problem, 25 Teaching-English-as-a-Second-Language (TESL) students were trained to conduct peer-teaching activities in Second Life virtual world. The suggestions and implications given in earlier Second Life research guided the implementation of these activities in the hopes that an informed design would overcome previous problems. Despite this, the authors were not able to overcome the issues, deciding that Second Life is not to be useful as a tool for peer-teaching in online teacher-development courses. Virtual reality, however, has promise for facilitating teacher development, and further investigation is needed to find the appropriate virtual venue.

Using Mobile Technology in Schools to Develop Social Skills in Children with Autism

ISBN: 9781466625914; © 2013; 24 pages
Author(s): Joseph Mintz (London South Bank University, UK)

There has been developing interest in the potential for the use of mobile technology to achieve educational objectives, in particular for children with Autistic Spectrum Disorder (ASD). The Helping Autism-diagnosed teenagers Navigate and Develop Socially (HANDS) project has developed a software application for mobile phones, which helps children with ASD to develop social and self management skills. Two successive prototypes of this application have been implemented and tested with 15 teachers and 27 children with ASD at four special schools. This chapter also reports on issues involved with introducing this technology innovation at one of the schools, and interviews were undertaken with teachers on the project. The extent to which teachers identify themselves as teachers of social skills development, which is often considered an expression of informal learning (Jordan, 2005), is identified as a key factor in determining the extent to which the successful engagement with the technology solution occurred.

Designing for Reflection

Author(s): Ahmed Kharafna (Newcastle University, UK); David Leat (Newcastle University, UK); Patrick Olivier (Newcastle University, UK)

In this case study, the authors revisit the benefits of reflection for learning and classify three different types of reflection support as evident in the pedagogy literature: post-activity, inter-activity and part-of-activity. They present their design of a collaborative learning application (Digital Mysteries) as implemented on the emerging digital tabletop technology. The design of Digital Mysteries aims at demonstrating the potential of technology for providing support for all the identified types of reflection. The application was evaluated through 12 trials in a school environment, resulting in clear evidence of reflective interactions caused by the application's design. The authors conclude with a number of generalized recommendations for designers of collaborative learning environments.

Video Gaming for STEM Education

Author(s): Kim Hyatt (Carnegie Mellon University, USA); Jessica Barron (Duquesne University, USA); Michaela Noakes (Duquesne University, USA)

This chapter will explore the vast world of video games and the opportunities for instructors to incorporate them into lesson planning. The basis of this empirical work is to align the guiding principles of STEM with the identification of accessible games, based upon learning principles and assessment strategies. The challenge for 21st century educators will be how to bridge the gap between the traditional development of skills to meet workforce demands in a dynamically changing global economy.

Collaboratively Designing and Building a Digital Entomology Lab at K-State

ISBN: 9781466625891; © 2013; 28 pages
Author(s): Shalin Hai-Jew (Kansas State University, USA)

With the creation of ENOMT 312, a General Entomology online class, the question arose about whether to pursue development of a Digital Entomology Lab to support student learning of insect morphology and functions. The early conceptualization described how this lab could benefit learners from a variety of academic fields to benefit the larger campus, including off-campus. In the first iteration, no real considerations were made for broader nonformal or informal learning; this endeavor was funded in early 2011, and Phase 1 was completed. To plan Phase 2, a participatory design article, "The Participatory Design of a (Today and) Future Digital Entomology Lab" (Hai-Jew, 2011) was created and published through the peer-reviewed online journal Educause Quarterly. This endeavor involved design questions about how to brand the site, set it up for a variety of use cases, replenished digital contents, design for nonformal learning, design for informal learning, anticipate possible K-12 uses and users, and to possibly pursue integration with other digital repositories. This chapter summarizes the learning from this participatory design experiment put into practice and what was learned about evolving a Digital Entomology Lab.

Problem Solving Processes and Strategies in the Virtual Interactive Student-Oriented Learning Environment

ISBN: 9781466625884; © 2013; 17 pages
Author(s): Junjie Shang (Peking University, China); Morris Jong (The Chinese University of Hong Kong, China); Jimmy Man Lee (The Chinese University of Hong Kong, China)

With the integrated use of quantitative and qualitative research methods, this chapter describes the learners' problem-solving processes and the strategies they used under Virtual Interactive Student-Oriented Learning Environment (VISOLE). Learners' operations in the game were recorded, and their game logs (BLOG), summary reports, and interview records were collected. Researchers found that the problem solving strategies that learners used in VISOLE primarily included: (1) trial and error, (2) random, (3) purpose-oriented, (4) starting from simple, (5) adventure, (6) comprehensive, (7) focused, (8) index, (9) BUG, (10) entertainment strategies, etc.

Didactical Design for Online Process-Based Assessment in Teacher Education

ISBN: 9781466626171; © 2013; 23 pages
Author(s): Peter Bergström (Umeå University, Sweden)

This chapter reports on a group of students in pre-school teacher education that participated in an educational intervention based on the development of process-based assessment. A didactical design, implemented in an online context, was developed and structured for supporting students in building formal knowledge from their prior informal knowledge. A qualitative approach was taken to understand the learning environment emerging from the didactical design through the use of technology. Data was collected through in-depth interviews and a questionnaire, and the concept of variation was used in the analysis of the student perspective on the didactical design. The results indicate how the concept of variation was helpful in highlighting the underpinning affordances and constraints of this environment and the associated social relationships.
Factors in the Usage of Mobile Phones in Japanese University EFL Classrooms

ISBN: 9781466625839; © 2013; 27 pages
Author(s): George MacLean (University of the Ryukyus, Japan); James Elwood (University of Tsukuba, Japan)

This chapter considers factors that can play roles in the use of mobile phones in English as a Foreign Language (EFL) classrooms in Japanese universities. While recent developments have made such devices an increasingly attractive alternative to computers in education, issues such as cost and privacy have been noted to be of some concern. This study investigated the use and perceptions of mobile phones by 249 university students studying EFL in Japan. Results indicated that although students declared varying levels of proficiency with their mobile phones, most were able to complete the tasks queried. Among factors that might inhibit successful implementation of the use of mobile phones for education, student reservations about using mobile phones for educational tasks appeared to be a mediating factor.

Upload, Download, Overload!

ISBN: 9781466625815; © 2013; 32 pages
Author(s): Lena Kushnir (University of Toronto, Canada); Kenneth Berry (University of Toronto, Canada)

This study explored predictions about past experience, the organization and relevance of course materials, and the level of task difficulty impact on the student. Three hundred and forty-six participants were tested in two experiments based on the online environment's organization and materials. Experiment 1 tested how the organization of the online environment impacted learning outcomes, and, surprisingly, only the experienced online learners were negatively affected. Experiment 2 tested how the organization of the online material impacted learning outcomes, and researchers found that environments using hypertext to organize material had a negative impact on learning outcomes. This chapter examines literature that considers design and organization factors that can impact online learning, and considers design strategies to avoid factors that can leave students feeling overloaded.

A Possible “Catalytic” Effect of Multimedia Learning Content

Author(s): Jim Ellis (The Open University, UK)

Good design is critical for the success of e-learning tutorials, and previous research has yielded various principles to guide practitioners. While the evidence for these are generally coherent, there are occasional exceptions and inconsistencies that cannot always be fully explained. One possible cause was thought to be a ‘seductive’ effect of some content; however, further research into this revealed its own microclimate of discrepancies. A new perspective—catalytic content—is presented here and this is described as material that is important, not because of its direct relevance to the learning outcomes, but because it supports the process of learning the material that is directly relevant.

The Learning Effect of Using a Blended Learning Design in K12 Science Teaching

ISBN: 9781466625969; © 2013; 24 pages
Author(s): Paul-Erik Rosenbaum (University of Bergen, Norway & Sjukhusapotek Vest, Norway); Øyvind Mikalsen (University of Bergen, Norway); Otto Grahl-Nielsen (University of Bergen, Norway)

Through seven experiments, 135 K-12 science students were assigned to two learning conditions: blended learning and traditional instruction. The participants were randomly assigned to either an experimental blended learning group having teacher lecture plus Web-based multimedia, or a control group with traditional instructions having teacher lecture plus text and diagram. On subsequent retention and transfer tests, the blended learning group performed significantly better on retention in two of seven comparisons, and there was no significant difference in the rest. The challenge that lies ahead is to identify the characteristics of effective blended learning approaches for this type of learning program.

Cases on Online Learning Communities and Beyond: Investigations and Applications

Harrison Hao Yang (State University of New York at Oswego, USA) and Shuyan Wang (The University of Southern Mississippi, USA)

Provides a variety of essential case studies which explore the benefits and pedagogical successes of distance learning, blended learning, collaborative learning environments, computer-supported group-based learning, and professional learning communities.

Cases on Educational Technology Integration in Urban Schools

Irene L. Chen (University of Houston-Downtown, USA) and Dallas McPheeters (Consultant, USA)

This book describes, analyzes, and synthesizes the impact of technology in an urban school with the objective of offering solutions for successful strategies and addressing organizational challenges and pitfalls.

Cases on Institutional Research Systems

Hansel Burley (Texas Tech University, USA)

A reference book for institutional research, appealing to novice and expert IR professionals and the administrators and policymakers that rely on their data. By presenting a variety of institutional perspectives, the book depicts the challenges and solutions to those in higher education administration, and state, federal, and even international accreditation.
Combine theory with experience by promoting analytical thinking and classroom discussion. Request an examination copy to review before adopting for your classroom.

Cases on Globalized and Culturally Appropriate E-Learning: Challenges and Solutions
Andrea Edmundson (eWorldLearning Inc., USA)

Offers a multitude of cases illustrating the different challenges faced when offering e-learning to learners of other cultures and, most importantly, how they were resolved. This cutting-edge publication shares contemporary knowledge on how to adapt or develop e-learning that promotes equitable learning outcomes for targeted learners by addressing interdependent disciplines.

Internet Technological, Pedagogical, and Content Knowledge (iTPACK)

This case study focuses on using the Internet Technological, Pedagogical, and Content Knowledge (iTPACK) as a theoretical framework for mobile learning. First, the study examined iTPACK from two perspectives, synchronous and asynchronous, and discussed how both perspectives could be used individually or integrated to support a blended learning approach for mobile learning in formal and non-formal learning. Secondly, the case examined how iTPACK was used as the theoretical framework in a mobile learning case study on using text messaging as a teaching tool in a pre-algebra course at a community college with non-traditional students. Finally, the author offers thoughts on why iTPACK is an appropriate theoretical framework for mobile learning, and the implications of using iTPACK in non-formal and formal settings to supplement classroom instruction.

Virtual Teaming in Online Education

This case describes an experiment to motivate first year university students to use a virtual classroom through social and academic interactions. The aim of the approach taken was to determine if social media included in a virtual classroom can actively engage students’ participation in social networking as well as be used as a tool for learning. Results from the experiment indicate that using a social virtual classroom enhances the social networking of the students, and that the social virtual classroom was highly used for learning. The blend of social and academic in the virtual classroom engaged the students in creative ways that were not anticipated. A survey was conducted at the end and seventy-seven percent of the students agreed that the social aspect of the virtual classroom was intrinsically motivating.

Assembling the Global University

This chapter examines the emergence of the global artistic-entrepreneurial university, the increasing importance of interdisciplinary and innovative pedagogies, and how these new emphases are shaping institutional change. The first section analyzes the global university as an “assemblage,” a process that gathers ideas, materialities, digitalized platforms, and human beings into a new form of higher education. The second section of the chapter focuses on the increasing importance of interdisciplinary and developing active and integrative pedagogies organized around fundamental skills and questions. Examples from the University of Hong Kong’s new Core Curriculum and from the University of Washington Bothell’s Discovery Core for first-year students are used. In the final section, the author describes what the next steps might look like as institutions change themselves to fit a globalized context.
The Career Concept Map

ISBN: 9781466626140; © 2013; 14 pages
Author(s): Paul Fritz (University of Toledo, USA)

Many undergraduates do little active reading about their intended professions, and this becomes a problem when they interview with potential employers and cannot demonstrate their depth of knowledge about the job they seek. To help prevent this problem, the authors designed a semester-long project requiring the students to gather at least fifty news clippings from The Wall Street Journal about current issues in their careers. At semester's end, students presented short speeches summarizing their career research on a concept map. The clippings for their presentations were organized in four sections: stories about jobs in this profession migrating to other countries, stories indicating jobs were being developed domestically, stories about a decreased need for jobs in the future, and stories about this profession's increase of jobs. These clippings became documents for students' ePortfolios.

Using Blogs to Journal, Document, and Create Community

Author(s): Jennifer Munday (Charles Sturt University, Australia)

This chapter describes a case where learning and assessment were centered on the use of an online blog for sharing ideas, details of emerging artwork, supportive comments and advice from both teacher and fellow students, and for creating a very strong community of practice. The case study discusses: choosing the blog tool, the features of the tool, the assessment task, the outcomes of the learning activity, the materials, and the responses from the students. Other issues this case study addresses are considering assessment tasks for the specific needs of students and assisting students who are reluctant about using technology. The chapter presents a positive argument for using a blog tool for reflective practice and students chronically documenting a progressive task.

Technology

Author(s): Rita Gravina (The Bishop Strachan School, Canada); Helena Pereira-Raso (The Bishop Strachan School, Canada)

Collaboration is an important aspect of how our world functions today and an element at the core of rich learning opportunities. Learners are currently in a paradigm where they are able to learn at all hours of the day, learning is no longer exclusive to a classroom. Teachers and students at The Bishop Strachan School are exploring this through the various uses of teaching and learning strategies and enriching them with Web 2.0 applications. This chapter will present early explorations in the school with Wiki pages, social networking tools, interactive timelines, and real-time applications. Each of the cases provides an authentic learning experience for students and moves the student's work out into the world.

Teaching a YouTube™ Course Online

ISBN: 9781466626140; © 2013; 22 pages
Author(s): Chareen Snelson (Boise State University, USA)

This chapter presents a case study of the author's work developing and teaching an online course on educational technology called “YouTube for Educators.” The course was developed in response to the upsurge in online video production and the prominence of YouTube™ among video-sharing services. One challenge faced in creating the course was the necessity of frequent curriculum updates to keep current with advancements in digital video technologies. Course policies also had to be written for situations where unexpected changes on the YouTube website interfered with planned assignments. The experience of designing, teaching, redesigning, and re-teaching the course led to the discovery of best practice, which may apply to other courses featuring rapidly changing content or Web 2.0 tools.

Juggling Channels and Turn-Taking in a Dual Channel Synchronous Class

ISBN: 9781466626133; © 2013; 18 pages
Author(s): Christie Suggs (Florida State University, USA); Vanessa Dennen (Florida State University, USA); Jennifer Myers (Orangeburg-Calhoun Technical College, USA & Florida State University, USA)

With an increase in the number of synchronous distance education classes, there has become a greater need for understanding how turn-taking in this environment can help professors. This chapter examines how turn-taking occurs and ways that professors may create proficient turn-taking procedures in the online synchronous course. Traditional turn-taking rules identified by Sacks, Schegloff, and Jefferson (1974) were still applicable to the audio portion of the class, but did not apply to the text-based chat portion of the class. An examination of the use of conversation analysis when applied to the multi-modal online environment found that conversational analysis techniques were applicable only when both the text-based chat and the audio portion were examined together. When the two modes of discourse were decoupled, conversation analysis was ineffective.

Design of an Online Continuing Education Module

ISBN: 9781466626126; © 2013; 13 pages
Author(s): Jennifer Strohecker (Intermountain Medical Center, USA); Wendy Athens (University of Florida, USA)

The core instructional objective of this chapter was a behavior change: Clinicians must ask patients about HDS use when taking a medical history and document this use in the medical record. HDS use is prevalent among Americans and sales are increasing. When taken in conjunction with prescription medications, HDS-drug interactions are common and may result in unexpected and serious patient harm. Patient's failure to report HDS use to their medical provider, and a provider's failure to ask specifically about HDS use, further complicate the picture.

Constructing a Working Life-Oriented Model for Online Course Modernization

Author(s): Iriu Leppisäari (Central Ostrobothnia University of Applied Sciences, Finland); Riina Kleimola (Central Ostrobothnia University of Applied Sciences, Finland); Markus Maunula (Central Ostrobothnia University of Applied Sciences, Finland); Tuula Hofenthal (Central Ostrobothnia University of Applied Sciences, Finland)

The e-Learning of the Future project (2009–2012, ERDF) meets work-oriented online education development challenges through working life mentoring that utilizes social media. In the project's operational model, educational technology experts design and develop teaching in online courses collaboratively with higher education instructors and working life experts. This chapter examines how development of the model was initiated and what problems and challenges emerged. The study will help to establish directions on including working life in online education development through a virtual media laboratory. The model's use in updating online courses to produce authentic content appears promising. Three critical factors, however, can be found when implementing the model: the structuring of the modernization process, the supervision of an online interaction process between modernizers/actors, and finding a meaningful role in the process for the working life mentors.
Using Web for Delivery of Open and Distance Learning Programmes

ISBN: 9781466626102; © 2013; 27 pages
Author(s): Kumar Sunil (Indira Gandhi National Open University, India); M. Salooja (Indira Gandhi National Open University, India)

This case study focuses on the Web as a delivery mode for open and distance learning programmes in India, describing the design and delivery of a postgraduate level academic programme at Indira Gandhi National Open University. The objectives of this case study are: to reflect on the evolution process, to identify factors for successful delivery, and to distinguish the evidence-based best practices. While online education platforms are constrained by access to technology and a robustness, they are able to attract learners from different backgrounds. The study describes how the development of an international course at the university was put in place and the rationale behind the approach. The authors believe that online education can provide valuable insight for foreign universities seeking to enter the higher education market without crossing political borders, as well as for universities in the early stages of acquiring online learning platforms.

Choosing the Right Course Management System for Distance Education Courses

Author(s): Zafer Unal (University of South Florida – St. Petersburg, USA); Aslihan Unal (Usak University, Turkey)

Currently, there are many commercially available Course Management Systems (CMS) from which to choose, but the open source community has also been actively creating alternative CMS choices that are free of licensing costs (Moodle, Sakai). Institutions now face a decision between competing CMSs, and it is not enough to just pick a package based on its price or feature list; it must be carefully evaluated before it is implemented. A trial was undertaken at a southeastern institution to consider whether Moodle warranted a more formal consideration as an alternative to Blackboard, the institution's current CMS. This report documents a detailed comparison of the two CMSs based on experiences of students that used both systems during the same course. Furthermore, it investigates if Moodle warrants consideration as an alternative to the institution's current CMS.

Web Conferencing as a Pedagogical Tool

Author(s): Francisco Garonce (Universidade de Brasilia, Brazil); Gilberto Lacerda dos Santos (Universidade de Brasilia, Brazil)

The application of Web conferencing, or videoconferencing with an Internet connection, to educational environments has enabled a new paradigm for teaching through a face-connected classroom. This chapter presents results from a Brazilian study at the University of Brasilia, where Web conferencing is being used as the primary teaching tool in an academic master's degree course. The research focus is the transposition of the teachers' roles from traditional to a face-connected virtual classroom. Special attention is given to Web conferencing as an implementer for teaching and learning in collaborative communities.

Attitudes towards Diverse Learners

ISBN: 9781466626034; © 2013; 21 pages
Author(s): Faith Maina (State University of New York College at Oswego, USA); Marcia Burrell (State University of New York College at Oswego, USA)

University educators are often faced with the challenging task of equipping teachers with the knowledge, skills, and resources to effectively teach diverse students. It becomes even more problematic to teach mathematics when using a problem solving approach where mathematical ways of knowing are emphasized. These teachers tend to mistakenly believe that mathematics speaks a universal language because it is made up of numbers, and that math is something that people simply know or do not know. Teachers, often meet the notion that math literacy can be achieved by all students, not know. This chapter examines the transposition of the teachers' roles from traditional to a face-connected virtual classroom. Special attention is given to Web conferencing as an implementer for teaching and learning in collaborative communities.

Authentic Assessment through an Online Professional Conference

ISBN: 9781466626072; © 2013; 14 pages
Author(s): Michael Merchaca (University of Hawaii at Manoa, USA); Ellen Hoffman (University of Hawaii at Manoa, USA); Curtis Ho (University of Hawaii at Manoa, USA)

Researchers, such as Deutsch and Nicholson (2006), have proposed authentic assessment as a means to connect learning with practice and develop a commitment to life-long learning. Recently, newer forms of distributed technology, such as audio-conferencing and social networking, have helped move learning opportunities beyond the classroom door. In this case study, the authors examine the process of developing and implementing a new culminating assessment in an online graduate program via newer technologies. CULminating student presentations shifted from an in-house, on-campus to an international, online venue. This chapter examines: the rationale for the use of an international conference, the design of scaffolds to support student success, and feedback from participating faculty and students on impacts of virtual conference. It also asks questions about viability and provokes debate about the types of experiences institutions should provide students, especially given the access technology can provide.

eTTCampus

Author(s): David Gray (University of Surrey, UK); Malcolm Ryan (University of Greenwich, UK)

This chapter examines innovative approaches to evaluating a European funded project involving the development of a virtual campus to provide training opportunities in ICT for teachers and trainers in Europe. It explores project management processes and decision-making, the impact on outcomes, and relationships between project team members. It also offers recommendations for the more effective use of a range of these approaches, asserting that a critical analysis of the processes of engagement is as important as the outcomes.

Google Docs in Higher Education

ISBN: 9781466626058; © 2013; 17 pages
Author(s): Jorge Reyna (ArtRimds Digital Media, Australia)

Students in the School of Education at the University of Western Sydney are widely spread throughout the Greater Western Sydney region and have competing schedules due to their enrollment full-time in a course and having a full-time job (Martinez-Fernandez, Rencoretam, & Sharp, 2006). This not only makes group projects time-consuming, but prevents collaboration from occurring in an optimal way. Although recent research has discussed using wikis as collaborative learning tools (Bold, 2006; Parker & Chao, 2007), the use of Google Docs in a tertiary educational setting remains largely unexplored despite the comparable collaborative features of the two. The authors identified a potential use of Google Docs to improve group assignments by allowing the students to collaborate online, thus enhancing their learning experience. After setting up three scenarios to evaluate Google Docs, preliminary data showed a potential use of Google Docs to: facilitate group assignments, share information, and gather information through surveys. The authors believe this application can be an excellent resource to overcome students' isolation and engage them in online knowledge construction.

Toward a Model of Multi-Level Professional Learning Communities to Guide the Training and Practice of Literacy Coaches

ISBN: 9781466626164; © 2013; 42 pages
Author(s): Michelle McNuff-Gumbs (The College of Saint Rose, USA); Katherine Verbeck (The College of Saint Rose, USA)

The authors of this case study explore coaches' exposure to Professional Learning Community concepts. They also investigate the amount of engagement the coaches had in crucial processes and the viability of the training model used. Overall, the study indirectly affirms the efficacy of innovations geared at training literacy professionals online.
The Power of Digital Literacy to Transform and Shape Teacher Identities

This case study focuses its on three beginning teachers and their use of digital storytelling in their English Language Arts classes. The authors undertook this research to determine if preservice teachers who are exposed to new literacies and a multiliteracies pedagogy will use them in transformative ways. The authors examine their use of digital media with their own students in the classroom setting. One uses a digital story to reflect on past injustices, another finds new spaces for expression, and the third uses digital media to raise critical awareness of a present global injustice with secondary school students. The authors explore their shifting perceptions of multiple literacies and critical media literacy, and examine how these shifts in thinking help shape or transform their ideas about teaching and learning.

Is It Better to Be Alone or in Company?

This chapter presents an empirical study involving first-year Faculty of Psychology students at the University of Bologna, who are involved in a formative activity based on Computer-Supported Group-Based Learning. The learning activity is conducted in a blended-learning format with three face-to-face lessons and three online activities. Students were randomly associated to two different experimental conditions of participation, Individual Learning (IL) or Group-Based Learning (GBL). Focusing on GBL students, this chapter intends to verify whether different Structural Profiles of Interpersonal Skills (SPIS) might improve the students’ comprehension of a scientific text. By analyzing the results of test and re-test, the students with a High Actor-SPIS make a significant improvement, and the groups with a High Density and Low Centralization make significant progress at the re-test.

Opportunities for Enhancing Ethical Climates in Online Courses

This case study outlines issues with student academic integrity in an online undergraduate program, and it explains how faculty can reduce likelihood of cheating students. The study describes possible motivations for student misconduct, student acceptance of academic dishonesty, and administrative/faculty responses to violations of academic integrity. It also presents a model of online course climate in which both faculty and students have responsibilities to the classroom and ethical facilitation of course content. This case looks at one institution’s effort to integrate integrity into a curriculum by instilling a culture of trust, allowing lessons to be learned beyond the classroom.

Academic Integrity and Student Satisfaction in an Online Environment

Universities are experiencing continued growth in the demand for online course offerings due to students expecting convenience and ready access. In response, institutions are developing policies to support courses being designed to maximize learning in an environment that preserves academic integrity. To determine if goals are effectively being met, researchers surveyed students in multiple courses over two years. As a result, students liked the convenience, but were not satisfied with the amount and quality of interaction. With regard to student attitudes toward what constitutes acceptable behavior in online learning, results raised concerns about what constitutes academic integrity in the online learning environment.

Cross-Cultural Wiki Collaboration in Teacher Education

The authors of this chapter share a technology integration project, “International Network of Students Investigating Technology in Education” (INSITE), that was conducted at Purdue University. The project demonstrated how pre-service teachers in America were taught and prepared in terms of technology integration. Since September 2008, more than 1500 pre-service teachers in the College of Education at Purdue University and 500 International Partner (IP) participants have been involved in INSITE. In this chapter, the authors share a case of four cross-cultural student teams that participated in INSITE in September 2010. The authors discuss the process and implications of communication and coordination within the international collaboration teams.

Lecture Capture as a Tool to Enhance Student Accessibility

This case examines the introduction of lecture capture as a learning technology in a research-intensive university. It aims to address issues created by increases in undergraduate enrolments and disability accommodation needs. This process began with podcasting lectures, leading ultimately to a lecture capture system with closed captioning. The changes were evaluated at each step, and the evidence-based approach has been helpful in advocating for budgetary support and encouraging faculty participation. The authors unexpectedly gained substantial knowledge about: the complexity of student lives, the impact of that complexity on their approach to learning, the misperceptions about the impact of this form of learning, the presence of many unreported disabilities, and the many different ways in which students used the system.

Learning and Teaching as Communicative Actions

This chapter explains how Twitter was implemented into three higher education course modality designs: two face-to-face courses in Digital Textuality, one fully online course in Global Policy, and two hybrid courses in Instructional Design II and Theory of Educational Technology Implementation. Learning and teaching as communicative actions theory guided the designs expanded on here. The authors sought to understand how instructors in their natural educational settings would use social media as a pedagogical tool and aid to support their existing curriculum. The intent is to report the experiences of instructors using this tool in higher education in order to: provide a clear narrative of their experiences, engage readers in critical thinking about the use and implementation, and foster discussion, while also allowing the reader to draw appropriate parallels to their own contexts.
Perceptions and Approaches to Teaching of Award-Winning Teachers at Research Intensive Universities Internationally

Author(s): Diane Saltter (Kwantlen Polytechnic University, Canada)

This chapter provides an overview of a research project investigating: approaches to teaching and learning with technology, staff development to enhance teaching quality, and the recognition of teaching in promotion and tenure. In an analysis of data, the predominant approach taken by the teachers in this study has been described as a conceptual change/student-focused approach to teaching versus an information transmission/teacher-focused approach. The former approach is consistent with students taking a deeper approach to learning. It was also found that the use of technology in teaching in this group of award-winning teachers extended beyond content delivery to provide opportunities for active pre-, post-, and in-class learning. Their views and suggestions on staff development programs and the research/teaching nexus are also discussed.

Life at the Research-Teaching Nexus

Author(s): David Dunne (Simon Fraser University, Canada)

In this chapter, the authors show how research in design methods can be integrated with research in learning to help students cope with problems. They provide examples of courses in which students are encouraged to see problems from different perspectives and reflect on the process of problem solving itself. This type of reflection has been woven into the authors’ own teaching of Management in four ways: by engaging in reflective problem solving, by approaching problems as researchers would, by confronting theory with practice and building new theories, and by turning process into subject matter. The authors describe these approaches and provide examples of their application in practice.

Developing a Teacher Training Technology Workshop Series

ISBN: 9781466643987; © 2013; 18 pages
Author(s): Paul Stengel (Teachers College, Columbia University, USA)

During the summer of 2010, a graduate school of education at a leading research university launched a 14-month teacher residency program (TRP) aimed at producing high quality teachers for urban schools. Guided by a framework of inclusive education (Hamre & Oyler, 2004), residents were scheduled to complete various components of teachers education, including a technology component designed to familiarize residents in the use of new media web technologies to purposefully enhance teaching and learning. The educational technological (ET) component focuses on helping residents think conceptually about meaningful methods to teach for understanding with technology. The framework supplies a flexible set of guidelines that help developers see how technology may provide “significant educational leverage” (Wiske et al., 2005). Although this approach has been successful, challenges developed, including: providing time for residents to practice new skills, solving the varied access to updated technologies in under-resourced urban school classroom placements, identifying technology platforms that are ubiquitous, inexpensive, and accessible, and maintaining workshop sessions relevant to the theory taught in various tracks of the TRP. This case study outlines the instructional design process the ET used to approach the development of the workshops for the technology component of the TRP.

Web-Based Simulations for the Training of Mathematics Teachers

ISBN: 9781466643963; © 2013; 33 pages
Author(s): Maria Meletiou-Mavrotheris (European University Cyprus); Katerina Mavrou (European University Cyprus)

A crucial step in learning to fly an airplane is to use a simulator, where the risks are minimized or even eliminated, and similar problems and hazards can be replayed and reflected upon time after time. A key aspect of this case study is to exploit such techniques by adopting the latest technological developments in simulating teaching practice. The case study explores the affordances offered by digital simulations for contextualizing pre-service teachers’ learning of mathematics content and its pedagogy. Using the simulated classroom, SimSchool, as a virtual field experience, the authors seek to bridge the classic gap between teacher preparation and practice. SimSchool intends to create reality-based learning contexts to strengthen appreciation of how to implement standard-based mathematics instruction in complex classrooms.

They Can’t Fix What They Can’t Hear

ISBN: 9781466643956; © 2013; 13 pages
Author(s): Peter Fadde (Southern Illinois University Carbondale, USA)

The Grammar Case touches on aspects of instructional design that go beyond scope and sequence of content, including: communicating with a client, representing a learning problem from the perspectives of different learning theories and human performance improvement, working with institutional stake holders, and considering instructional and non-instructional interventions. In this case, instructional designers must address a sensitive learning problem with limited financial resources and an institutional culture resistant to change. The case mostly depends on problem finding. A key instructional technology issue in the case is how the designers can ethically and feasibly use recorded video from public school classrooms to assess student teachers’ grammar mistakes and as stimulus material for instruction.

Like Someone You Know

ISBN: 9781466643949; © 2013; 23 pages
Author(s): Peter Fadde (Southern Illinois University Carbondale, USA); Lisa Peden (Southern Illinois University Carbondale, USA)

The client, a university tutoring center director, collaborates with a designer, an Instructional Design and Technology (IDT) professor, and his students to develop an interactive multimedia format presenting at-risk college students with stories of people dealing with similar issues as them. The scenario-based simulations (SBS) prompt students in a study skills course to openly, but safely, discuss the often sub-optimal decisions made by characters in the scenarios. This case takes readers inside the process of developing the SBS format from scratch. Transcribed interview comments from both the client and the designer reveal an iterative and negotiated process rather than a systematic ADDIE process. The case highlights: adapting corporate-style “soft skills” computer-based training (CBT) to higher education, the role of CBT in a blended course, rapid development of multimedia products, and use testing of products with authentic learners.

Defining University Teaching Excellence in a Globalized Profession

ISBN: 9781466644205; © 2013; 12 pages
Author(s): Kenneth Bartlett (University of Toronto, Canada)

In universities around the world, metrics have been developed to assess research extremely well in the career development of faculty, but teaching effectiveness has been left to subjective and generally unreliable evidence. There are seldom standards of achievement provided, and each file is usually assessed without reference to others. This creates a need for a broad set of expectations in the academy for excellence and competence in teaching. This chapter discusses how the authors’ experiences in faculty development in three institutions reflect both the need for such metrics and the difficulties in establishing procedures. From this, he hopes a debate about how to establish international guidelines for teaching excellence that parallel the rigour given to the assessment of research can be initiated to guide decisions in the modern, internationalized university.
Use of Apple iPads in K-6 Math and Science Classrooms

ISBN: 9781466643895; © 2013; 16 pages
Author(s): Tara Bennett (University of North Carolina Wilmington, USA); Florence Martin (University of North Carolina Wilmington, USA)

In this chapter, the authors review how iPads were used in a middle school math class at a technology magnet school. Ms. Martin, a science teacher at this school, is considered to be an early adopter of technology at her school and has been using iPads for more than a year in her sixth grade classroom. Ms. Bennett received 25 iPads, and sought the help of Ms. Martin to integrate them into her curriculum. In this case study, Ms. Bennett documents what she learns from the visit, and she discusses it with Ms. Martin and Mr. Pallapu, the technology facilitator at school. Tips and techniques for implementation, benefits and challenges of the iPad, recommended apps, and instructional strategies are described by Ms. Martin and Mr. Pallapu throughout the case.

Developing a Web Application for the Integration of Real-World, Scientific, Problem-Solving into the Secondary Classroom

Author(s): Susan Gill (Stroud Water Research Center, USA); Nanette Marcum-Dietrich (Millersville University of Pennsylvania, USA); John Fraser (New Knowledge Organization, USA)

In the 21st century, digital natives spend much of their lives online, yet many teachers still use the same educational technologies as a challenge (e.g., Ertmer, 2005; Li, 2007). The authors propose that the familiarity and ubiquity of these media offer a valuable way to engage students in meaningful learning. In the last decade, the National Science Foundation has invested heavily in bringing technology into the K-12 classroom by funding an array of cyberlearning applications to investigate how they can transform student learning. “Model My Watershed” is an experimental platform that integrates online learning with an understanding of the physical world within an interdisciplinary framework. This case study documents the development of this application from concept through implementation and beyond, and it provides insight into the challenges of application design and deployment.

Implementing Educational Technology for Facilitating Non-Human Coaching or “E-Coaching”

Author(s): Teri Warner (Inteil Corporation, USA); Darlene Van Tien (Capella University, USA & University of Michigan – Dearborn, USA)

HiTech Corporation (pseudonym) and its organizations are always looking for new methods of expanding its capabilities to help employees enhance competence and increase workplace satisfaction. While they would like to offer coaching to all employees, the costs associated with traditional coaching have limited coaching to only upper management. With today’s technologies, one possible solution is to develop coaching opportunities that do not require a coach and can be used anytime, anywhere. Through a small pilot and a subsequent larger release, the corporation tested an e-Coaching system that employees could use for an alternative to traditional coaching.

Vision and Strategy for Developing a Successful Online Degree Program on a Shoestring Budget

Author(s): Jeton McClinton (Jackson State University, USA); Michele Estes (James Madison University, USA)

Historically Black Colleges and Universities (HBCU) are rich in history, culture, resources, and opportunities. This case study explains the thought processes of administrators and faculty at one HBCU as they respond to an institutional initiative to increase student enrollments during an economic downturn. Although online learning opportunities offer potential for increasing student enrollments and university income, this approach generates a series of complex questions within the College of Education where resources are limited. Questions relate to the need for, and potential impact of, online learning; related pressures and paradigms in higher education; technology and management concerns; and faculty perspectives and preparation. This chapter considers how to overcome barriers to revive and implement an online degree program with these issues in mind.

Should Traditional Classrooms Have Formal Facebook Groups?

ISBN: 9781466643802; © 2013; 22 pages
Author(s): Mark Hart (University of Florida, USA)

As students, teachers, and school professionals work to determine boundaries between the classroom and social media, implementation choices are being made between the lines of school technology policies. In response to formal barriers, many students are taking it upon themselves to make their own social media sites, such as Facebook, to supplement their classroom learning. In this study, a class Facebook page encompassing five sections of an AP United States History course at Ida Baker High School was examined for an entire school year to show how students use the page. The decision whether Facebook is a viable official tool for the school belongs to that of the District’s Technology Officer, the Principal, the Department Chair, and the teachers. This case examines whether one school should embrace this tool to accompany traditional classes or continue with more formal software to supplement the classroom.

It’s Not All Fun and Games

Author(s): Hope Kelly (University of Florida, USA); Margeaux Johnson (University of Florida, USA)

This chapter explores the design and development process for the iLOOK game, a grant-funded educational game about information literacy at a large public university. This case is presented through the eyes of Leslie Anderson, a young librarian who is passionate about the subject matter, but lacks the technical skills and managerial experience to implement her vision. It describes the challenges and successes of coordinating the project across departments with varying cultures. The key players include: a library content team, a computer science programming lab group, a humanities undergraduate research group, and an expert on educational games. Despite ultimately running into issues, the partners and the campus were enthusiastic about the potential of games to enhance the ability to access, evaluate, and use information.

Life at the Research-Teaching Nexus

Author(s): David Dunne (Simon Fraser University, Canada)

In this chapter, the authors show how research in design methods can be integrated with research in learning to help students cope with problems. They provide examples of courses in which students are encouraged to see problems from different perspectives and reflect on the process of problem solving itself. This type of reflection has been woven into the authors’ own teaching of Management in four ways: by engaging in reflective problem solving, by approaching problems as researchers would, by confronting theory with practice and building new theories, and by turning process into subject matter. The authors describe these approaches and provide examples of their application in practice.
Understanding the Role of Instructional Video in Higher Education Settings

Author(s): William Sugar (East Carolina University, USA)

Susan Flanagan, a recently hired instructional designer at Mount Lee Community College, helped the Social Sciences Division faculty members create online modules and classes. As expected, several instructors were reluctant and resistant to teaching their respective courses online. Based on instructional design analyses, Susan identified that the "lack of interaction" was the main concern. Based on her findings, Susan convinced 80% of the Social Sciences faculty to incorporate one-minute video introductions into their respective online courses. As a result, Susan is now tasked with making a recommendation to the Academic Committee meeting of the Academic Core Standards Committee and the Board of Trustees on instructional design best practices for a variety of video technologies.

Preparing Beginning Teachers to Use Instructional Technology Effectively

Author(s): Nanette Marcum-Dietrich (Millersville University of Pennsylvania, USA); Oliver Dreon (Millersville University of Pennsylvania, USA)

In this case study, two education professors examine how a historically-founded instructional technology course evolved to reflect and model the pedagogy needed in a 21st century classroom. The development of course content and structure, which allowed their students to identify problems and collaboratively create solutions, was critical in this evolution. With this new focus, the role of the students changed from being passive actors in an instructor-designed space into one where students were actively engaged in creating their understanding through their participation.

Using an Observation Cycle for Helping Teachers Integrate Technology

Author(s): Julia Fuller (University of Florida, USA); Barry Bachenheimer (University of Florida, USA)

This chapter presents a simulated case study for class discussion about supporting teachers with technology integration. The study frames the authors' definition of educational technology by focusing on research-based technology training and follow-up observation cycles for facilitating teachers' application of technology into instruction. Readers should consider the importance of utilizing professional development to support teachers via technology training. The instructional design of the study includes a focus on adult learning assumptions (Knowles et al., 1998) and elements found in the professional development literature, such as: content focus, active learning, coherence, duration, and feedback opportunities for helping teachers integrate technology, and it promotes further analysis of the case.

A Professional Development School Technology Integration and Research Plan

ISBN: 9781466643819; © 2013; 24 pages
Author(s): Neal Shambaugh (West Virginia University, USA)

Technology diffusion in public schools has varied in scale from local and state initiatives to large-scale governmental-funded programs, but the teachers’ use of technology remains limited with focus on the tools. Teacher education programs face a similar challenge in having pre-service teachers integrate technology and model best practice for teachers in public schools. One model for teacher education is viewing public schools and university-based teacher education program as Professional Development Schools (PDS). In this case, a mature, 20-year old PDS model is described along with how technology has been implemented across the teacher education program and within the PDS-network member schools. This case poses for the reader two questions: How can technology diffusion occur in a PDS model addressing the different agendas of university, school, and state? And, how can a technology integration plan also include program evaluation and/or research features so that the plan is formally and systematically studied?

Overcoming Barriers to Instructor Adoption of a Learning Management System

ISBN: 9781466643925; © 2013; 14 pages
Author(s): Stephen Asunka (Regent University College of Science & Technology & Accra, Ghana)

Following a realization that a Web-based Learning Management System (LMS) deployed by a University in Ghana remained largely unused by instructors, the university's management intervened. The university wishes to expand access to its educational resources through the use of Information and Communication Technologies (ICTs). Instructors play a pivotal role in this direction and were trained, motivated, and appropriately resourced to enable them to use the LMS effectively. Five years down the line, however, most instructors are still ambivalent towards using the LMS software. This chapter concludes by suggesting that one approach to solve the problem might be to engage all instructors in participatory activities aimed at collectively identifying and addressing the issues and challenges.

Developing Scholarly Teaching at a Research University

ISBN: 9781466644120; © 2013; 16 pages
Author(s): Spencer Benson (University of Maryland, USA); Ann Smith (University of Maryland, USA); David Eubanks (University of Maryland, USA)

In this chapter, the authors explore how faculty teaching communities focusing on learning and student learning have been instrumental in transforming the perception of teaching into an engaging scholarly activity. Faculty engagement in learning communities devoted to teaching and learning facilitates the development of new knowledge and insights into teaching and student learning. It also encourages new perceptions regarding the roles of teaching in the faculty's professional career. Using a case study approach, the authors describe various examples of learning communities at the University of Maryland that have transformed perceptions about teaching.

The Teaching Assistants’ Community of Practice Facilitates Undergraduate Online Learning in a Blended Course

Author(s): Xiaojun Chen (Purdue University, USA); Jea Choi (Purdue University, USA); Ji Yu (Purdue University, USA); Timothy Newby (Purdue University, USA)

This chapter describes a peer-led community of teaching assistants, illustrating ways in which peer-led mentored training enables the creation of a teaching assistant community. In this community, all actors are encouraged to contribute to the establishment of a body of knowledge and expertise about the effective use of technology for educational purposes. There is an expectation that instructors will take the lead in using technology and establishing a body of knowledge and experience about the effective use of technology. The community of practice model supports the shift in roles and activities for teaching assistants and faculty by increasing peer-to-peer engagement and offering new opportunities to engage with experts and practice. Specifically, this chapter will illustrate these ideas by referencing an undergraduate blended course.

Beyond Hidden Bodies and Lost Pigs

ISBN: 9781466642607; © 2013; 31 pages
Author(s): Joe Pereira (British Council, Portugal)

Interactive Fiction is a text-based genre of video games which blends participatory storytelling, the exploration of virtual worlds, and logical puzzle-solving. Since it is a form of electronic literature and video game and is compatible with the principles of second language acquisition, it can be used for digital game-based language learning. This chapter presents a case study on the perceptions of English learners on the use of Interactive Fiction to practise language skills, particularly as a means of improving reading for fluency. The games played by the learners were 9:05 and Lost Pig, and the results produced by the study provided positive evidence towards the use of Interactive Fiction as an engaging language learning tool.
Reflections on the Role of Self-Paced, Online Resources in Higher Education or How YouTube is Teaching Me How to Knit

ISBN: 9781466644199; © 2013; 24 pages
Author(s): Cath Ellis (University of Huddersfield, UK)

In higher education sectors around the world, lecturing remains the mainstay of teaching and learning practice (see Bligh, 1998; Jones, 2007), despite the fact that countless high-profile and widely read scholars have shown lecturing's pedagogic value to be questionable (see Bligh, 1998; Gibbs, 1981; Laurillard, 2002). Lecturing remains the focus of much speculation (see Jones, 2007), but it may be the case that lectures have finally met their match in the form of online resources. The availability and number of these resources grows, and the viability of face-to-face lecturing becomes increasingly tenuous. In this chapter, the authors outline the impact that these resources are having on pedagogy and curriculum design in general and in higher education in particular, and they offer a case study of the use of this strategy in a higher education context within an English Literature module. The authors conclude by offering reflections on personal experiences as on-demand learners and offer some suggestions as to how university teachers and the institutions for which they work may need to rethink their operation.

The Single Most Consequential Thing We Do in Universities

ISBN: 9781466644182; © 2013; 26 pages
Author(s): Grant Campbell (University of Manchester, UK)

Assessing students is arguably the single most important thing done in universities in terms of tangible impacts on people's lives, but this assessment is hard for some academics. This difficulty is based on the little to no training received, and for many it is the most worrying aspect of the job. The University of Manchester operates a New Academics Programme for its probationary lecturers delivered in two sessions throughout the year; this case study describes the introduction of an assessment component into this programme. The first session covers the importance of assessment and gives guidance for designing good assessments and giving feedback. The second session goes more deeply into constructive alignment and learning outcomes, leading on to decision making in exam boards, and ending with a focus on cultivating academic judgement.

Pedagogical Action Research

ISBN: 9781466644175; © 2013; 13 pages
Author(s): Lin Norton (Liverpool Hope University, UK); Tessa Owens (Liverpool Hope University, UK)

In this chapter, the authors consider the dominance of the managerial discourse in higher education related to staff development in learning and teaching. There is an implication of a “deficit” approach to externally imposed staff development in learning and teaching where the assumption is that something in the teacher's practice needs to be improved (Biggs, 1993). Such an approach does not take account of disciplinary and subject alliances, nor does it intrinsically motivate the individual academic; thus, it is unlikely to engender any real conceptual change. In light of these issues, the authors put forward a case for establishing strong communities of practice in teaching and learning where professional academics themselves can continue to influence policy and practice within their departments, their institutions, and ultimately, across the sector. In so doing, they draw on an example at one UK university of a community of practice in learning and teaching that evolved as a grass roots Pedagogical Action Research (PAR) group in 2001. The authors conclude by analysing the effect of this initiative on the individual, the institution, and the wider learning and teaching community.

Achieving Excellence in Teaching

ISBN: 9781466644168; © 2013; 11 pages
Author(s): Iain Doherty (University of Hong Kong, Hong Kong)

The purpose of this chapter is to examine the challenges of achieving systemic change in the teaching culture of a research-intensive university. The chapter makes use of a teaching improvement case study to identify both the challenges and the solutions to engaging academics in a research-intensive university with educational professional development. Ongoing issues are identified and future research directions are presented.

Getting the Context Right for Quality Teaching and Learning

Author(s): Lynne Hunt (University of Southern Queensland, Australia & University of Western Australia, Australia); Michael Sankey (University of Southern Queensland, Australia)

This is the story of top-down, middle-out, and bottom-up change to promote learning and teaching at a regional university in Australia. The case study documents a whole-of-university change process designed to get the context right to enhance university learning and teaching. It describes the baseline for action, the planning processes, and implementation strategies that adapted a project management approach. The chapter explores contestable issues associated with centralised university change processes versus devolved, faculty initiatives, and it shows how these might be combined, while also outlining the guiding principles of the change process. Furthermore, it also featured a systems approach designed to make it difficult for staff to get things wrong.

Quality Teaching Quality Learning

ISBN: 9781466644014; © 2013; 12 pages
Author(s): Michael Prosser (University of Sydney, Australia & University of Hong Kong, Hong Kong)

The aim of this chapter is to outline the results of over 20 years of research into university teaching from a student-learning perspective, demonstrate how teaching from this perspective relates to student learning, and show the implications of this research for supporting teaching and learning in higher education. These results have important implications for how we develop and implement quality assurance and enhancement processes in teaching and learning and how we recognise and reward quality teaching in higher education. If the outcomes of good teaching are quality student learning, then quality assurance, quality enhancement, and the recognition and reward for good teaching needs to focus on the students and their learning. This is a student-focused view of quality teaching. Some of these implications are described by examining some recent developments in quality assurance, enhancement, and recognition and reward at the University of Hong Kong.

Motivating Teaching Excellence

ISBN: 9781466644137; © 2013; 11 pages
Author(s): Peter Felten (Elon University, USA); Ashley Finley (Association of American Colleges and Universities, USA)

Despite the widespread use of teaching awards in the United States, little is known about whether such awards influence faculty attitudes or behaviors on teaching. Since there is a lack of systematic evidence to understand what motivates faculty beliefs and actions on teaching, this chapter explores this motivation. Drawing from a national study of faculty across twenty colleges and universities, the authors find that, like other professionals, U.S. faculty highly value the support of their colleagues, particularly as it applies to innovating in the classroom and pursuing engaged learning practices. They argue there is compelling evidence to suggest that the presence of intrinsic rewards for innovation in teaching (e.g. opportunities to discuss pedagogy with colleagues and building a campus culture supportive of teaching) has greater impact on critical faculty outcomes, such as job satisfaction and commitment, than extrinsic rewards like teaching awards and even stipends.
Quality Teaching in the Social Sciences
ISBN: 9781466644021; © 2013; 18 pages
Author(s): Lynne Hunt (University of Southern Queensland, Australia & University of Western Australia, Australia)

This chapter is about discipline-based teaching and students’ active engagement in learning-by-doing. It notes threshold concepts in sociology, highlighting the development of critical thinking and academic study and research skills. It shows how student-centred, authentic learning pedagogy and a student learning journey perspective was applied to social science teaching. It offers practical examples of teaching strategies revealing the importance of curriculum alignment, planning, and reflective practice for university teachers and students.

Mindfulness to Enhance Teaching and Learning
ISBN: 9781466644076; © 2013; 12 pages
Author(s): L. Chan (University of Hong Kong, Hong Kong)

This chapter explores the concept of mindfulness as a skill required both by teachers and by students by providing a brief review of why the concept of mindfulness is gaining attention in medicine and higher education. As a mindful practitioner, the author describes examples of how mindful practices in his daily life have opened and enriched his teaching experiences and enhanced student learning. Mindful practice has also enabled the author to take a broader perspective of how medical schools can develop “better” doctors. In engaging with colleagues across the university, the author has applied this perspective to develop a medical humanities course for the undergraduate medical curriculum.

Inquiring Minds in Undergraduate Instruction
Author(s): Tanya Chichekian (McGill University, Canada); Olivia Hua (Olivia (Liv) HuaMcGill University, Canada); Bruce Shore (McGill University, Canada)

Research-based or scholarship-based teaching leads to better learning and sustained motivation. Creating a mutually supportive link between teaching and research comprises the teaching-research nexus. In this chapter, the authors address the teaching-research nexus in undergraduate education by presenting a range of initiatives for inquiry-based instructional improvement through activities that require integrated, individual, and collaborative efforts in and across disciplines. The authors present theoretical and practical arguments of the theory of social constructivism in support of a professor’s own scholarship and teaching. They also highlight the importance of changing the nature of undergraduate teaching by offering examples of how undergraduate instructors can foster inquiry-based learning in their teaching as well as ways of facilitating these approaches to teaching. To be able to connect research and teaching in students’ minds, instructors must strengthen within undergraduate students some of the knowledge, skills, and dispositions that enable the development and maintenance of inquiring minds.

Applying Technology in a Classroom Setting, where Procedural Learning is the Focus
Author(s): Elliott Currie (University of Guelph, Canada)

This chapter explores the use of Lecture Capture Technology in accounting courses that are taught using a five-stage learning model based on aviation training. The implementation of the technology in large classes exceeding 250 students is complicated by lack of attendance, and this is addressed through technology by implementing an electronic Classroom Response System. Both technologies are effective in providing high student satisfaction and deep learning. It also discusses approaches that can be implemented with a variety of technologies that are able to deliver high student satisfaction and deep learning. It notes threshold concepts and ways of furnishing these approaches to teaching as a provision has been made for staff promotions to be given primarily on teaching prowess, as opposed to the historical research focus only.

3M Fellows Making a Mark in Canadian Higher Education
ISBN: 9781466644106; © 2013; 9 pages
Author(s): Arshad Ahmad (Concordia University, Canada); Denise Stockley (Queens University, Canada); Roger Moore (St. Thomas University, Canada)

The 3M National Teaching Fellowship program, developed in 1985, has a rich history in Canada as the premier teaching award, coveted by university professors and post-secondary institutions alike, and it has evolved into one of the most successful partnerships in Canada. Despite the program’s expansion and building strength, the original vision of celebrating teaching excellence and leadership in teaching continues to distinguish it from other national award programs. Surprisingly, the selection process for new fellows is rigorous despite not issuing monetary awards. This case study explains the prestigious award by highlighting the history, selection process, and multiplier effect of the community of 3M Fellows. Further, the authors distinguish the salient aspects of the 3M Fellowship Program from other award schemes in higher education.

Using Technology in Learning and Teaching
ISBN: 9781466644045; © 2013; 20 pages
Author(s): Ron Oliver (Edith Cowan University, Australia)

A shift from pure neuroscience research to research into innovative approaches for teaching and learning has afforded an opportunity to consider ways to develop and integrate technology to improve student learning. Using the authors’ teaching of histology at University College London (UCL), they describe how student learning and engagement in the subject has been advanced through the integration of a Web-based platform for students to view microscope slides. The opportunity to explore these innovations has been facilitated by a recent increase in recognition of teaching at UCL and the consequent expansion of the teaching grant program to explore new technological solutions for learning. In addition, there is now increased incentive to consider new approaches to teaching as a provision has been made for staff promotions to be given primarily on teaching prowess, as opposed to the historical research focus only.

Research-Inspired Teaching and Teaching-Inspired Research
Author(s): Gregor Campbell (University College London, UK)

This chapter explores the concept of excellence in teaching by considering both what has been published in literature and case examples of different approaches to medical education. Five issues that relate to using art in medical education are discussed include: (1) Learning to Look: visual literacy and its role in developing diagnostic abilities; (2) Building Bridges: the role of art in encouraging inter-disciplinarity; (3) To Cope or Not to Cope: the role of art as a stress-reduction strategy; (4) Death by PowerPoint: transference for learning the science of medicine; and (5) Doctor as Artist: the role of art and art-making during professional/medical identity formation. The authors utilize three case studies to demonstrate Building Bridges, Death by PowerPoint, and Doctor as Artist.

White Coat Warm hEART
ISBN: 9781466644069; © 2013; 13 pages
Author(s): Carol Courneyea (Health Sciences, Canada)

In this chapter, the authors explore the concept of excellence in teaching by considering both what has been published in literature and case examples of different approaches to medical education. Five issues that relate to using art in medical education are discussed include: (1) Learning to Look: visual literacy and its role in developing diagnostic abilities; (2) Building Bridges: the role of art in encouraging inter-disciplinarity; (3) To Cope or Not to Cope: the role of art as a stress-reduction strategy; (4) Death by PowerPoint: transference for learning the science of medicine; and (5) Doctor as Artist: the role of art and art-making during professional/medical identity formation. The authors utilize three case studies to demonstrate Building Bridges, Death by PowerPoint, and Doctor as Artist.

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Electronic Portfolio Encouraging Active and Reflective Learning

ISBN: 9781466643970; © 2013; 36 pages
Author(s): Vivek Venkatesh (Concordia University, Canada); Eva Bures (Concordia University, Canada); Ann-Louise Davidson (Concordia University, Canada); C. Wade (Concordia University, Canada); Larysa Lysenko (Concordia University, Canada); Philip Abrami (Concordia University, Canada)

At the Centre for the Study of Learning and Performance in Montréal, the authors have developed, tested, and disseminated to schools in the Canadian provinces of Québec and Alberta, without charge, an Electronic Portfolio Encouraging Active and Reflective Learning (ePEARL). ePEARL is designed to be faithful to predominant models of self-regulated learning (SRL; e.g., Zimmerman, 2008; Zimmerman & Schunk, 2011), scaffolding and supporting learners and their educators from grade one through grade twelve and beyond. In a series of empirical studies, the authors have explored the impact of ePEARL on the development of students' SRL skills and their literacy skills, also researching classroom implementation fidelity and teacher professional development. The case study presented herein briefly explains the development of ePEARL, the authors' research program, and issues in the scalability and sustainability of knowledge tools in secondary schools. Using triangulated data sources from teachers and learners, this case study presents three vignettes and discusses the design and implementation of ePEARL in scholastic settings across the Canadian provinces of Québec and Alberta. The discussion case provides in-depth analysis of learners' portfolios in ePEARL, as well as teacher perceptions related to integration of electronic portfolios in classrooms.

Changing Culture

ISBN: 9781468644144; © 2013; 22 pages
Author(s): Geraldine Lefoe (University of Wollongong, Australia); Dominique Parrish (University of Wollongong, Australia)

This chapter presents a framework for the development of leadership capacity in higher education institutions that is underpinned by the concept of distributed leadership. This approach focuses on the development of all members of the institution as leaders, not just those in formal leadership positions. The case study used to illustrate this approach is drawn from an initial program at a regional university in Australia. This program, known as the Faculty Scholars Program, has become embedded in practice at the university, and it empowered a group of academics, who were not in formal leadership positions, to lead key change initiatives within the institution. The chapter describes the pilot program initiated locally and how the program was expanded in 2006-2008 through funding by the Australian Learning and Teaching Council to include three other institutions, with further funding provided in 2009 to expand to two more institutions.

Get Your Head in the Game

ISBN: 9781466642683; © 2013; 12 pages
Author(s): Brian Herrig (Canon-McMillan School District, USA)

This chapter discusses the development and implementation of an introductory programming unit within a seventh grade technology education course. The goal of this unit was to introduce the concepts of programming to middle school students in a way that was accessible and unintimidating. Digital games provide an inherent level of engagement not present in other programming activities. Additionally, the digital game environment provides a safe platform for experimentation without concern for safety or equipment. The curriculum described in this chapter provides many practical examples of how digital games can be incorporated into a technology education classroom to engage students in the world of programming.

Challenges of Introducing Serious Games and Virtual Worlds in Educational Curriculum

ISBN: 9781466642782; © 2013; 26 pages
Author(s): C. Ribeiro (Instituto Superior Técnico, Technical University of Lisbon, Portugal); J. Pereira (Instituto Superior Técnico, Technical University of Lisbon, Portugal); C. Calado (Akademia, Portugal); C. Ferreira (Akademia, Portugal)

Although the impact that Virtual Worlds and Serious Games can have on learning efficacy and efficiency has been recognized, there are still many open questions related to this issue. Specifically there are not specific guidelines or standards to help practitioners introduce this kind of technologies in a learning environment. In this chapter, the authors describe two experiments involving virtual worlds and serious games in a learning environment, allowing the authors to understand the real potential of this kind of technology, as well as some of the difficulties one can come across. The authors hope that the experiments described in this chapter can serve as a basis for similar experiments done by other practitioners. Finally, some of the pitfalls that should be avoided are described as a set of lessons learnt at the end of the chapter.

It's All in How You Play the Game

ISBN: 9781464642775; © 2013; 14 pages
Author(s): Shani Reid (ICF International, USA); Helene Jennings (ICF International, USA); Scot Osterweil (The Massachusetts Institute of Technology, USA)

The purpose of this chapter is to describe a study of the online learning game Lure of the Labyrinth. The game is unique in that it is based on a model for how learning games can be effectively used in classroom settings. Key components of the model include identifying games appropriate for the classroom, incorporating the game in a way that maximizes instructional time, and reconstructing the role of the teacher in game play lessons. The model was tested by 29 teachers in 80 middle school classroom, where 1,549 students were exposed to the game and its associated resources. In a quasi-experimental study of the impact of the game on student outcomes, it was determined that students in school districts that more closely followed the game implementation model performed better than their comparison group.

The Role of Animations and Manipulatives in Supporting Learning and Communication in Mathematics Classrooms

ISBN: 9781466642768; © 2013; 11 pages
Author(s): Lida Uribe-Flórez (New Mexico State University, USA); Jesús Trespalacios (New Mexico State University, USA)

This chapter describes the use of computer-based animation and manipulatives to support learning and communication of mathematical thinking in a fourth-grade classroom. The educational animation called Overruled, part of the Math Snacks project (mathsnacks.com), was utilized to address the concept of length units. The animation describes a story in which the king and the queen from two different kingdoms (Kingopolis and Queentopia) fell in love and wanted to unite their territories by constructing a bridge. Engineers from each kingdom were responsible for building their side of the bridge, but each kingdom had its own length unit. Authors follow research-based recommendations to use the Overruled animation in mathematics activity with fourth-grade students.
Games, Models, and Simulations in the Classroom

Author(s): Terence Ahern (West Virginia University, USA); Angela Dowling (West Virginia University, USA)

Games, models, and simulations have been suggested as an effective classroom activity for the middle school. This chapter describes the use of a teacher-created simulation targeted to one unit of the science curriculum, and the authors found the key feature in classroom games is each student's commitment to the effort of playing the game. Given the cultural importance of video games, students understand the underlying requirements of playing games. Once the students commit wholeheartedly to playing the game they are able to engage their imagination and creativity while understanding that “failure” is simply a part of the game. The key to the authors' success was the use of a whole class scaffolding technique that allowed the teacher and her students an opportunity to play.

Death in Rome

Author(s): Shannon Kennedy-Clark (Australian Catholic University, Australia); Vilma Galstaun (University of Sydney, Australia); Kate Anderson (University of Sydney, Australia)

This chapter presents a case study that used an online game in a science teacher training course about computer-supported inquiry learning. Numerous studies have shown that pre-service teachers complete their education with an inadequate range of skills and knowledge in the use of technology in the classroom. The authors focus on developing pre-service teachers' skills in using a game, Death in Rome, to teach students through inquiry-based learning. In the workshop, the participants were required to complete an inquiry-based learning activity using an online game. Overall, this study shows a positive change in attitudes towards game-based learning in science education.

Preparing Pre-Service Teachers for Game-Based Learning in Schools

ISBN: 9781466642737; © 2013; 23 pages
Author(s): Soojeong Lee (Kyungnam University, South Korea)

This chapter describes the pre-service teacher's preparation of teaching the complex topic of consumption education to middle school students when using Farmville, a social network-based game. Because of the abstract nature of this discussion, there are many limits to teaching this topic using only theoretical classes. Students reported, however, that using Farmville was helpful in learning on consumption and related contents, specifically because of its ability to confirm specific results, including stream of resources management, consumption pattern by decision-making process, etc. through the process of giving and receiving resources with peers who participate in a game. Also, students understood the stream of actual market economy and realized many limits to teaching this topic using only theoretical classes. Students reported, “Sell Your Bargains” or Playing a Mixed-Reality Game to Spice-Up Teaching in Higher Education

Author(s): Chrissi Nerantzi (University of Salford, UK)

This case study relates to a mixed-reality game that has been developed and used by the author in the area of Academic Development, specifically within the Learning and Teaching in Higher Education (LTHE) module of the Postgraduate Certificate in Academic Practice (PGCAP). The game aims to provide a highly immersive learning experience to the players and opportunities to enhance their teaching in more creative ways as a result of their engagement and participation. The author shares details about this mixed-reality game and the pedagogical rationale on which it is based with other practitioners. The following also explores how this approach could be adapted and used in different learning and teaching contexts to transform learning in Higher Education into a more playful and creative experience to motivate and connect individuals and teams combining physical and virtual spaces.
Learning and Teaching as Communicative Actions

ISBN: 9781466642676; © 2013; 28 pages

Author(s): Scott Warren (University of North Texas, USA); Anjum Najmi (University of North Texas, USA)

Over the last decade, digital games have become important vehicles to support student learning. In particular, transmedia games have shown a propensity to allow instructors, students, and designers to create learning games inexpensively and rapidly, all while showing learning improvements and allowing for rapid change. The first goal of this chapter is to review existing theoretical models of game learning and to provide an overview of a new model called “Learning and Teaching as Communicative Actions.”

Strategies for Effective Digital Games Development and Implementation

ISBN: 9781466642669; © 2013; 31 pages

Author(s): T. Lim (Heriot-Watt University, UK); S. Louchart (Heriot-Watt University, UK); N. Sutie (Heriot-Watt University, UK); J.M. Ritchie (Heriot-Watt University, UK); R.S. Aylett (Heriot-Watt University, UK); I.A. Stanescu (“Carol I” National Defense University, Romania); I. Rosceau (“Carol I” National Defense University, Romania); I. Martinez-Ortiz (Universidad Complutense de Madrid, Spain); P. Moreno-Ger (Universidad Complutense de Madrid, Spain)

This chapter considers how Serious Games (SGs) as a digital technology endevours to support effective lifelong learning. Three fundamental characteristics of the SG ecosystem, game mechanics, interoperability, and assessment, are considered here as strategic elements. These elements impact how SGs support learning, affect the learning environment, and the development process. A prospective deconstruction of SGs into its pedagogical elements and its game mechanical nodes is presented to make aware the interoperability modus from which topical (domain) frameworks or architectures can be structured and assessed. To this end, the chapter explores the conceptual underpinnings through a case study on the eAdventure platform and argues that the key elements form the foundation for strategic development and implementation of SGs.

Medicina

ISBN: 9781466642652; © 2013; 21 pages

Author(s): Amanda Müller (Flinders University, Australia); Gregory Mathews (Flinders University, Australia)

The School of Nursing & Midwifery at Flinders University provides dedicated support for the English language needs of over 500 international students. As part of a strategic plan to deal with communication difficulties among these students, a series of language-learning initiatives are being implemented. One of these is Medicina, a game which has already undergone the full cycle of development, testing, and release; it familiarizes students with confusable and common medication names and aims to improve phonological awareness through a focus on word form. This chapter discusses the creation of Medicina from inception through to dissemination, detailing the stages, challenges, and lessons learned in the process, in the hope of informing other educators of the level of commitment involved in a digital game-based project.

Civilization IV in 7th Grade Social Studies


Author(s): Solomon Sennick (American School of Bombay, India)

Civilization IV allows a player to experience the development and management of complex components of an empire, like technology acquisition, trade, and diplomacy. It includes a thorough encyclopedia-like reference tool, Civiliopedia, which a player can use to inform one’s decision making. When the game is broken down into parts and approached with thoughtful, creative pedagogy, students are motivated to learn historical concepts, systems thinking, and skills like information fluency and creativity at their own pace.

Integrating Learning Management Systems in K-12 Supplemental Religious Education

ISBN: 9781466643796; © 2013; 22 pages

Author(s): Dana Hackley (Indiana University of Pennsylvania, USA); Mary Leidman (Indiana University of Pennsylvania, USA)

The separation of church and state in the United States brought more reliance on congregations for religious education, and, as a result, there is a long history of supplemental education within the walls of churches, synagogues, and mosques. However, there is an increasing pressure on American congregations to remain technologically relevant in order to teach digital natives the prayers, traditions, and morals in which their faith is founded and thus continue to grow the community. In most cases, the integration and adoption of such technology proves exceedingly challenging, and this case study specifically focuses on the challenges faced by Jewish congregational religious schools when adopting e-Learning tools. Discussion encompasses one attempt to integrate the learning management system, Moodle, into a congregational religious curriculum.

Enhancing Nutritional Learning Outcomes within a Simulation and Pervasive Game-Based Strategy

ISBN: 9781466642638; © 2013; 12 pages

Author(s): Mark McMahon (Edith Cowan University, Australia)

The chapter outlines the design of a game to raise nutritional awareness within primary school-aged children by using a blend of simulated and pervasive elements with ubiquitous technologies to enhance children’s capacity to make informed choices. Nute’s Adventures in Nomland is a project currently being undertaken at an Australian university to explore the potential of a casual game can be used to help parents and children understand the different nutritional values of the food they eat. The game contains both pervasive and simulation elements. The pervasive nature of the game is evident in the use of mobile phones to scan nutrition labels as part of a shopping activity. This shopping is then brought into a simulation game that allows learners to explore the effects of their decisions on a virtual pet, Nute, and then identify strategies to address shortfalls in that decision-making.

Work Integrated E-Learning in Public Administration

ISBN: 9781466643994; © 2013; 28 pages

Author(s): Jorge Martins (The University of Sheffield, Information School, UK); Rosa Martins (Portuguese Ministry of Education and Science, School Libraries Network, Portugal)

This chapter describes the experience of the Portuguese School Libraries Network (SLN) as a case study in the development of work integrated e-learning in Public Administration. In 2008, SLN developed the School Libraries Evaluation Model (SLEM), with the objective of collecting information about how school libraries (SLs) across the country operate and contribute to effective teaching and learning. Since 2010, schools have been invited to identify and self-evaluate performance across key domains, for which a set of critical success factors, assessment indicators, and performance levels is established. The application of SLEM implied that schools would have to deal with new management concepts and techniques, and become conversant with working technologies that were until then unfamiliar to them. Two professional groups, inter-municipal advisers (IMAs) and teacher librarians (TLs) were pivotal in this process; these were the two sets of civil servants who benefited from the design and implementation of a work-based online training. The following sections of this chapter contextualize the operation of SLN, provide insight into application of SLEM, and discuss in more detail the key characteristics of the trainee-centered e-learning environment that has been established to facilitate the training of IMAs and TLs. Particular emphasis will be given to the issues of organizational support, instructional design, and alignment of instructional contents with performance requirements.
Game-Making in a Fourth Grade Art Classroom Using Gamestar Mechanic

ISBN: 9781466642706; © 2013; 23 pages
Author(s): Michelle Aubrecht (Ohio State University, USA)

Making a game can be a creative act for students because it is a way to “play” with ideas. Game making is a creative and iterative process, and it may help students develop the ability to think non-linearly, create and understand systems, and hone such 21st century skills as critical and analytical thinking skills. It also permits for deeper explorations of social issues that afford avenues for storytelling, allowing both game players and game makers to engage in meaning-making experiences. In the art classroom, students can explore design considerations, such as color, shape, balance, composition, rhythm, and meaning making. Game making is an iterative, multi-disciplinary mode of self-expression and communication, and it is a demonstrable example of student learning.

Using 3D Virtual Reality Technology in Cyber Ethics Education

ISBN: 9781466642893; © 2013; 21 pages
Author(s): Toshihiko Matsuda (Tokyo Institute of Technology, Japan); Hiroshi Nakayama (Tokyo Denki University, Japan); Kazue Tamada (Edogawa University, Japan)

In this chapter, the authors introduce the e-learning material that they developed using Three-Dimensional Virtual Reality (3D-VR) technology in cyber ethics education. They propose a new instructional method that teaches students to use three types of knowledge in their analyses of moral judgment problems: knowledge of ethical codes, ICT, and rational judgment; they verify that this method is more effective than the conventional method. In addition, the authors developed e-learning material that provides students with analytical problems and feedback according to their ability to understand ethical codes. Reality and authenticity are key to learning for every student. To inculcate a sense of seriousness toward the problems in e-learning material, the authors devised various dialog methods and built an effective instructional design model, such as the three-way interaction model.

3D Modeling in a High School Computer Visualization Class

ISBN: 9781466643000; © 2013; 29 pages
Author(s): Rebecca Combs (Humana Inc., USA); Joan Mazur (University of Kentucky, USA)

This semester-long case study in a rural high school’s Introduction to Computer Visualization course focused on a detailed analysis of pedagogical approaches, the learning environment, and student performance outcomes. Classroom observations, student interviews, and instructor’s commentary yielded insights regarding how students learn to create virtual 3D models and what contexts for learning best support the modeling processes students’ learned in the course. The social learning environment of this particular classroom, the combination of didactic, guided practice and exploratory modes of inquiry, self-selected work groupings, and peer designations of expertise were powerful mediators of students learning resulting in high quality modeling products.

Using Second Life® to Teach Collaboration Skills to Pre-Service and In-Service Special Educators

ISBN: 9781466642997; © 2013; 23 pages
Author(s): Melissa Hartley (West Virginia University, USA); Barbara Ludlow (West Virginia University, USA); Michael Duff (Discover Video Productions, USA)

Second Life®, an online virtual world, is currently used at West Virginia University for simulation activities and role-playing exercises in teacher education programs in special education. The purpose of this chapter is to describe a design experiment in a pilot case study, explain the rationale for using virtual reality, and describe how learning activities were developed, implemented, and evaluated. It also discusses plans for future research and practice and offers suggestions for using virtual simulations in other teacher education programs.

Evaluating Games in Classrooms

ISBN: 9781466642805; © 2013; 20 pages
Author(s): Günter Wallner (University of Applied Arts Vienna, Institute of Art & Technology, Austria); Simone Krieglstein (University of Vienna, Faculty of Computer Science, Austria); Johannes Biba (University College of Teacher Education Vienna/ Krems, Austria)

Educational games have gained wide acceptance over the years and have found their way into many classrooms. Numerous evaluations of such games have been published, but most evaluations were carried out in controlled environments, with a small sample size or over a short period of time. The particular context, however, where playing takes place has been established as a critical factor for game-based learning. Moreover, educational games are often considered as black box, measuring only input and output variables but neglecting the intermediate process, and many researchers have argued that evaluations of should go beyond testing the learning outcomes to show how and why it works. In this chapter the authors describe the evaluation of the game DOGeometry, which was carried out in a classroom environment over a four month period. They report the development process, the design of the evaluation, results, challenges, and problems faced.

3D Virtual Worlds as Creative Pedagogy for Art Education

ISBN: 9781466642980; © 2013; 32 pages
Author(s): Lily Lu (Northern Illinois University, USA)

As 3D Virtual Worlds (VWs) have become an ongoing trend in education, their potential application in art education needs to be demystified. The author reviews the literature on 3D VWs for education and art education that highlights their unique characteristics and related issues and reveals the learning opportunities for engaging students. The author also presents her virtual world curriculum and pedagogy, student work examples, and student responses to new art and learning media from her Art Café® Second Life research project. She makes recommendations for future research that examines the 3D VW as a creative learning/teaching environment, art form/medium, and exhibition/creation ground, and an emerging curricular topic for inquiry.

Taking Elementary Document Camera Use to the Next Dimension

ISBN: 9781466642980; © 2013; 26 pages
Author(s): Nancye Blair (The Schools of McKeel Academy, USA)

The world’s first stereoscopic 3D document camera, the 3D Ladibug, is quite unique in its ability to facilitate an interactive and constructivist implementation of stereoscopic 3D content in the elementary classroom. It allows teachers and students to enhance lessons with custom-designed learning activities. Through a blend of anaglyph and full-color stereoscopic 3D images, students are able to translate this technology into applications with print media, video editing, and live-action presentations. In the pilot implementation, educators have observed increases in student excitement, engagement, attention span, etc. in students. Teachers were inspired to integrate an increased number of visual aids and hands-on activities into class activities when using this tool. Through its traditional 2D document camera functionalities and added stereoscopic 3D capabilities, the 3D Ladibug Document Camera proved to be a highly effective teaching tool, captivating students and teachers by breathing life into classroom models, manipulatives, and presentations.
Earth System Science in Three Dimensions

ISBN: 9781466642599; © 2013; 26 pages
Author(s): Meghan Marrero (Mercy College, USA); Glen Schuster (U.S. Satellite Laboratory, USA); Amanda Bickerstaff (CUNY Graduate Center, USA)

NASA-Sponsored Project 3D-VIEW [Virtual Interactive Environmental Worlds] is a lower middle school curriculum aimed at using 3D stereo technologies to enhance students’ understanding of science concepts. In Project 3D-VIEW, ten to twelve-year-old students use 3D stereo technologies to visualize concepts such as plate tectonics, the composition of the atmosphere, biological succession, and erosion. This mixed methods case study provides an overview of the project’s successful use of 3D technologies, as evidenced by student test scores as well as a qualitative analysis of student focus groups and interviews with teachers and administrators. The findings indicate that using 3D technologies within a context of standards and research-based curriculum design can improve student engagement as well as performance on standardized tests.

3D Technology in P12 Education

ISBN: 9781466642942; © 2013; 24 pages
Author(s): Karla Spencer (Morehead State University, USA); Lesia Lennex (Morehead State University, USA); Emily Bodenlos (Morehead State University, USA)

3D technology has progressed dramatically, with its research driven by the question of how it can benefit students. Upon much completed research, some new ideas have come about to answer this question. It has become a tool used by many industries, from television to business, but 3D technology has recently become increasingly popular in the field of education. With more 3D technology available than ever before, teachers are able to help their students visualize content in new ways, and the visually based technologies utilizing either DLP enabled projectors and/or 3D computer programs have become the most common of graphically enhanced materials for P-12 schools. Teachers have also begun construction of some of their own 3D materials using either movies or still photos. While the technology is relatively recent, the advances to enable uses in the classroom have brought 3D to a viable place in the schools. This chapter provides a brief history of 3D technology, research of a teacher-friendly 3D camera (Aiptek), and a free 3D construction program, Google SketchUp.

Developing 3D Case Studies for Authentic Learning Experiences

ISBN: 9781466642928; © 2013; 24 pages
Author(s): Joanne Lavin (City University of New York, USA); Xin Bai (City University of New York, USA)

This chapter describes the authors’ effort to develop and pilot prototypes of 3D case studies in Science, Social Studies, and Language Arts courses for authentic interdisciplinary learning in the health and allied health professions. It explores 3D technologies that rely on rich visual affordances and specialized knowledge for meaningful simulations of clinical spaces. The pilot results suggest 3D case studies appear to be an exciting, promising, affordable pedagogy to engage students in analyzing a real life situation. Here, the authors emphasize what they think is unique about this project: 1) it fostered interdisciplinary knowledge construction; 2) it was piloted with a quasi-experimental design with random assignment; and 3) it included data of attitudinal and cognitive measures.

3D Science and Social Studies in Grades 5-6

ISBN: 9781466642911; © 2013; 22 pages
Author(s): Emily Bodenlos (Morehead State University, USA); Lesia Lennex (Morehead State University, USA)

Technologies available for the classroom range from interactive whiteboards to 3D printers. This research was conducted at Texas Tech University (TTU) Libraries on the feasibility and potential benefits of using stereoscopic 3D content in a classroom or library. The authors share background information gathered during the first phase of the research, including an overview of stereoscopic 3D technology and a review of related research. They then discuss findings and recommendations from the second phase of the research, including detailed coverage of 3D equipment, practical advice for using 3D technology, and results from demonstration and survey sessions conducted with TTU faculty, staff, and students. The authors also share options for accessing and creating stereoscopic 3D content. They end with a discussion of some future directions of stereoscopic 3D.

3D Video Production in Education

ISBN: 9781466642898; © 2013; 20 pages
Author(s): Jay Wilson (University of Saskatchewan, Canada); Stefan Scott (University of Saskatchewan, Canada)

Use of video by teachers can make learning more engaging or content easier to understand. Traditionally, video created by teachers can be produced with inexpensive digital cameras and basic editing software. With a renewed commercial interest in Three-Dimensional (3D) video and with video equipment costs declining, the option now exists to have 3D video in classrooms. What is not known is the process to allow for teacher-created video that can take advantage of the 3D format. This case details how an undergraduate teacher candidate created a 3D video using existing production equipment and freely available software. The chapter examines the planning details, course design, and outcomes related to 3D video production; suggestions to educators for integrating 3D into their schools are also included.

Do 3D Pedagogical Agents Help Students Learn Science?

ISBN: 9781466642881; © 2013; 23 pages
Author(s): Noah Schroeder (Washington State University, USA); Olusola Adesope (Washington State University, USA)

This systematic review investigates the effects of 3D pedagogical agents on learning scientific materials. A comprehensive search of the literature produced 576 research abstracts. After applying pre-determined inclusion criteria, fifteen studies compared the use of 3D pedagogical agents with a non-agent control condition to offer instruction to participants. The results revealed that 3D pedagogical agents provided more benefits to students learning science than other instructional approaches, such as reading a text. The results are discussed, and suggestions for future research are delineated.

Analyzing the Effects of a 3D Online Virtual Museum in Visitors’ Discourse, Attitudes, Preferences, and Knowledge Acquisition

ISBN: 9781466642874; © 2013; 22 pages
Author(s): Adriana D’Alba (University of North Texas, USA); Greg Jones (University of North Texas, USA)

This chapter presents the results of a study conducted in Mexico in 2011 with a group of undergraduate students. It examines the effectiveness of an online three-dimensional learning environment and its effects in visitors’ discourse, attitudes, preferences, and knowledge acquisition during and after a real museum visit. Primary results show that: a) participants who used the virtual museum previous to the museum visit showed an increase in discourse, enjoyment, and knowledge about the exhibition, and b) using a three-dimensional previsualization can enhance and influence the learning experience in educational settings in a positive way.
Students’ Perceptions of a 3D Virtual Environment Designed for Metacognitive and Self-Regulated Learning in Science

ISBN: 9781466642867; © 2013; 25 pages
Author(s): Jody Clarke-Midura (Harvard University, USA); Eugenia Garduño (Harvard University, USA)

Immersive and 3D virtual environments have the potential to offer more authentic science inquiry learning that allows for metacognitive and self-regulated learning strategies. While metacognition and self-regulated learning are important for science inquiry learning, little research exists on linking these skills with students’ experience in a 3D immersive environment designed to teach science inquiry. The authors conducted two studies to explore how curricula delivered via immersive technologies have the potential to create learning experiences that allow for authentic inquiry learning and enable metacognitive processes and self-regulated learning. In the first study, they examined the relationship between students’ metacognition and their self-identified experience with the curriculum. The authors found a relationship between students’ metacognition and feeling like a scientist. In their second study, the authors examined the causal effect of the treatment on students’ self-identified experience with the curriculum, and they found that students who participated in the treatment identified with the role of a scientist.

Learning with the Support of a Digital Game in the Introduction to Finance Class

ISBN: 9781466642812; © 2013; 14 pages
Author(s): M. Romero (ESADE Law & Business School, Spain); M. Usart (ESADE Law & Business School, Spain)

This chapter aims to introduce the case of the eFinance Game ( eFG), from the Serious Games’ design to an analysis of the learning experience resulting from the use of the game, as well as its use in the context of the Introduction to Finance course in ESADE Law and Business School. The chapter brings attention to the Serious Games (SG) learning experience, considering students’ perception of both ease of use and usefulness, but also the implications for teaching and learning assessment that arise with the utilization of this game. Considering the students’ performance and their perception of the game, the chapter then analyzes the current challenges and transfers the knowledge generated by this case to practitioners aiming to design, develop, and use digital games in their schools.

Racing Academy: A Case Study of a Digital Game for Supporting Students Learning of Physics and Engineering

Author(s): Richard Joiner (University of Bath, UK), Ioanna Iacovides (University College London, UK), Jos Darling (University of Bath, UK), Andy Diamant (Penwith Further Education College, UK), Ben Drew (University of West of England, UK), John Duddley (Barnfield Further Education College, UK), Martin Owen (Medulus, UK) and Carl Gavin (Manchester Business School, UK)

The aim of this chapter is to report a case study where the authors evaluated how effective Racing Academy is at supporting students’ learning of science and engineering. A week before using Racing Academy, the 219 students participating in the study were given a pre-test, consisting of an assessment of the students’ knowledge of engineering or physics and motivation towards engineering or physics. A week after they had used Racing Academy, they were given a post-test, which was the same as the pre-test, but asked how motivating they found Racing Academy. The project found that after playing Racing Academy there is an increase in students’ knowledge and understanding in all five of the courses in which Racing Academy was used, and the students found Racing Academy motivating to play.

Student Learning Experience through CoSpace Educational Robotics

Author(s): Amy Eguchi (Bloomfield College, USA); Jiayao Shen (Singapore Polytechnic, Singapore)

CoSpace educational robotics is a new educational digital media that enables users to try out programs and strategies with both virtual and real objects. The CoSpace educational robotics program was created to integrate digital game- and simulation-based learning with educational robotics in order to attract different populations of students into the STEM field. The chapter introduces the concept of CoSpace and CoSpace educational robotics, the educational theories that support learning through CoSpace educational robotics, and a case study of RoboCupJunior CoSpace educational robotics. During the RoboCupJunior 2011 competition, held in Istanbul, Turkey, 14 teams participated using the CoSpace platform in the demonstration league events. The results of a survey from participating students suggest that CoSpace educational robotics promotes learning of collaborative skills and indicates that CoSpace educational robotics might be able to provide the users Csikszentmihalyi’s flow state (Csikszentmihalyi, 2008).

Emotional and Behavioral Disorders Students Using Computer-Assisted Devices

ISBN: 9781466616738; © 2012; 5 pages
Author(s): Martina Ramos-Rey (School Teacher, USA)

Paul was a 12 year old 6th grader diagnosed as Bipolar, ADHD, and having difficulty controlling impulses. He attended a public school and remained all day in the general education classroom. After trying multiple research-based interventions over a period of weeks, Paul’s teacher and the behavior specialist decided to try computer software designed to help him reflect on his behaviors and how his behaviors made others feel. This chapter illustrates what the computer software showed Paul’s teacher and the behavior specialist.

Readiness in Systems Implementation

ISBN: 9781466610118; © 2012; 37 pages
Author(s): Eric Lou (University of Salford, UK); Hafez Salieh (University of Malaya, Malaysia)

Higher education sector is notorious for lagging behind the industrial sector in the application of IT/IS systems and infrastructure; this chapter presents the application of the IT/IS readiness model in a higher education organization. This organisation was established in 1967 offers programmes from various fields. In 1996, Academic Division (AD) identified the need to improve the management of the student database due to the increase of students and programs offered by the organization. AD also identified that the Legacy Student Information System (SIS) was unable to cope with the increasing demand of data administration. This case study presents the overview of issues encountered while assessing the e-readiness of the organisation after most of the systems went live. Post implementation, the system has been able to reduce the redundancies in processes and has been able to provide a more effective support to students and staff, but there are still several issues and conflicts to be resolved.

Use of Technology to Motivate Students

ISBN: 9781466616653; © 2012; 4 pages
Author(s): Deepak Verma (Classroom Teacher, USA)

A middle school teacher proposed that since students these days are more at ease with technology due to the excessive use of technology gadgets in their lives, electronic whiteboards would further engage students. This brought about some changes in this inner city school which had failed the state Annual Yearly Progress (AYP) report more than once. This case study examines whether the sudden surge in student motivation was the result of the novelty effect or the Hawthorne effect. It also explores the question, will the surge in motivation soon fade away?
The Laptop Tracking Plan

ISBN: 9781466616677; © 2012; 3 pages
Author(s): Jessie Munks (School Teacher, USA)

A school was able to receive the "Technology for All" grant to issue a large number of laptop computers for students to check out and use at home. A policy for checking out the laptops was developed that included: a software utility to keep track of the amount of time students may keep the laptop, the implantation of antitheft tracking software to minimize loss, the maintenance plan of the laptops, how they were to be insured, etc. Later on, the school principal had to devise a new plan so that the laptop checkout policy would not escalate into damages and possible lawsuits.

School Districts Stumbled on Data Privacy

ISBN: 9781466616684; © 2012; 4 pages
Author(s): Irene Chen (University of Houston Downtown, USA)

The story describes how three school institutes are grappling with the loss of private information, each through a unique set of circumstances. Pasadena City Public Schools discovered that it had sold several computers containing the names and Social Security numbers of employees as surplus. Stephens Public Schools learned that personal information about students at one of its middle schools was lost when a bag containing a thumb drive was stolen. Also, Woodlands Public Schools accidentally exposed employee personal data on a public Web site for a short period of time. The cases in this chapter offer a discussion of the best ways for these institutions to act upon the exposure of their private data.

Budget Woes

ISBN: 9781466616691; © 2012; 5 pages
Author(s): Irene Chen (University of Houston Downtown, USA)

A small group of technology application teachers and campus IT specialists exchanged ideas about how the latest round of budget cuts might impact their jobs and technology on campus in general. Issues brought up included how schools “can do it all cheaper” if more online courses are added, how dual credit courses are becoming more popular among families with much smaller tuition budgets, how teachers have to wait longer for new computers, how campus Web sites are outdated due to lack of maintenance fees, and how campus instructional technologists are too busy fixing obsolete computers and equipment.

Lack of Technology in Urban Schools

ISBN: 9781466616707; © 2012; 3 pages
Author(s): Tamika Washington (Future School Teacher, USA)

Many times in urban schools, computers and learning software are either at a short-age or simply do not exist. In these schools, the ratio of students to computers can be as high as 20 to one. This case study compares the learning technology resources and opportunities accessible to William and Terrance, two cousins who attended 4th grade in two different school districts.

Pop Quiz Debacle

ISBN: 9781466616745; © 2012; 4 pages
Author(s): Leanne Spinale (School Teacher, USA)

It is now commonplace for students to bring PDAs and smart phones into the classroom, which gives them swift access to the Internet. While this technology is a benefit for students conducting research for a project, it can also be detrimental for educators conducting assessments. "Pop Quiz Debacle" describes a particular quandary for educators who work with advanced placement or Gifted/Talented students. For students with a very high GPA and other academic performance, what distinguishes them is how perfect they are, so there's no room for any kind of error. If there's no room for error, students tend to cheat, even though these students would have done just fine on the test. The students claim that they cheat because it is their safety net.

Principal's Letter to Parents

ISBN: 9781466616752; © 2012; 5 pages
Author(s): Irene Chen (University of Houston Downtown, USA)

In recent years Facebook, MySpace, and other social-networking sites have been blamed for the suicides of some teenagers because parents complained that their children were traumatized by comments posted by cyberbullies on these sites. Schools and districts are taking action in response. Some respondents replied that their districts had banned social-networking sites for their students and/or teachers, while a smaller percentage did not ban the sites at all. In the following case study, which is a true story based on a news report in the Sprint of 2010, a middle school principal calls for parents to yank their children from all social-networking sites after a so-called “Naughty List” was posted on Facebook.
Cyber Gangs inside the Classroom

Students in classrooms face challenges of which teachers and adults are either unaware or simply do not notice. Neither Jonathan’s parents nor his teachers knew about the different situation Jonathan was experiencing with his classmates. Like so many parents and teachers, they did not have any reason to suspect that ten-year-old Jonathan was a victim of a cyber gang’s activities occurring right in his own living room and inside his classroom. This case study delves into more information about cyber gangs in the classroom.

A Study of the Relationship between Freshman Composition and Student Performance in Intensive Writing Courses

This case study searches to answer the question of whether or not ENGL1301 should be required as a prerequisite to other intensive writing courses. If ENGL1301 were germane to performance in intensive writing courses, then taking ENGL1301 before taking the intensive writing courses should consistently reduce the odds of negative outcomes in the subsequent courses. The evidence suggests that ENGL1301 should not be required as a prerequisite to intensive writing courses. This is because the sequencing of ENGL1301 did not predict the likelihood of adverse outcomes in intensive writing courses. Additionally, this is because college readiness and having effective writing skills were both predictors of the likelihood of adverse outcomes in intensive writing courses. The data do underscore the importance of ensuring that students are college-ready and have some degree of writing proficiency, whether or not that proficiency comes from ENGL1301, before attempting intensive writing courses.

Technology Integration in the Home?

The question of whether or not students should be penalized for homework assignments that require the use of a computer if their families cannot afford to buy one. In this case study, Mrs. Lincoln, who developed her course using a web-based course management system named Moodle, spent time working on her Moodle pages and posting assignments. She then explained to students how the Moodle application. After a couple of weeks, Mrs. Lincoln noticed that a quarter of her students were not completing their Moodle-based assignments. This case study explore the approaches the Mrs. Lincoln took towards the lack of participation from her students.

Collaboration in Student Assessment Research

The Office of Institutional Research (OIR) at Small State University has evolved from an Office of Planning and Analysis whose primary responsibility was for collecting and reporting descriptive statistics to an OIR with growing responsibilities for outcomes research. In this chapter, the authors describe the transition of the OIR to provide more support to outcomes research and program/project evaluation, in particular, a case related to the university’s Quality Enhancement Plan (QEP) and First Year Experience (FYE) efforts is described. At Small State University, faculty were interested in understanding more about how a particular FYE course and its learning community contributed to student success indicators beyond retention rates. Through collaboration between the OIR, the Associate Provost (AP), and the Associate Vice President for Learning Assessment (AVPLA), data regarding FYE courses and learning communities was assessed; the findings supported the skills learned through the FYE course and learning communities are mechanisms through which at-risk students can improve overall GPA and retention. This collaboration between the OIR, the AP, and the AVPLA provided a foundation upon which focused studies of student characteristics and outcomes assessment can proceed in the future. A framework for organizing the work of institutional research and learning assessment is proposed.

Large School District Struggles to Obtain E-Rate Funds After Bid-Rigging Probe

E-Rate, a funding source established by the Federal Communications Commission (FCC) in 1997, is meant to ensure Universal Telecommunications Service is available to public schools and libraries. Telecommunication services include voice, data, internet, and classroom learning solutions. Schools and libraries apply for E-Rate assistance when adding telecommunications infrastructure upgrades. If approved, applicants are required to follow and maintain strict accounting procedures and any red flags raised during the continual compliance assurance process can immediately stop funding until a resolution is found. The potential for a good deal of tension among education stakeholders exists when E-Rate funding is put on hold due to such audit questions; such experiences are common as detailed in this case study.

The National Research University

High education administrators constantly face tough decisions when assessing the feasibility of university programs. In fiscally responsive environments, programing traditions, university culture, and institutional practices along with the strategic missions of the university are constantly and carefully cross examined. This case study challenges its readers to bring these participants to life by expanding upon the presented material. By utilizing questions included in the case study and examining the lessons learned, readers are challenged to project the possibilities of synergistic endeavors that will support students while satisfying fiscal, programmatic, and personnel issues.

Technology and the Substitute Teacher

A great deal goes into ensuring a smooth-running classroom when a teacher is absent. Mrs. Truman, a substitute teacher, highly recommends pre-regulated set-up and training in technology for substitute teachers. This case study explores technology’s relationship with a substitute teacher and how it can benefit a class.

Using Bad News to Make Good Decisions

Along the way, a number of personnel, organizational, and technical problems were encountered, and many were resolved. What did became clear is that using data to inform decision making is an evolving process that can provide a solid basis for continuous program improvements.

Science Project, Kim-Jang

Korean society’s shift from agriculture to industry in the past 40 years has affected the lifestyle of Koreans, limiting the majority of children’s access to natural settings. Scholars in childhood education identify that the significant changes dilute Korean culture and traditions and hinder the healthy development of children. Teachers in South Korea today design learning environments and implement instructional lesson plans to combat the effects of urbanization, industrialization, and globalization. One of the notable lesson units is Kim-jang, integral to the Korean culture, which engages children, families and the community in activities through gardening and a variety of other activities. It is designed to accommodate intrinsic learning modalities of young children; to integrate standards-based content areas to strengthen skills and build knowledge; to deepen interpersonal and intrapersonal insight; and to enhance traditional cultural values and practices as they are lost through rapid industrialization.
A Million Ghosts

ISBN: 9781466609952; © 2012; 17 pages
Author(s): Aaron Baggett (Baylor University, USA)

On the surface, West Point’s long line of cadet moral development may not seem obvious. Perhaps notable alumni, its history in educating engineers, or maybe even its architecture are commonly thought of first. However, upon closer examination and consideration of the Academy’s dynamic curricular and extracurricular structure we find, throughout its history, that the moral and character education and development of its cadets is the foundation upon which engineers are taught and buildings are constructed. The moral development curriculum is discussed further in this chapter.

A Framework for Examining Data and Taking Action to Increase Student Retention and Graduation

ISBN: 9781466610019; © 2012; 13 pages
Author(s): Gita Pitter (Florida A&M University, USA); William Hudson (Florida A&M University, USA)

Increasing student retention and graduation is one of the most difficult challenges facing Traditionally Black College and University (TBCUs). This chapter examines the type of data that is generally available and useful to issues of retention, and suggests a variety of possible actions that can be undertaken to address the findings and impact retention and graduation rates. The framework of IR data and possible actions to address problems revealed by data is based on the experiences at Large State A&M University. The issues revealed are common to many TBCUs, and it is hoped that this sharing of information will assist other TBCUs in addressing the important issues of retention and graduation rates.

Examining University Retention Efforts of Non-Traditional Students

ISBN: 9781466609976; © 2012; 10 pages
Author(s): Valerie McGaha-Garnett (Oklahoma State University, USA)

Many non-traditional and first-generation students face multiple limitations to successful academic achievement. A primary strength related to academic success that Sarah, a student, identified, was her ability to provide emotional and financial stability for her family. To accommodate her full-time schedule and parenting demands, Sarah expressed a need to learn through distance education from a research-based, state university. Adult learners, like Sarah, are more likely to seek online instructional delivery services in order to seek educational credentials and job enhancement for the workplace. Despite the increased usage of web-based course delivery, many students favor traditional learning environments in the university (Adams & Corbett, 2010). Thus, personal, academic, and social factors may determine non-traditional students’ preference in learning methods.
Developing an Assessment Plan for the Arts and Sciences Division of a Comprehensive Community College

Author(s): Annette Smith (West Texas Plains College, USA); Stephanie Jones (Texas Tech University, USA)

Assessment of student learning outcomes at institutions of higher learning has become a strategic initiative as accountability discussions continue to stir within the academic environment. This case study looks at the various aspects of developing, implementing, and evaluating an assessment plan for the Arts and Sciences division of a comprehensive community college. Discussions include: how to instill an “assessment” focus within an institution, the importance of identifying appropriate leadership and establishing assessment committees, how to get faculty buy-in, etc. The case study reflects on the first two years of the four-year assessment process that the institution has completed.

Using Machine Learning Techniques in Student Dropout Prediction

ISBN: 9781466609907; © 2012; 15 pages
Author(s): Rajeev Bukralia (Dakota State University, USA); Amit Deokar (Dakota State University, USA); Surendra Sarnikar (Dakota State University, USA); Mark Hawkes (Dakota State University, USA)

This chapter outlines a case of identifying students at-risk of dropping out of online courses by using institutional research data. It delineates this step-by-step process that includes: identification of appropriate constructs and variables, data collection, data pre-processing, data analysis, and model evaluation to develop a predictive model for student dropout in online courses. Included is a comparative data analysis of various machine learning techniques, such as Artificial Neural Networks, Decision Trees, and Support Vector Machines, with statistical Logistic Regression analysis. The chapter provides steps for data analysis and predictive modeling using the open source, downloadable data mining software, WEKA. The chapter concludes with a discussion on the challenges and suggestions for building a predictive model in the context of institutional research.

The Birth of a Survey

ISBN: 9781466610026; © 2012; 17 pages
Author(s): Mary Fehr (Texas Tech University, USA); Mary Agnello (Texas Tech University, USA); Steven Crooks (Texas Tech University, USA); Fethi Inan (Texas Tech University, USA); Raymond Flores (Texas Tech University, USA)

Changing demographics in the United States compel us to measure the effectiveness of academic programs to address issues of diversity, and this assessment is critical in institutional research. A survey at a large public university in the Southwestern U.S. in response to several factors: (1) results from a university-wide survey of graduating seniors regarding attitudes toward diversity were alarming; (2) assessment had become part of institutionalized procedures in the college because the College of Education was under NCATE accreditation review; (3) the Curriculum and Instruction department chair requested it; (4) the teacher certification program’s mission to prepare teachers to be effective in a diverse classroom. This process appeared simple at first, but after three years, researchers are just now reaching a point where the survey validity is strong and the questions need no further revision.

African Americans and Planned Resilience

ISBN: 9781466610033; © 2012; 12 pages
Author(s): Hansel Burley (Texas Tech University, USA); Lucy Barnard-Brak (Baylor University, USA); Valerie McGaha-Garrett (Oklahoma State University, USA); Bolanle Olaniran (Texas Tech University, USA); Aretha Marbly (Texas Tech University, USA)

The purpose of the current study is to examine secondary school factors that predict the performance and persistence of African American students at postsecondary institutions. Ajzen's (1991) Theory of Planned Behavior (TPB), used as the theoretical framework of this study, suggests that intentions, driven by attitudes and beliefs, can predict behavior. This theory was adapted to include resilience, a theory that focuses on student assets, rather than deficits. This theory focuses on how children overcome risk factors like poverty and poor schools to reach agreed upon measures of success.

Establishing Continuous Readiness for Specialized Accreditation

ISBN: 9781466610040; © 2012; 8 pages
Author(s): Gita Pitter (Florida A&M University, USA)

Accreditation, whether it be institutional or specialized, is an essential and powerful part of life at academic institutions. This case study provides an overview of accreditation, recent trends, and the role the central administration can play to establish a continuous state of readiness for accreditation. The role of the Provost and the Office of Institutional Research in particular are explored. Procedures and tools, which may be used to address readiness for specialized accreditation, are also discussed.

Closing the Assessment Loop with Program and Institutional Data

ISBN: 9781466610057; © 2012; 13 pages
Author(s): Robert Elliott (Eastern New Mexico University, USA)

Research shows that a nationwide shortage of highly qualified teachers exists, there are not enough people are becoming teachers, and there are increasing demands for institutions to demonstrate a system of accountability through program assessment. As stated by the State Higher Education Executive Officers (2005), “The National Commission on Accountability in Higher Education believes improved accountability for better results is imperative, but how to improve accountability in higher education is not so obvious” (p. 4). Also, many teacher preparation programs are not accredited, and of the 1,300 teacher preparation programs that existed in 1996, only 38 percent were accredited through the National Council for the Accreditation of Teacher Education (NCATE) (The CEO Forum on Education & Technology, 2000, p. 3). While examining the effectiveness of the Teacher Education program assessment at the case institution, three convergent themes emerged. This study explores the themes that came to light during the author's research.

Meta-Analysis as a Tool for Assessing University-Wide Student Learning Outcomes

ISBN: 9781466610071; © 2012; 12 pages
Author(s): Hansel Burley (Texas Tech University, USA); Bolanle Olaniran (Texas Tech University, USA)

The researchers included 10 embedded assessments in the study for a mean gain effect size of .35. From the results of a pilot study, the authors learned that while the technique works, questions about the reliability and validity of the classroom assessments emerged. The authors speculate that institutional researchers can use these techniques to compare the assessment of standards within and among universities.

Measuring Diversity at a Historically Black College of Dentistry

ISBN: 9781466609969; © 2012; 16 pages
Author(s): Garnett Henley (Howard University, USA); Wanda Lawrence (Winston Salem State University, USA); Candace Mitchell (Howard University, USA); Donna Henley-Jackson (UCLA, USA & Baylor University, USA); Tawana Feimster (Howard University, USA)

There are several excellent indices available to quantify diversity within a student body. Lieberson provides the means to measure isolation and interaction, and D-is-similarity works well to identify segregated communities. Results using these indices show that the Historically Black College of Dentistry is a culturally vibrant and diverse academic and social environment. White students at the Historically Black College of Dentistry are more likely to enjoy interaction with other Whites than will Historically Black and Hispanic students at other dental schools. Overall, there was no statistical diversity difference between the Historically Black College of Dentistry and all other dental schools over the 10 year study period. Statistically significant correlations between each index provided a framework for using each index in prediction modeling. Recent methods to manage multi-collinearity, such as extracting unstandardized residuals to use as adjusted coefficients add promise that all indices can be used in future diversity studies.
Cultivating Student-Teachers’ Problem-Solving Abilities by Promoting Utilization of Various Ways of Thinking through E-Learning and E-Portfolio Systems

Author(s): Toshiki Matsuda (Tokyo Institute of Technology, Japan)

This chapter presents a teacher training program that promotes the use of various views and ways of thinking in each subject area to cultivate problem-solving abilities. Although these views and ways of thinking are currently objectives in the Japanese National Course of Studies, teachers have not been instructed on how to teach them. The program was part of the Exercise of Integrated Learning, which is a compulsory course according to the Japanese national standards for teacher preparation programs. The content of each practice lesson focused on one of the two following goals: (1) providing experience with problem-solving-related learning and (2) ensuring that teachers are able to create lesson plans for this type of learning activity. In the program, students received homework assignments on the e-learning system after each lesson where they practiced applying what they had learned during the lessons. After a period of practice lessons, the students explored an e-portfolio system, which allowed learners to conduct collaborative problem-solving exercises while utilizing the aforementioned views and ways of thinking.

Fostering Inquiry in Science among Kinaesthetic Learners through Design and Technology

ISBN: 9781466617247; © 2012; 37 pages
Author(s): Nazir Amir (Greenview Secondary School, Singapore); R. Subramaniam (Nanyang Technological University, Singapore)

Students in the study developed positive attitudes towards studying science and D&T after the project. The study has opened up a route for linking science and CPA into D&T in a simple way that is within the school D&T and CPA curriculum. Not only that, but it places the focus on creativity as an outcome of curricular interaction via an inquiry setting.

Assessing Science Inquiry

ISBN: 9781466617216; © 2012; 27 pages
Author(s): Jody Clarke-Midura (Harvard University, USA); Jillianne Code (University of Victoria, Canada); Nick Zap (Simon Fraser University, Canada); Chris Dede (Harvard University, USA)

Science inquiry is a cognitive process that depends upon the active engagement of students and is minds-on. Given its active nature, however, assessing science inquiry process skills remains a challenge for educators. In this chapter, the authors describe research being carried out to develop Virtual Performance Assessments (VPAs) that measure science inquiry practices. They provide a case study of how VPAs are being used to design summative assessments that measure middle school students’ scientific inquiry aligned with national standards. The goal is to provide educators with a model of how they can assess science inquiry skills in their classrooms.

Technology and the Preschooler

ISBN: 9781466617223; © 2012; 23 pages
Author(s): Lesia Lemmex (Morehead State University, USA); Kimberely Nettleton (Morehead State University, USA); Nikitta Murphy (Morehead State University, USA)

More and more, schools are purposefully utilizing technology in the classroom for learning. As the technology era expands, the age of those interacting with technology seems to be shrinking. Children are highly adaptable and learn at faster rates than adults, and their brains are wired for increased synthesis of complex operations such as speech acquisition and even technology. This case study is an examination of how students explore, navigate, and interact with technologies provides direction for best practices in teaching.

Mobile Technology in the Classroom

ISBN: 9781466617230; © 2012; 32 pages
Author(s): Jimmy Barnes (Jacksonville State University, USA)

Today’s educators must deal with a tremendous gap between how students live and how they learn. While technology is a vital part of most students’ lives, schools frequently fail critically behind in utilizing these emerging technologies for educational purposes. As new technologies become available, educators have tried with varying degrees of success to incorporate these technologies into the curriculum. Individual computers, laptops, computer labs have both proved to be problematic in applications, cost, and availability. Mobile handheld technology is the latest evolution of personal computing and it has demonstrated that these new devices have the power to transition occasional, supplemental use of computers for instruction to more frequent use allowing educators to make them an integral part of the curriculum.

Linking Mathematical Literacy to ICT

ISBN: 9781466602298; © 2012; 9 pages
Author(s): Tshele Moloi (University of the Free State, South Africa)

Finally, there is need to indicate the relationship between mathematics/mathematical literacy and ITCs, and in this chapter, the two are seen inseparable. In everyday life, a person is continually faced with challenges that call for mathematical skills, such as financial issues (hire-purchase, mortgage bonds, and investments), understand house plans, read a map, follow time table, et cetera; with the usage of ICT these can be done very fast and accurately. It is of utmost importance that a person must have a sense and knowledge of Mathematics, so as to detect mistakes committed by the usage of ICT.

Learning Statistics with a Multimedia Resource

ISBN: 9781466617254; © 2012; 34 pages
Author(s): Olusola Adesope (Washington State University, Pullman, USA)

Considerable efforts and research have been undertaken to remedy the attitudes and low performance of students in statistics, researchers, educators, and policy makers have admitted a degree of failure in the teaching and learning of statistics; thus, they advocated a radical rethinking in the way statistics education is implemented (Cobb & Moore, 1997; Moore, 1997, 2005; Weldon, 2005). It has been recommend that technologies should not only be used as a computational tool, but also as a means for providing students with opportunities to explore conceptual ideas (Franklin & Garfield, 2006), and it seems plausible that effectively-designed multimedia resources may help alleviate some of the difficulties students face in learning statistics. This chapter describes a prototype digital resource (StatConquer) for learning about correlation of bivariate data. The chapter also explains how application of some principles in cognitive load theory and multimedia learning theory might facilitate students’ understanding of correlation. It is expected that by delineating the pedagogical approach of StatConquer, this design framework may be adapted for developing other learning tools.

Educational Robotics Meets Inquiry-Based Learning

ISBN: 9781466617278; © 2012; 40 pages
Author(s): Amy Eguchi (Bloomfield College, USA); Lisbeth Uribe (The School at Columbia University, USA)

The chapter introduces an experimental approach to integrating inquiry-based learning into educational robotics in an after school program at a private school in New York City. Educational robotics is a learning tool that provides a hands-on learning environment. However, because of the chaotic nature of the educational robotics hands-on learning environment, student inquiry based learning was not obvious to the students and teachers. The authors developed a digital Robotics Engineering Journal to ensure that learning through inquiry became visible. Through the experiment, the authors learned the importance of scaffolding the process of students documenting their learning, while remaining flexible and responsive to the needs and desires of the students.
Making and Thinking Movies in the Science Classroom
ISBN: 9781466617285; © 2012; 21 pages
Author(s): Lauren Angelone (The Ohio State University, USA)

Making movies in the science classroom can be an engaging way to teach and assess science content understanding, but it can also be a way to encourage students to be critical of the media that is becoming more and more a part of their everyday lives. In this chapter, the author describes a sample inquiry-based project in which students created movies to learn science content. Background is given on classroom management, materials, movie-making basics, and assessment. The project is also framed by critical media literacy, which keeps in mind not only the messages that media products can send, but the messages the tools themselves may also send. In this way, students and teachers not only make movies, but think movies in the science classroom.

Where Are We Heading To?
ISBN: 9781466617209; © 2012; 39 pages
Author(s): Erim Kurtepe (Anadolu University, Turkey); Müjgan Bozkaya (Anadolu University, Turkey); İrem Aydin (Anadolu University, Turkey)

The specific objectives of this attempt to evaluate current trends in distance science education are to explore: the major research themes studied, the popular teaching and learning approaches, and research methods employed in research from 2000-2010. Major findings revealed that the number of articles published on distance science education displayed a lesser degree of publication than that of all distance related articles published in the journals examined during this period of time. Collaborative research efforts in distance science education have been more popular than solo papers, and only a few studies were conducted in international contexts within these years. Distance science education research has been noticeably focused on upper grade levels, referring to high schools and college because there is a different emphasis. Finally, three pedagogical approaches: science as inquiry-based teaching, collaborative learning, and problem-based teaching, have been widely investigated throughout this period.

Using Digital Stories in a College Level Course on Rocks and Minerals
ISBN: 9781466617308; © 2012; 20 pages
Author(s): Prajuki Bhattacharyya (University of Wisconsin, Whitewater, USA)

Digital storytelling juxtaposes the time-honored teaching and learning achievements of storytelling with the modern student’s affinity for technology. Although not commonly used in college science classes, the author incorporated digital storytelling in an upper level undergraduate geology course for majors at the University of Wisconsin, Whitewater. The overarching purpose of this exercise was to integrate the affective domain of learning within the course context, and informal comments from students indicated that this goal was indeed achieved by this exercise. Students identified technological difficulties and the time commitment necessary to create digital stories as the major hurdles they faced during the exercise. In this chapter, the author describes the course design, learning objectives, educational benefits, and strategies to overcome potential challenges of incorporating digital storytelling in college level science courses.

Teaching the Greenhouse Effect with Inquiry-Based Computer Simulations
ISBN: 9781466617353; © 2012; 30 pages
Author(s): Edward Cohen (Piscataway Township Schools, USA); Timothy Zimmerman (Rutgers University, USA)

This case study focuses on how students use a greenhouse effect simulation with a simulation embedded within an inquiry-based technology-mediated science curriculum known as the Web-Based Inquiry Science Environment (WISE). For this research, students from a suburban, diverse, middle school setting were asked to use the simulation as part of a week-long class lesson on global warming and climate change. Using a combination of research methods while using the simulation, the authors present evidence of shifts connected to the use of the simulation. From this data, the authors derived ways that teachers can help students develop deeper understandings of climate science topics through educational technology.

Serious Educational Games (SEGs) and Student Learning and Engagement with Scientific Concepts
ISBN: 9781466617322; © 2012; 23 pages
Author(s): Shawn Holmes (North Carolina State University, USA); Brandi Thurmond (North Carolina State University, USA); Leonard Annetta (George Mason University, USA); Matthew Sears (North Carolina New Schools Project, USA)

Situated in the video game design literature to foster problem-based learning, this chapter illustrates the application of educational theories to create Serious Educational Games (SEGs). SEGs present a learning condition where students can be engaged in standard-based STEM concepts and incorporate these concepts into a fun, interactive challenge where the goal is to solve a problem. Students researched standard-based STEM concepts then used design techniques (i.e., story creation, flow chart, decision trees, and storyboard techniques) and proprietary software to develop their own SEGs. This work sheds light on the process and encourages others to partake in creating similar learning environments, while providing insight into how to design for sustainability.

LOGO and Elementary Mathematics Education in Portugal
ISBN: 9781466617339; © 2012; 36 pages
Author(s): Paulo Carvalho (Cávado Sul Group of Schools, Portugal); Pedro Palhares (University of Minho, Portugal); António Osório (University of Minho, Portugal); Alexandra Gomes (University of Minho, Portugal); Ema Mamede (University of Minho, Portugal)

In this chapter, the authors describe an elementary teachers’ training programme on mathematics education that every year for four years has provided a small time for the exploration of LOGO and promoted its use in the classroom. They reflect on this program and offer insights on teachers’ resistance to change their practices. The authors conclude the chapter with their own ideas for the implementation of LOGO in a group of schools in the near future.

An Interdisciplinary Exploration of the Climate Change Issue and Implications for Teaching STEM through Inquiry
ISBN: 9781466617346; © 2012; 28 pages
Author(s): Michael Urban (Bemidji State University, USA); Elaine Marker (Delaware State University, USA); David Falvo (Walden University, USA)

The importance of science, technology, engineering, and mathematics (STEM) discipline integration and teaching through an inquiry approach are critical facets in education today. The purpose of this chapter is to share useful observations and recommendations about teaching STEM through inquiry for practicing teachers. Three cases are used to collect data about participant interactions with an interdisciplinary activity related to climate change, human population growth, and atmospheric pollution (e.g., greenhouse gases and smog). Participants, mostly pre-service teachers, completed a technology-rich activity, post-test assessment, and survey. The findings discussed include research results, the perspectives of the facilitating instructor, and recommendations for teaching technology-laden investigations through an inquiry approach. In general, the challenges related to teaching with technology and time constraints were found to be significant limiting factors in the success of inquiry-based teaching in STEM.

Video Games in the Classroom
ISBN: 9781466616813; © 2012; 6 pages
Author(s): Anabel Vallejo (School Teacher, USA)

Mrs. Long’s integration of video games in the classroom is a work in progress. She has observed how video games are a great way to motivate and engage students. On the other hand, she has observed how video games can lead to behavior and academic problems. The pros and cons of video game usage in a classroom is explored in this chapter.
Visualizing Content for Computational Geometry Courses
ISBN: 9781466617360; © 2012; 24 pages
Author(s): Christodoulos Fragiadakis (National Technical University of Athens, Greece); Markos Karampatjis (National Technical University of Athens, Greece)

Visualization is highly effective in two and three dimensions, and these are the dimensions where computational geometry occurs in practice. The authors present a hypertext system which creates e-content for computational geometry teaching, and their hypertext system provides geometric and visualization libraries that allow the quick creation of interactive visualizations of computational geometry algorithms. Inquiry-based learning is promoted as the learners have the opportunity to observe, interact, and experiment with the produced animations. Their system utilizes the inherent expressiveness of the Python programming language, which permits coding programs that look like pseudo code, whilst easily making advanced low importance details transparent. This is crucial for pedagogical use in computational geometry courses where the focus should be on the geometric algorithmic aspects, with low level details made abstract.

Getting to the Core
ISBN: 9781466617292; © 2012; 30 pages
Author(s): Patricia Cleary (University of Wisconsin, Parkside, USA)

A semester-long project for senior undergraduate students was completed in a capstone course that focused on the analysis of ocean cores from the northern Gulf of Mexico continental shelf. The course was designed to facilitate students’ synthesis of their studies in geosciences by participating in laboratory studies, group work, and scientific writing on a complex project. The course structure, laboratory methods, technology uses and outcomes provide a framework for project-based courses in geosciences which hold inquiry as the central theme using ocean cores as instructional technology.

Technology Use on My Campus
ISBN: 9781466616844; © 2012; 7 pages
Author(s): Diana Ramirez (School Media Specialist, USA)

Ms. Gonzalez, librarian/media specialist of an urban high school, is asked to prepare a presentation to explain the results of her study of the current status of technology use to a panel of campus stakeholders. The goal of the presentation is to inform the panel of stakeholders so they can develop a plan to further implement the use of technology as a teaching and learning tool on campus.

Interactive Whiteboards
ISBN: 9781466618497; © 2012; 11 pages
Author(s): Heidi Schnackenberg (SUNY Plattsburgh, USA); Michael Heymann (SUNY Plattsburgh, USA)

T. McDonough Central School District, located in a small city in upstate New York, is looking to invest some of its budget in new resources for Hawkins Elementary School, and the School Board is strongly considering interactive whiteboards. Prior to doing so, however, the Board is seeking input about how the technology is used from teachers, students, parents, and other faculty members who have been exposed to the technology about this large-scale budget decision. For each stakeholder, the value and usefulness of the interactive whiteboards are different. Given the school board’s proposed spending initiative, the entire school community appears to be debating how to spend this money and what future interactive whiteboards may have in their schools and classrooms.

SMASH
ISBN: 9781466617193; © 2012; 26 pages
Author(s): Maria Meletiou-Mavrotheris (European University Cyprus, Cyprus); Efi Paparistodemou (Cyprus Ministry of Education, Cyprus)

Acknowledging the central role of parents in children’s learning, the EU-funded project SMASH aims to raise the educational standards of European youth in mathematics and science by cultivating underlying home cultures as springboards for learning. The project consortium has developed, pilot tested, and delivered an innovative intercultural parent-trainer training course and related resources for professionals involved in parent education initiatives. Through the adoption of a blended learning approach that combines e-learning with physical meetings, the course equips these professionals with current knowledge, techniques, and implementation tools for the provision of high-quality, inquiry-based parent training in mathematics and science education. Individuals completing the course are trained to offer programs designed to educate parents of elementary and middle school children in how to best support their child’s mathematics and science learning at home using pedagogically sound strategies and technologies. Parents unable to attend parent-training sessions could still study independently using the project information base, which provides open access to the project’s outputs and resources.

How Do We Close the Gap between Technology Innovation and Available Funding?
ISBN: 9781466616820; © 2012; 4 pages
Author(s): Christian McGlory (School Teacher, USA)

Roosevelt School District, a small urban elementary school district, is trying to find a way to purchase new digital technology for campuses. The bases of this case study are to develop a plan for how the district can pay for new technology.

Technology and Traditional Teaching
ISBN: 9781466616837; © 2012; 6 pages
Author(s): Sina Andegheghris (School Teacher, USA)

Despite recent online learning inroads in schools, many professional educators and administrators remain hesitant, reluctant, and even resistant to teaching with technology. The cause of resistance to technology is often misinterpreted. Teachers do not resist the technology itself, they resist what the technology may represent: change, confusion, loss of control, and impersonalization. As long as these concerns remain unaddressed, technology adoption in any organization will be an uphill battle.

Using Online Collaborative Tools to Foster Middle School Students’ “Public Voices”
ISBN: 9781466616875; © 2012; 30 pages
Author(s): Nick Lawrence (East Bronx Academy, USA); Joe O’Brien (University of Kansas, USA)

Digital participatory media offer urban social studies teachers a unique opportunity to foster students’ civic skills and public voice while enhancing their understanding of social justice within a democratic society. This case study addresses how an 8th grade U.S. history teacher in a New York urban school, when using wikis and online discussion with his students, came to realize that “what [technology] users need in order to take charge of their own online decision making is at best an art and, more often than not, a series of trial-and-error solutions” (Lankshe, 2008, p. 103). While using digital collaborative tools enabled students to develop collaborative and communication skills and begin to learn social justice oriented content, the teacher faced challenges related to technology integration, curricular alignment, selection of appropriate digital tools, and fostering online academic norms among students. This chapter focuses on a teacher’s three-year journey from his first day of teaching to his connecting the use of technology to relevant curricular content to promote his students’ use of online public voices for social justice.
Education

Digitally Capturing Student Thinking for Self-Assessment

ISBN: 9781466616882; © 2012; 18 pages
Author(s): Sheri Vasinda (Texas A&M University-Commerce, USA); Julie McLeod (University of North Texas, USA)

The continuing improvements and access to digital technology provide opportunities for capturing student thinking never considered or available in the past. Knowing the importance of thinking processes and understanding children's resistance to writing them down, mathcasts were used as a way of supporting students during their problem solving. Mathcasts are screencaptures of students' work and thinking as they write and talk about their thinking during mathematical problem solving. The authors found screencasts to be a good technological match with mathematical problem solving that provided a more powerful opportunity that was not available with traditional paper and pencil reflection. When students can revisit their verbal thinking several times throughout the year, they are equipped to self-assess in new, powerful and more reflective ways.

Educational Technology in a Novice Science Teacher’s Classroom

ISBN: 9781466616899; © 2012; 9 pages
Author(s): Selcine Guzey (University of Minnesota, USA); Gillian Roehrig (University of Minnesota, USA)

To address the question of why some teachers can successfully integrate technology while others fail, educational researchers have conducted a growing body of research focused on technology integration into classrooms. Findings indicate that while some teachers fail in utilizing technology due to the personal and classroom barriers they experience, others eagerly work to overcome the barriers and achieve technology integration. In this case, Mr. Bransford, a novice science teacher who has incorporated technology into his classroom practices within his first five years of teaching, is discussed. Mr. Bransford teaches 8th grade Earth Science using a range of educational technology tools. The barriers he has faced, his strategies to overcome those barriers, and his technology enriched classroom practices are presented.

Case Study of Game-Based Learning in a Citizenship Education K-12 Classroom

ISBN: 9781466616905; © 2012; 16 pages
Author(s): Venus Olla (University of Nottingham, UK)

This chapter focuses on a case study that involves the incorporation of ICT, in particular gaming technology, into the subject area of Citizenship Education (CE), a non-traditional ICT focused subject. The case study is within the context of a K-12 classroom, and it explores the processes in which a classroom teacher may have to navigate to be able to use innovative ICT within their classroom. The case highlights the main issues as relating to pedagogical and institutional considerations.

Using Levels of Inquiry in the Classroom

ISBN: 9781466617162; © 2012; 20 pages
Author(s): Jeffrey Rylander (Glenbrook South High School, USA)

The development of major concepts in a science classroom is explored through the instructional framework of varying the level of student inquiry. An exploration experience, interactive demonstration, discovery experiment, and application challenge serve as this framework for increasing the level in which the students ask questions, devise methods to answer these questions, and develop answers to the questions. Instructional technology tools such as classroom response systems, Google Docs, the use of blogs, and WebAssign are integrated into the inquiry experience to support the learning process. This inquiry model shifts the locus of control from the teacher to the student, as the student’s familiarity with new concepts deepens.

Web-Based Instruction

ISBN: 9781466616936; © 2012; 9 pages
Author(s): Cheng-Yao Lin (Southern Illinois University Carbondale, USA); Fengjen Luo (Montana State University Bozeman, USA); Jane-Jane Lo (Western Michigan University, USA)

This case study explored the efficacy of web-based instruction on preservice elementary teachers’ mathematics learning. Web-based instruction is appealing to many schools in urban settings because it helps them to face the two big challenges most akin to their schools: to motivate students’ interests and to meet the diverse students needs with its interactive feature and adaptive capability. Ten preservice elementary teachers were interviewed regarding their ability to model and reason with fractions after receiving web-based instruction on these topics in their regular mathematics method course. The findings of this case study identify promises and challenges in supporting the recommendations of many national reports, such as the NCTM Professional Standards for School Mathematics (2000) and the National Mathematics Advisory Panel (2008), in incorporating technology into the compulsory mathematics classrooms.

The Pathway to Nevada’s Future

ISBN: 9781466616943; © 2012; 20 pages
Author(s): P.G. Schrader (University of Nevada, Las Vegas, USA); Neal Strudler (University of Nevada, Las Vegas, USA); Loretta Asay (University of Nevada, Las Vegas, USA); Terra Graves (Washtoe County School District, USA); Shawn Pennell (University of Nevada, Reno, USA) and Sara Stewart (Clark County School District, USA)

This case reports the preliminary findings associated with the planning, development, and implementation of Module 1 of the Pathway to Nevada’s Future project. Baseline data, participant characteristics, findings, and results from participation are reported. Data sources include online surveys, online discussions, and informal interviews of project personnel.

Leveraging Technology to Develop Pre-Service Teachers’ TPACK in Mathematics and Science Methods Courses

Author(s): Kate Popejoy (University of North Carolina at Charlotte, USA); Drew Polly (University of North Carolina at Charlotte, USA)

These two cases address issues related to using technology as a tool to develop pre-service teachers’ Technological Pedagogical and Content Knowledge (TPACK) in mathematics and science methods courses. The chapter assumes the following scenario and overarching case study question: You and your colleagues are the course instructors of a mathematics and a science methods course. Your pre-service teachers typically lack content knowledge in mathematics and science. Further, you must also address pedagogies and how to use technology as a tool to support student learning of mathematics and science concepts. What activities can you create to simultaneously develop knowledge of content, pedagogies and how to teach with technology?

STEMing the Tide

ISBN: 9781466617179; © 2012; 30 pages
Author(s): Pamela Childers (The McCallie School, USA); Michael Lowry (The McCallie School, USA)

The goals of STEM education are similar to the Writing Across the Curriculum (WAC) movement, and they complement each other in best educating students for their futures in the workforce or academia. In this chapter, the authors describe ways in which science teachers may use writing to reach the goals of STEM education.

Leading an Online School

ISBN: 9781609665657; © 2011; 13 pages
Author(s): Virginia Garland (The University of New Hampshire, USA)

The case study of best practice in leading an online school looks at New Hampshire’s Virtual Learning Academy Charter School (VLACS). The school has an effective administrative team, which supports online learning in both accelerated and credit recovery programs.
Shaping Perspectives on the “Culture of Disability”

ISBN: 9781606060617; © 2011; 27 pages
Author(s): Christine Kilham (University of Canberra, Australia)

Reflecting a more inclusive ethos, teachers in Westernized countries today work with students with diverse needs. Mainstream classrooms may include students with a range of disabilities and/or those from disadvantaged backgrounds. How might pre-service teachers be encouraged to see the potential of these students, rather than categorizing them as problems to be solved, or cases to refer? This case study investigated how an online role play could assist Australian pre-service teachers to adopt the perspectives of different stakeholders and develop a more holistic approach.

Using Technology to Support Algebra Teaching and Assessment

ISBN: 9781466616950; © 2012; 6 pages
Author(s): Sandra Richardson (Lamar University, USA); Shirley Barnes (Alabama State University, USA); David Torain (Hampton University, USA)

The current reform agenda in mathematics education promotes the view that mathematics should be taught and assessed in a variety of meaningful and authentic ways, including incorporating technology in the mathematics classroom. However, the incorporation and sustained use of technology into mathematics classrooms presents technological, content, and pedagogical challenges to teachers and students. As the necessity and availability of technology in mathematics classrooms increases, so must supporting technology usage in teachers’ content delivery and assessment practices and their professional development (Roblyer & Edwards, 2000; Newby, Stepich, Lehman, & Russell, 2000). This empirical case study reports on the advancement of 8th grade Algebra I teachers’ mathematical assessment practices of technology-based activities and classroom artifacts during a two year professional development program. As a part of the professional development program, participating teachers documented their use of examining and assessing algebraic work on a handheld Computer Algebra System.

ABCs and PCs

ISBN: 9781466616967; © 2012; 6 pages
Author(s): Cory Hansen (Arizona State University, USA)

Effective professional development holds the power to transform teaching practices that invigorate teachers and increase student engagement. One experience is Arizona Classrooms of Tomorrow Today (AZCOTT) where eighteen elementary teachers completed a yearlong, rigorous, sixty-hour workshop experience that focused on integrating technology in content area instruction. Participants integrated technology effectively, began to develop leadership skills, and experienced changes in attitude, beliefs, knowledge, and skills as technology influenced existing curricula.

Designing District-Wide Technology-Rich Professional Development

ISBN: 9781466616974; © 2012; 6 pages
Author(s): Drew Polly (University of North Carolina at Charlotte, USA); Clif Mims (University of Memphis, USA); Brenda McCombs (Kannapolis City Schools, USA)

This case will focus on the following situation: As the technology coordinator for a school district you receive a state grant to provide technology resources and professional development for every teacher in the intermediate, middle and high school classrooms in your district. Your superintendent and school board have asked you to: design differentiated professional development to meet all teachers’ needs; include some outside consultants but quickly build teacher capacity; provide educational materials for teachers and parents about Internet safety and legal issues; determine that the use of technology has positively impacted student learning outcomes. This case study describes the story of how one school district responded to this challenge.

Issues and Challenges in Preparing Teachers to Teach in the Twenty-First Century

ISBN: 9781466616920; © 2012; 12 pages
Author(s): Susan Gibson (University of Alberta, Canada)

Preservice teachers need to acquire both technological skill and understanding about how technology rich environments can develop subject-specific knowledge as a part of their teacher education programs. The purpose of the research project, as described in this case study, was to examine the impact that immersion in technology-infused social studies pedagogy courses had on preservice teachers’ willingness to use computer and online tools. Teacher education students enrolled in two pedagogy courses were surveyed at the beginning and end of the courses and interviewed over the duration of the courses. While findings showed an increase in the student teachers’ knowledge of and desire to use online tools, they also showed that the elementary schools were poorly equipped and the mentor teachers were not using the tools that were modeled on campus. If preservice teachers are to truly understand the benefits of learning and teaching with technology, teacher education institutions and school districts need to work together to present a consistent vision of and environment for technology integration.

Concept Maps as Tools for Learning Scientific Language

ISBN: 9781466617186; © 2012; 22 pages
Author(s): Noah Schroeder (Washington State University, Pullman, USA); Oluosola Adesope (Washington State University, Pullman, USA)

Learning scientific language continues to be challenging for many students because of its inherent complexity, volume of specific terminology, and many fields of science which incorporate the same terminology for different applications. The authors propose concept mapping because research on concept mapping suggests that it is more effective than traditional teaching methods in students’ knowledge retention and transfer (Nesbit & Adesope, 2006). Based on this synthesis of research, teachers are encouraged to adopt concept mapping as a pedagogical strategy in their science classrooms as no detrimental findings have been found related to its use. By providing students with a concept map of the terms, which explains how the terms are related to the overarching concept or allowing them to build their own, students can begin to develop a deeper understanding of the language of science.

The Case of Teacher-Librarianship by Distance Learning at the University of Alberta, Canada

ISBN: 9781609606633; © 2011; 13 pages
Author(s): Diane Oberg (University of Alberta, Canada)

The online distance education program, Teacher-Librarianship by Distance Learning, was developed and implemented in the Department of Elementary Education at the University of Alberta, Canada beginning in 1996. The program’s instructional team has utilized various approaches to establish, maintain and continue the program: a distance education theoretical framework, analysis of distance education research, one-time government incentive funding, and on-going policy relevant research and evidence-based practice. Current challenges facing the organization are program growth, new and emerging technologies, and maintaining flexibility. The solutions to these challenges include a cohort model for the majority of program delivery; a stand-alone course introducing new and emerging technologies as a launching pad for integration of these technologies; and graduate certificate programs for meeting the short term needs of teachers new to the field.
Combine theory with experience by promoting analytical thinking and classroom discussion. Request an examination copy to review before adopting for your classroom.

Full-Surround “Instructional Design” Support for Quality E-Learning
ISBN: 9781609606640; © 2011; 18 pages
Author(s): Shahid Hai-Jew (Kansas State University, USA)

The challenge of supporting quality e-learning in higher education stems from the complexity of online learning with a mesh of laws, such as intellectual property and accessibility ones, and policies that undergird the foundational level of quality. Additionally, there are ever-evolving technological challenges and few levers to motivate quality. The variance in learning domains may make a shared concept of quality more elusive and likewise variant. Professional subject matter experts and faculty members have different preferences and standards as well, and their choices of teaching methods will vary. The normal constraints of resources, budget, time, knowledge, and skills, also apply as potential challenges to a friction-free development of quality e-learning. This chapter uses the instructional design framework to reflect on practical ways to support quality e-learning.

Quality MattersTM
ISBN: 9781609606671; © 2011; 11 pages
Author(s): Kay Shattuck (Quality Matters and The Pennsylvania State University, USA)

By following the threads of collaboration and continuous improvement, the chapter highlights the growth of, some emerging data from, and some challenges and recommendations for Quality Matters.

Incorporating Cultural Components into the Design of an Affective Support Tool for the Malaysian Online Distance Learners
ISBN: 9781609606763; © 2011; 26 pages
Author(s): Nor Alias (Universiti Teknologi MARA, Malaysia)

Online learners and online distance learners are used interchangeably to denote learners who study online with no or minimal face to face interaction. In this chapter, a description of the cultural issues surrounding Malaysian online distance learning will be highlighted to provide a comprehensive picture of the problem in hand. The initiative to alleviate the problem will then be described in detail followed by a discussion of initial evaluation findings.

Integrating Culture with E-Learning Management System Design
ISBN: 9781609606770; © 2011; 17 pages
Author(s): Ray Archee (University of Western Sydney, Australia); Myra Gurney (University of Western Sydney, Australia)

Although it is a legal requirement of organizations to permit disabled persons equitable access to public website information, cultural factors are seldom considered in the design of online information content. But many tertiary institutions have a highly diverse, multicultural student body whose learning needs require special attention. Usually, instructors transform existing lectures and exercises, then adds links, and discussions to create Web-supported units. This study reports on the results of an action research study whereby students were asked to comment on their preferences for three uniquely different purpose-built WebCT pages which comprised near-identical content. The students showed a definite preference for sparse, menu-driven webpages as opposed to a colorful, congested, all-in-one interface, or the bare-bones WebCT interface.

Culturally Significant Signs, Symbols, and Philosophical Belief Systems within E-Learning Environments
ISBN: 9781609606787; © 2011; 29 pages
Author(s): Caroline Crawford (University of Houston, Clear Lake, USA); Ruth Cook (DePaul University, USA)

In this study, researchers wanted to be sure that the courses were unique in their appropriateness to their respective cultures, but they also wanted to see if the course adaptations provided cultural values and perspectives that were fairly consistent and appropriate across cultures and nations. The methodology is qualitative in nature, specifically focused upon development design research and narrative inquiry. The findings suggest that there were several levels of concern: learner concerns, instructional design or teaching concerns, management and organizational concerns, and technology concerns. This study has addressed the question, what lessons could be learned from semiotic and philosophical instructional imperatives inclusion within e-learning environments? In viewing the best practices for e-learning, students' existing knowledge can be bridged with what they need to know by using a variety of the semiotic tools discussed in this study.

Learning in Cross-Cultural Online MBA Courses
ISBN: 9781609606831; © 2011; 19 pages
Author(s): Xiaojing Liu (Indiana University Bloomington, USA); Richard Magjuka (Indiana University Bloomington, USA)

The rapid improvement in online communication technologies and the globalization of the economy have made offering transnational courses in online learning programs a popular trend. This chapter reports the findings of a case study that investigated the perceptions of international students regarding cultural challenges in their learning experiences during an online MBA program. The study revealed that international students faced cultural barriers, which affected their engagement in online MBA courses. Recommendations are made at the end of the chapter on how to improve the quality of the international students' learning experiences in cross-cultural learning environments.

Designing Culturally Appropriate E-Learning for Learners from an Arabic Background
ISBN: 9781609606800; © 2011; 20 pages
Author(s): Andrea Hall (Sultan Qaboos University, Sultanate of Oman)

Case studies on adult online learners in professional development courses in an Omani context found that cultural preferences had a significant impact on learning success, and it was found that their preferences were not accounted for in the learning design. Therefore, the problem identified was: how can learning be designed that accounts for culture in the design of learning for those from an Arabic cultural background, as in Oman? The research provided a solution in the form of design guidelines. These can be used as a practical and useful means for teachers and educators in designing online courses that are culturally compatible with the learning preferences in this context in the Sultanate of Oman.

Blended Learning Internationalization from the Commonwealth
ISBN: 9781609606824; © 2011; 27 pages
Author(s): Shelley Kinashi (Bond University, Australia); Susan Crichton (University of Calgary, Canada)

This case depiction addresses the contentious issue of providing culturally and globally accessible teaching and learning to international students in universities in the Commonwealth nations of Australia and Canada. The chapter describes the university systems and cultures, the barriers to authentic higher education internationalization, and the problems frequently experienced by international students. Two university cases are presented and analysed to depict and detail blended learning approaches as exemplars of culturally and globally accessible higher education and thereby ideologically grounded internationalization. The blended learning solutions are analysed through the lens of critical theory.
Working In a Wiki Environment

Author(s): Wajeeh Daher (An-Najah National University, Palestine & Al-Qasemi Academic College of Education, Israel)

The preservice teachers confronted four types of difficulties throughout their whole work in the geometry wiki environment, but they could overcome these difficulties using different means, especially discourse. Overall, the preservice teachers found that the wiki environment benefited them and appreciated the various functions which the wiki enabled.

Charting Student Physical Locations in the Virtual World

ISBN: 9781609606688; © 2011; 12 pages
Author(s): Terence Cavanaugh (University of North Florida, USA); Elinor Scheirer (University of North Florida, USA)

Distance-learning courses are primarily designed for Internet-based asynchronous delivery of instruction. This case describes the use of Web 2.0 GIS technologies to create a graphic representation of student locations on an interactive map. This class map then became a multi-purpose resource for online class members and the instructor to assist both parties in being mindful of potential regional difficulties and creating potential connections based on physical proximity.

A History of Distance Education

ISBN: 9781609606589; © 2011; 12 pages
Author(s): Wendy Rickman (University of Central Arkansas, USA); Cheryl Wiedmaier (University of Central Arkansas, USA)

Flash-forward to today's world of instant-access in a technology driven society, where distance education has grown in viability and become a business. Through a variety of options, people can access a well-developed range of educational services through distance education to better their lives and livelihoods regardless of the physical separation between themselves and the sponsoring institution. The main difference between distance education's beginnings and today's educational services is the medium used to conduct learning. The postal services may still be used as a secondary mode of communication and print is still a constant technologic tool, but the expanding success of distance education can be attributed to providing education that 1) spans great distances between citizens and educational institutions, both geographically and socio-economically; 2) quenches the thirst for education; and 3) utilizes the rapid advancement of technology (Casey, 2008).

Chinese Postgraduate Students Learning Online in New Zealand

ISBN: 9781609606794; © 2011; 21 pages
Author(s): Yan Cong (University of Waikato, New Zealand); Kerry Earl (University of Waikato, New Zealand)

Findings presented explore the Chinese cultural influence, aspects of instructional design that supported learning and achievement, and the influence of the culture in which they were learning. Lessons for the teaching staff, learning design staff and others involved in online learning for students of other cultures are outlined.

Leading a Change Initiative

ISBN: 9781609606626; © 2011; 19 pages
Author(s): Shelly Albrighton (University of Central Arkansas, USA)

This chapter explores the challenges that a college of education in a South-Central university faced with online learning. Nationally, there has been an exponential growth in the demand and subsequent delivery of online courses. The college experienced a similar growth trend and has had its share of successes and disillusionments in its journey. The college's technology committee explored faculty perceptions of online learning.

Technology-Supported Constructivism

ISBN: 9781609606695; © 2011; 19 pages
Author(s): Melodee Landis (University of Nebraska at Omaha, USA)

This chapter asserts that the processes used in on-line, computer-based distance learning are a natural fit for constructivist learning. Learners today may be too dependent on teacher-centered instruction; the independent problem-solving required of the learner in on-line learning may be more likely to stimulate a deeper grasp of concepts under study. This case study was conducted with five face-to-face meetings and an online course management tool. The chapter includes an overview of constructivist approaches to instruction, citing both classic and contemporary experts, and continues with a description of how technology was used to support constructivism.

Student Epistemic Beliefs as a Catalyst for Online Course Design

ISBN: 9781609606701; © 2011; 23 pages
Author(s): Samuel Conn (Kentucky State University, USA); Simin Hall (Virginia Polytechnic Institute & State University, USA); Michael Herndon (Virginia Polytechnic Institute & State University, USA)

The construct of this research-based case study provides detail regarding the analysis of research on undergraduate student epistemic beliefs to develop and apply a rubric for eLearning course development (Hannafin & Hill, 2007). According to Ravert and Evans (2007), students have differing epistemic beliefs regarding the nature of knowledge and knowing. In this chapter, the authors provide a methodology for determining the epistemic beliefs of a given student population and application of the findings in online course construction and pedagogy.

The Third Time's for Charm

ISBN: 9781609606718; © 2011; 17 pages
Author(s): Angela Webster-Smith (University of Central Arkansas, USA)

This case examines a three-semester journey of an instructor's efforts to augment face-to-face course delivery with online instruction. Her mission was threefold: (1) to update a school-based organizational leadership course to become more relevant to the profession, (2) to develop students' proficiencies for building leadership capacity and organizational intelligence, and (3) to cultivate relational, online learning communities. The author shares the failures and triumphs she experienced in developing her capacity for quality, online course design and instruction and in realizing the aforementioned goals in an online environment.

Avoiding Isolation through Collaborative Learning and Lecture Videos

ISBN: 9781609606732; © 2011; 15 pages
Author(s): Gail Hughes (University of Arkansas – Little Rock, USA); Rudo Tsemunhu (University of Arkansas – Little Rock, USA)

To examine the impacts of collaborative learning and video lectures, 94 students enrolled in online- graduate research and statistics classes completed a survey rating the impacts of course instructional methods and learning style preferences. Students' comments suggested that the instructional methods brought the classroom to the online learner for many students, yet did not reveal a most preferred learning option.

Old Dogs, New Tricks

ISBN: 9781609606749; © 2011; 22 pages
Author(s): Nancy Gallavan (University of Central Arkansas, USA)

Gallavan's Critical Components and Multiple Contexts of Self Assessment Model provides the structure for monitoring one's instructional efficacy coupled with guidelines for monitoring growth and pursuing appropriate professional development. Through the action research methodology of self study, the author conducted an extensive self assessment of her self efficacy as a seasoned teacher educator (one of many old dogs) analyzing her change processes as she expanded her repertoire to include online instruction (the new tricks). Reporting her findings based on the author's emerging MIND over Matter framework, the outcomes of this study provide useful implications for the author and all instructors engaged in both face-to-face and online instruction.
Combine theory with experience by promoting analytical thinking and classroom discussion. Request an examination copy to review before adopting for your classroom.
Collabor8
ISBN: 9781609606619; © 2011; 15 pages
Author(s): Kay Bishop (SUNY Buffalo, USA); Christine Knoll (SUNY Buffalo, USA)
This case study reviews the planning, development, and initial implementation of an online Master's of Library Science (MLS) degree program at a large public research university. The development process will be presented from both a school-based and a department-based perspective. We found that the MLS program development process greatly benefited from existing school-based policies and procedures, while some barriers and challenges were also encountered in the context of customizing those policies and procedures for the Library and Information Studies (LIS) department. We believe our experiences will inform practices at other institutions and departments considering initiating online programs.

Using Management Methods from the Software Development Industry to Manage Classroom-Based Research
ISBN: 9781466603646; © 2011; 7 pages
Author(s): Edd Schneider (SUNY Potsdam, USA)
This case details a classroom-based research and development project facilitated with management approaches adapted from the software industry to the classroom, specifically a combination of the methods generally known as 'Scrum' and 'Agile'. Scrum Management and Agile Software Development were developed in response to the difficulties of project management in the constantly changing world of technology. The on-going project takes a classroom of students and has them design and conduct research based on software tools they develop while engaging in critical thinking about group management.

Exploration of Multi-cultural Teaching and Learning in a Collaborative Virtual Environment
ISBN: 9781466603673; © 2011; 18 pages
Author(s): Gonca Yamamoto (Okan University, Turkey); Michael Featherstone (Jacksonville State University, USA); Faruk Karaman (Istanbul Aydin University, Turkey); Patricia Bolstorff (Jacksonville State University, USA)
The chapter details the experiences both students and instructors encountered in creating and participating in a cross-cultural virtual team conducted predominantly in a virtual environment. We describe problems encountered and often (though not always) overcome. Students learned both the rewards and the frustrations such teams experience as they learned to participate in and contribute to the collective intelligence of the team.

Adoption of Computer-Based Formative Assessment in a High School Mathematics Classroom
ISBN: 9781609606619; © 2011; 18 pages
Author(s): Zachary Warner (University at Albany - SUNY, USA)
This case follows a high school mathematics teacher who is new to the classroom and is looking to adopt computer-based formative assessment as a part of his curriculum. Working within the confines of the school environment, this requires navigating a shrinking budget, colleagues that do not share his value of technology, and eventually help them to feel comfortable to move back into the actual, general education classroom.

Marketing Services Globally
ISBN: 9781613503812; © 2011; 14 pages
Author(s): Felicia Blacher-Wilson (Southeastern Louisiana University, USA); Evan Mense (Southeastern Louisiana University, USA); Michael Richardson (Southeastern Louisiana University, USA)
E-learning and distance learning technologies have accelerated tremendously during the last decade. Changes in development and delivery include altered instructional methods and the expansion of support services for e-learning activities. Many business and political leaders speculate that globalization is indeed connecting international political, economic, cultural, and social life. These new Information Technologies significantly affect most aspects of higher education. Changes in teaching/learning and administration have impacted everyone associated with applying technology to global delivery of services. E-learning has increasingly become the vehicle of choice for many corporate clients who are actively engaged in creating diverse international markets for their goods and services.
Navigating a Pathway to Partnership through Turbulent Seas of Adversity

ISBN: 9781613503798; © 2011; 22 pages
Author(s): Paul Breen (INTO University of East Anglia, United Kingdom); Magdalena De Stefani (Instituto Cultural Anglo-Uruguayo, Uruguay); Achilles Kostoulas (Technological Educational Institute of Epirus, Greece)

Many adult professionals no longer have the time or finances to engage in full time, on site study, and as a consequence are seeking flexible alternatives. Some institutions have been slow to react to this change. The organisation described herein has been quicker to react but this movement towards change also poses its own unique issues. These issues are discussed and analysed by three students who have participated in a part-time programme of doctoral studies while embedded in their research context. But, one of the drawbacks of conducting a study such as this, however, is the contemporary lack of statistics on the actual dichotomy of provision between conventional and alternative modes of teaching in the higher education sector because of the nature of how British higher education organisations operate.

Transformation through Marketing

ISBN: 9781613503782; © 2011; 10 pages
Author(s): Tom Bischoff (University of Birmingham, UK); Christopher Rhodes (University of Birmingham, UK)

A historically white school in a city setting in South Africa is faced with the demand from a newly democratically elected government to transform and become an agent of change in making its pupil profile more representative of the demographics of the country as a whole. This demand is driven by significant national contextual change from a position where schools had an allocated catchment based upon geographical area and ethnic group (before 1994) to a market oriented approach where every school must compete for pupil recruitment to ensure survival whilst also adhering to the government requirement to demonstrate a willingness to change existing monocultural pupil profiles to multi ethnic profiles and establish non-sexism and non-racialism as the dominating culture.

When Going Online Isn't Going

ISBN: 9781613503768; © 2011; 13 pages
Author(s): Elizabeth Osika (Chicago State University, United States of America); Rochelle Johnson (Chicago State University, United States of America); Rosemary Buteau (Chicago State University, United States of America)

Over the last few years, Southern State University (SSU) has experienced a decline in enrollment and state funding. However, one aspect that holds promise, based on past enrollment data, is the potential movement towards providing online degree programs. While SSU provides rewards and encouragement for the development of online courses and programs, and students are consistently enrolling in the online sections, there has only been a small cohort of faculty who embrace teaching online and there therefore been a lack of development of online courses offered. SSU is now faced with the issue of how to convince the heavily unionized faculty and other stakeholders that movement to the offering of online programs is the university's future success.

Using Text Mining for Improving Student Experience Management in Higher Education

ISBN: 9781613503744; © 2011; 18 pages
Author(s): Chong Yu (Arizona State University, USA); Samuel DiGangi (Arizona State University, USA); Angel Jannasch-Pennell (Arizona State University, USA)

The objective of this case study is to illustrate how text mining of open-ended responses from a student survey could yield valuable information for improving student experience management (SEM), a concept borrowed from the notion of customer experience management (Pine & Gilmore 1998). To illustrate how text mining can be applied to SEM, we discuss an example from a campus-wide survey conducted at Arizona State University. The purpose of this survey was to better understand student experiences with instructional technology in order for administrators to make data-driven decisions on its implementation. Researchers on this project chose to use open-ended questions in order to elicit a free emergence of themes from the students. The most valuable lesson learned from this study is that students perceive an ideal environment as a web of mutually supporting systems.

Developing a Grassroots Cross-Cultural Partnership to Enhance Student Experiences

ISBN: 9781613503737; © 2011; 13 pages
Author(s): Iryna Pentina (University of Toledo, USA); Veronique Guilloux (UPEC IRG, France)

Increased globalization of the world economy makes international aspects of marketing an important priority. A growing number of business colleges provide cross-cultural experiences in marketing disciplines that help students better understand other cultures while applying their academic preparation to real-life settings and utilizing their digital knowledge to use multiple technologies to accomplish various everyday tasks. This case discusses a class project on developing integrated marketing communications conducted by American and French cross-cultural student groups to promote environmentally-sustainable products in international markets. Modern social networking technologies were widely used both as tools for accomplishing the project, as means for presenting and displaying the results and as a medium for international marketing communications.

Academic Freedom and the Ethics of Marketing Education

ISBN: 9781613503720; © 2011; 23 pages
Author(s): Francine Rochford (La Trobe University, Australia)

Academic freedom is acknowledged to both define the university and to protect its status. A commitment to academic freedom must be reflected in organisational structures and attitudes. However, many of the uses to which universities are put by the state, and the choices made by universities themselves, can erode the effective protection of academic freedom. The deployment of marketing techniques, including technological advances, to mimic the activities of private corporations, are frequently part of the wider systemic threat to the university 'system' in most modern economies – its deployment in instrumental economic goals. If these goals are pursued to the exclusion of other university goals, universities' raison d'être will be diminished. In particular, academic freedom as a corollary to scholarly practice and a model of inquiry will be threatened. The casualization of the university workforce is both a managerial mechanism to effect economic goals and a cause of growing instrumentalism in the sector. Universities' increasing deployment of casual staff presents a problem for the real exercise of academic freedom, and is an abandonment of the ethical role of the university.

A Four-Step Process to Reposition Small Schools as Sites Within Teaching and Learning Networks

ISBN: 9781613503713; © 2011; 11 pages
Author(s): Ken Stevens (Memorial University of Newfoundland, Canada)

The international problem facing small high schools in rural communities of providing access to educational and vocational opportunities that approximate those available to urban students has been addressed by repositioning these institutions as sites within teaching and learning networks in the Canadian province of Newfoundland and Labrador. Four inter-connected dimensions of change are outlined (technological, pedagogical, organizational, and conceptual) whereby small rural schools in this Canadian province were repositioned as sites in teaching and learning networks thereby enhancing educational and vocational opportunities for senior students. There are implications in these changes for the professional education of high school teachers who are increasingly likely to be required to teach in networked classes as well as in traditional classrooms.

Seeing People with Disabilities as a Culture in the E-Learning Environment

ISBN: 97816109606930; © 2011; 9 pages
Author(s): Kathy Keller (Texas Governor’s Committee on People with Disabilities, USA)

A statement by the President’s Council on Disability: “Technology for most people makes things easier. For people with disabilities, technology makes things possible.”
Culturally appropriate instructional design requires the integration of instructional design skills with intercultural knowledge. In e-learning, courses that accommodate the learning styles and cultural preferences of the targeted learners will offer the best—and fastest—learning outcomes. In this chapter, the author illustrates how to modify an existing e-learning course—or design one ‘from scratch’—that aligns the course content, the instructional methodologies and the technology to the needs and environment of learners in other countries.

Web-based and self-paced learning modules have become a common—and sometimes primary—tool used by the Ethics & Compliance departments of global organizations to educate employees worldwide. These e-learning modules provide guidance around such topics as the company’s Code of Conduct, specific policies or laws, globally applicable corporate standards, and how best to manage ethical dilemmas in a corporate environment. In this case, the authors describe the instructional design process that were used on various ethics and compliance courses to achieve a more global, regional, or country-specific applicability, including an overview of changes made to content and methodology that was originally perceived as “very American.”

This case study describes the considerations, challenges, and lessons learned in developing this online course, which is the foundation of an overall risk management training program for the Firm. Risk management is a very broad, deep, and complex process that were used on various ethics and compliance courses to achieve a more global, regional, or country-specific applicability, including an overview of changes made to content and methodology that was originally perceived as “very American.”

A Multidisciplinary Project Integrating Marketing Research, Art and Spanish Language for Social Sciences

In this chapter we describe this interdisciplinary project focusing on the contribution in the teaching-learning process of students at the University of Valencia, in the context of the subject Marketing Research. Specifically, a series of photographs is selected in order to organize an exhibition in London and, to ensure the success of the exhibition, students of the subject Marketing Research have combined sources of secondary and primary data, and have become familiar with databases of business information from the Library of the University of Valencia as well as with the commonly used software for data processing.

More frequently, universities and corporations are faced with the challenge of having e-learning courses translated into other languages for learners in other countries or for specialized groups. However, the translation process, especially for e-learning, requires several considerations before spending those dollars. In this resource chapter, a translation industry professional, experienced with quoting translation bids, offers tips on how to prepare content for translation and what to consider with respect to translating typical e-learning components, like video, voice over, etc. The author orients you to the project management side of translation – so you know what to expect from your language service provider (LSP), when, and why - and shares best practices that help you avoid common mistakes like trying to ‘do it yourself.’

Localization and translation often go ‘hand in hand’ but as this author explains and illustrates, localization requires the skills of an experienced professional or company to address cultural nuances in e-learning that could, if not addressed, have a negative impact on learners, on learning, and in some cases, on business. In this chapter, you learn how names, characters, wordplay, technical jargon, geopolitical, etc. in e-learning courses should be addressed so that users sense that the course was developed ‘locally’ for them. In addition, methods to avoid the ‘technological pitfalls’ related to embedded text, audio and video synchronization, and so forth, are enumerated.

“Linguistic relativism” leads people of different cultures to define, explain, and even see reality in images framed by their diverse languages. The most readily available and commonly used online educational materials are often scaffolded in unyielding structures shrouded in American standards and expectations. These American-centric course management and learning management systems render subject matter design and delivery, as well as assignment formulation, scheduling, and grading, difficult for educators who understand the importance of imbuing their materials with atypical alternative views of reality expressed in the worldviews of languages and cultures beyond the borders of the United States.

The case suggests that a school organization adapts itself to the environment and survives external competition through a series of self-organizing processes of differentiation and integration. The authors assert that in a fast changing and highly competitive environment like that in Hong Kong, schools need to find their institutional identities and to present a positive image to the community. The authors study the case of a secondary school to illustrate how this can be done, employing a survey approach to ascertain needs and expectations of parents. The dilemma schools face in choosing between academic and pastoral ethos is described and relations between important factors that impact perceptions of parents are discussed.
An International Collaborative Masters Degree in Integrated Marketing Communications

ISBN: 9781613503690; © 2011; 17 pages
Author(s): Kathleen Krentler (San Diego State University, USA); Albert Caruana (University of Malta, Malta)

A transnational partnership between the University of Malta in Malta and San Diego State University in the United States resulted in an agreement to commence a Masters degree in Integrated Marketing Communications. The degree is fully delivered in Malta, a Mediterranean island state and a full member of the European Union. In Malta, the program is held at the historical campus of the University of Malta in Valletta that dates back to 1592 and classes are taught in English. Students earn a degree from each of the two participating schools thus providing recognition in both the US and the EU. This chapter charts the challenges faced and the hurdles encountered to develop the curriculum, launch the degree, recruit the students, undertake teaching, and ultimately, graduate the first cohort.

Heterogeneity Analysis in the University Context

ISBN: 9781613503645; © 2011; 21 pages
Author(s): Maria Blasco (Universidad Pablo de Olavide, Spain); Irene Saura (Valencia University, Spain); Beatriz Velázquez (Valencia University, Spain)

The transformations being experienced by Spanish universities faced with the challenge of adapting to a changing environment and increasingly discerning and segmented demand highlights the importance of knowing the needs and wishes of students as main customers. The present study attempts an in-depth examination of the viability of student perceptions of service quality as a segmentation criterion. We go deep into the dimensionality of university service quality and we analyze how such dimensions can be used to segment effectively the collective of students' degrees using latent methodology. The results based on information gathered from 287 questionnaires permit analysis of existing heterogeneity and a set of recommendations to be made for strategic management in the area of university services.

The Google Online Marketing Challenge

ISBN: 9781613503652; © 2011; 20 pages
Author(s): Sven Tuzovic (Pacific Lutheran University, USA); Lyle Wetsch (Memorial University of Newfoundland, Canada); Jamie Murphy (Murdoch Business School, Australia)

In 2008, a collaborative partnership between Google and academia launched the Google Online Marketing Challenge (GOMC), perhaps the world’s largest in-class competition for higher education students. The Challenge gives undergraduate and graduate students hands-on experience with the world’s fastest growing advertising mechanism, search engine advertising. This article explores the Challenge as an innovative pedagogical tool for marketing educators. Based on the experiences of three instructors in Australia, Canada and the United States, this case study discusses the opportunities and challenges of integrating this dynamic problem-based learning approach into the classroom.

Breaking the Ice

ISBN: 9781613503591; © 2011; 14 pages
Author(s): Lindsay Stuart (University of Canterbury, New Zealand); Ulrich Remus (University of Canterbury, New Zealand); Annette Mills (University of Canterbury, New Zealand)

This case explores the challenges of implementing an enterprise system (ES) across a university with a diverse organizational culture. This teaching case describes the process through which Southern University sought to implement the Delta student management system (SMS) and the challenges encountered due to the university’s organizational culture. Because of the change-resistant culture of some organizational units, the team chose to implement a plain system version instead of a customized version. Although this approach ensured the project team was able to complete the implementation on time and within budget, it created dissatisfaction among users and reluctance to use the system. Therefore, this case provides opportunities for students to discuss the impact of organizational culture and user resistance to IS implementation as well as the merits and limitations of the strategies employed by the project team to ensure the new system was implemented on time and within budget.

A Framework to Analyze Teaching-Learning Objects (T-LO)

ISBN: 9781609020710; © 2010; 20 pages
Author(s): Ingrid Nunes (Santa Catarina Federal University, Brazil); Elena Mallmann (Santa Maria Federal University (UFSM), Brazil)

The pedagogical mediation in Distance Education (DE) is sustained by hypermediatic didactic materials, which are marked by principles of autonomy, interaction, interactivity, motivation and cooperation. The main thought in this article is to know if the developed Teaching-Learning Objects (T-LO) are potentially meaningful answering these principles. The planning and elaboration of the T-LO are highlighted processes in Brazil. Therefore, the authors present the conceptual singularities of the T-LO; the Instructional Design (ID) processes and the importance of the Instructional Project (IP) elaboration to guarantee a meaningful potentiality of the T-LO. As a research result, the authors center attention on the contribution of a framework (called the T-LO List), which is used to analyze the T-LO developed, implemented, and evaluated in a specific context of a didactic module elaboration.

Technology in the Development and Teaching of a Literacy Program for XXI Century Education

ISBN: 9781613503683; © 2011; 14 pages
Author(s): John Munro (The University of Melbourne, Australia); Elena Verezub (Swinburne University of Technology, Australia)

A key capacity in twenty-first century markets is being able to convert information to knowledge. This information is frequently a written form in e-text contexts. Individuals able to read, comprehend, and execute the information more effectively can use more efficiently the resources available in the marketplace. The study examined the influence of teaching individuals to read and comprehend hypertext. Its findings contribute to advancement of knowledge in this area and indicate ways in which individuals can improve their capacity to convert e-text to knowledge.
An E-Learning Metaphor

ISBN: 9781609606215; © 2010; 17 pages
Author(s): Jill Jameson (University of Greenwich, UK)

This chapter describes a case study of collaborative e-learning, in which technological and human adaptability was fostered in a community of practice (CoP). The chapter reflects on the use of the extended metaphor of the camel in the JISC-funded eLIDA CAMEL and JISC infoNet CAMEL projects. Technological and social insights were gained through this use of the camel metaphorical model in a designed community of practice. A series of nomadic journeys held in cases provided by partners enabled honest exchanges amongst a community of CAMEL practitioners, improving e-learning practices.

Adopting Synchronous Audiographic Web Conferencing

ISBN: 9781609606225; © 2010; 17 pages
Author(s): Birgit Loch (Swinburne University of Technology, Australia); Shirley Reushie (University of Southern Queensland, Australia); Nicola Jayne (Southern Cross University, Australia); Stephen Rowe (Southern Cross University, Australia)

This chapter provides a comparative study of two Australian regional universities with a similar student profile as they investigate the use of synchronous audiographic web conferencing as a learning and teaching tool. In both universities, the trials of the web conferencing tool, Elluminate Live! (Elluminate) were initially driven by individual academics with an interest in new technologies. While similar in some aspects at the beginning, the two universities then approached the software trials in different ways. As part of this comparison, issues and challenges relating to software trials in educational environments are highlighted, and recommendations provided for others who may be considering the adoption of similar technologies.

Artifacts of Expansive Learning in Designing a Web-Based Performance Assessment System

ISBN: 9781609606273; © 2010; 42 pages
Author(s): Hanne Mawhinney (University of Maryland College Park, USA)

Recent evidence of the adoption of technologically mediated systems of knowledge management as part of the trend to accountability in the Institutions of Higher Education around the world has been widely disseminated in World Bank and UNESCO reports, and the effects of assessment driven accountability on preparation programs extensively debated in scholarly communities. Less scholarly attention has been paid to the institutional effects of the technology enhanced performance assessment evidentiary demands on university programs undergoing review by national accrediting bodies. The lack of scholarly attention is addressed by presenting a case study examining the institutional dynamics of accreditation review experienced by faculty in one department that offered graduate programs leading to certification for education leaders. The case study analysis outlines four phases of development of the essential elements of a web-based assessment system, and describes the questions raised by faculty about performance evidence, the assessment of that evidence, and the nature of measures of program outcome effectiveness. Implications are suggested for understanding the development of information technology (IT) enhanced knowledge management systems (KMS).

An Integrated Framework for Personalized T-Learning

ISBN: 9781609602281; © 2010; 18 pages
Author(s): Francesco Bellotti (DIBE, Italy); Matteo Pellegrino (DIBE, Italy); Ioannis Tsamoulaitidis (ITI-CERTH, Greece); Stefanos Vrochidis (ITI-CERTH, Greece); Pascal Lhoas (Tudor, Luxemburg); Giancarlo Bo (Giunti, Italy); Alessandro De Gloria (DIBE, Italy); Ioannis Kompatßarias (ITI-CERTH, Greece)

Broadcasting interactive learning applications through the digital TV promises to open new pedagogical perspectives given the wide penetration of the medium. This case deals with an open, flexible learning oriented technological framework for interactive digital TV. The framework is divided into two main parts: the production side, where the course is created and the client side, where it is processed on television (iDTV) through an interactive learning environment. The course production is supported by an ad-hoc designed authoring tool, which has been thought for a use by pedagogical experts, while the runtime user interaction on iDTV is managed by a Course Multimedia Player.

Emerging Trends of Student Support Services in Indian Distance Education

ISBN: 9781616922078; © 2010; 14 pages
Author(s): Ramesh Sharma (Indira Gandhi National Open University, India)

Even though the concept of distance education emerged in the West/Europe, it is evident that the impact of this concept in terms of emergence of distance education institutions, student enrollment, and utilization of a variety of media are quite predominant in the context of the Indian subcontinent, especially India. The chapter traces briefly the history and growth of distance education in India. Various facets of student support are discussed, followed by how various modes of ICT are employed as a part of student support. This chapter also examines the best practices adopted and emerging trends of students support by open universities in India, as well as the role ICT has played in enabling student support.

When Distance Technologies Meet the Student Code

ISBN: 9781616921988; © 2010; 18 pages
Author(s): Peg Wherry (Montana State University, USA); Deborah Windes (University of Illinois at Urbana-Champaign, USA)

This case study outlines problems with student conduct in an online undergraduate program and explains how a student code was applied to resolve the issues and institute procedures to reduce future incidents of academic dishonesty and incivility. The study describes several instances of student misconduct and explains how online program administrators responded by improving communication with both students and faculty by modifying course design and delivering training. The study presents institutional procedures that work on how other administrators assisted in handling resolution and discipline. While technology itself may both complicate the maintenance of conduct standards and provide new ways to protect academic integrity, this study demonstrates that the introduction of technology should not change the rules.

Audio-Visual Case Methodology for Teaching Business in Virtual Campus

ISBN: 9781609602642; © 2010; 16 pages
Author(s): Xavier Ivern (Universitat de Barcelona, Spain); Pilar Chueca (Universitat de Barcelona, Spain); Natalia Jaria (Universitat de Barcelona, Spain); Amal Elasri (Universitat de Barcelona, Spain)

Henry Brubaker is a visual case used in different subjects in the area of business organization to delve into the subject of design and implementation of organizational structures. The projection to the students has been conducted by using different methodologies. The authors have already proven that the audiovisual case methodology is substantially related to the increases of student motivation not only to attend the lesson, but also to study the subject. It is not significant, moreover, that there is also a strong evidence for a positive correlation between the audiovisual case methodology used and improvements in the learning process. Likewise, the observations as well as the results of the experiments that the authors have collected so far suggest that this way of teaching fosters a better understanding of the theoretical concepts explained in the classroom.
The Appropriation of Wiki in a Higher Blended Learning Course
ISBN: 9781616922054; © 2010; 23 pages
Author(s): Beatriz Fainholc (UNLP-CEDIPROE- Buenos Aires, Argentina)
This chapter introduces the description of wiki appropriation. It considers the tool inclusion in an online educational innovation, supported in student and group-centered learning approach, to improve the quality of the blended learning offered. It states that the university course of educational technology, through wiki application as an appropriated methodology, beyond its consideration as a Web 2.0 tool, gives the opportunity to enhance the student protagonism into the deepening of the conceptual field of the subject by a collaborative knowledge construction.

Managing Growth of an Online Program through Policy and Mainstreaming
ISBN: 9781616922047; © 2010; 17 pages
Author(s): Deb Gearhart (Troy University, USA)
At a time when higher education is struggling to provide educational services to students on traditional campuses, many institutions are experiencing growth in the online degree programs that they provide. This case study looks at one institution's effort to deal with rapid growth in online education while maintaining academic integrity and quality in program delivery; managing program growth through the development and use of policy and procedures.

The Proliferation, Pitfalls, and Power of Online Education
ISBN: 9781616922030; © 2010; 23 pages
Author(s): Leah Blakey (Drury University, USA)
Online education has been a growing field in higher education for the last decade, and the number of students choosing online over seated classes continues to increase. The proliferation of online programs forces one to ask, “Is online education a good thing?” The resounding answer is YES, when best practices are followed. However, even the best online programs experience challenges as they deal with institutional, student, and growth issues. These struggles, their resolutions, and the knowledge gained from them are the focus of this chapter.

Finding a Niche through an External Degree-Completion Program
ISBN: 9781616922023; © 2010; 18 pages
Author(s): Evan Smith (University of Missouri, USA); Terrie Nagel (University of Missouri, USA)
The University of Missouri began seriously investigating an external degree-completion program in 2000, working with an existing Bachelor of General Studies Degree Program (BGS). Concerns included the development of Capstone and Writing Intensive courses. The program has entailed training advisors; updating curriculum; revising student services procedures; marketing; and coordinating with other branches of Extension.

Cost Effectiveness in Course Redesign
ISBN: 9781616921972; © 2010; 7 pages
Author(s): David Kendrick (University of Northern Colorado, USA)
Altering traditional courses to be redesigned as Web-based courses presents an opportunity to educational institutions to potentially cut instructional costs while also improving access and achievement for the students in the courses. An explanation and application of a cost-measuring instrument, as well as reviews of literature and Web-based instructional models or strategies, is at the heart of this examination of course redesign. Rather than designing content delivery around the schedule and resources of the provider, the institution, it can be customized around the needs of the recipient (Lovett, 1996). Courses, programs, and even degrees, can be organized around a combination of flexible course modules to accommodate particular student/client needs.

The Case of e-Tutorials for Test Preparation for New Teachers Transitioning and Transforming into the Education Profession
ISBN: 9781616922016; © 2010; 18 pages
Author(s): Maria Moore (The Ohio State University, USA); Belinda Gimbert (The Ohio State University, USA)
This chapter describes the Ohio Transition to Teaching Project, which assisted adult learners, pursuing an alternative license to teaching in Ohio, with preparation support for the Praxis II: Principles of Learning and Teaching test. It addresses the challenges these nontraditional teacher faces in becoming both “content” and “pedagogically preferred.” The case describes the rationale and process for the development of an interactive online learning community that provided electronic test preparation, virtual collaboration with peers, e-coaching, and resources. The authors present the advantages of a hybrid or blended approach to instructional design, which combines the best features of both face-to-face and online formats to enable self-paced learning and appropriate levels of interaction.

Moving Toward a Blended Course Delivery System
ISBN: 9781616921996; © 2010; 25 pages
Author(s): Leah Blakey (Drury University, USA)
Today’s university students demand a high degree of flexibility in scheduling, as well as a quality educational experience. Many students enjoy the flexibility of online courses, but some have learning styles that make a traditional classroom experience preferable. This chapter draws on the experiences from numerous institutions; however, the particular experiences of Drury University’s transition to blended classes will be at the center of this case study. The issues the schools have faced, as well as the resolutions that were designed and implemented, will be discussed in detail. The goal of the chapter is to provide a detailed, practical guide to the best practices in blended education.

Alignment of Course Objectives and Assessment Items
ISBN: 9781616921989; © 2010; 13 pages
Author(s): Kenneth Lightfoot (Thomas Edison State College, USA); David Schwager (Thomas Edison State College, USA)
This case study examines how achieving close alignment between course objectives and course assessments should be an essential goal in the course design/revision process regardless of what mode of delivery is involved. By examining the revision of two courses (Western Civilization I & II) offered at Thomas Edison State College, the application of sound instructional design principles to achieve this alignment resulted in the measurable improvement of student learning outcomes. The major issue examined in this study is how to achieve a close correlation between what a course states that a student should be able to do after successful completion, what practice it offers them to achieve this proficiency, and how they are assessed to determine what level of proficiency they have attained.

Objective-Oriented Assessment in Desire2Learn for Quality Matters
ISBN: 9781616921065; © 2010; 12 pages
Author(s): Haomin Wang (Dakota State University, USA); Mingming Shao (Dakota State University, USA)
This chapter is a report on using a course management system Desire2Learn® to facilitate the implementation of the quality assurance standards recommended by Quality Matters. After a brief introduction to the Quality Matters standards, the chapter describes how the Desire2Learn learning environment can be structured to build an interconnected framework for a variety of instructional, criterion-referenced, and dynamic assessment. A pilot study was conducted to explore how learning activities can be assessed in alignment with measurable learning objectives, with reference to criterion-based rubrics. The chapter discusses issues found through the study and lessons learned in using the competency structure of Desire2Learn to enforce objective-oriented assessment.
Balanced Assessment of Flexible e-Learning versus Face-to-Face Campus Delivery Courses at an Australian University

ISBN: 97816096062406; © 2010; 27 pages
Author(s): Kenneth Strang (University of Technology, Australia)

This case study reminded researchers of the value in using formal methodologies to gain an objective balanced perspective of actual practice. By using models and survey instruments that gathered objective input from key stakeholders in the higher education market, several of the true underlying factors were revealed. The key instrument used in the case study allowed us to objectively measure if flexible e-learning was at least as effective as campus delivery mode. This case study provides some ideas and benchmarks for becoming more competitive in higher education, and while the model was developed and used in Australia, it can likely be applied elsewhere since the majority of students feeding into this model and research were international.

Curriculum Development, Implementation and Evaluation of Project Integrated Online Training

ISBN: 9781609602376; © 2010; 22 pages
Author(s): Peter Haber (Salzburg University of Applied Sciences, Austria); Erich Herber (Badeegruber & Partner GmbH, Austria); Manfred Mayr (Salzburg University of Applied Sciences, Austria)

New project management skills and processes in virtual collaboration and socio-cultural considerations are necessary to meet the challenges that globalization presents, however, most training programs only focus on soft and technical skills. Therefore, the target of Pool2Business (P2B) was to establish on the one hand a modular online course to address certain specific requirements and qualifications of a company as well and on the other hand to ensure with Project Integrated Training parts that the learning outcomes can be immediately used in practical application. By following an adapted and extended ADDIE Model, the P2B-Corporate was able to establish the whole Curriculum more effectively by having the same strategies, following the same procedures and knowing the next steps to fulfill the target of P2B.

Doctoral Faculty 2020

ISBN: 9781609603533; © 2010; 14 pages
Author(s): Peter Williams (University of La Verne, USA); L. Hyatt (University of La Verne, USA)

Leaders are in demand and leadership institutions are necessary to prepare students for important roles in our society (Green, Alexander, & Boryczka, 2001). Faculty are a central factor in graduate and post-graduate programs as they are responsible for guiding student learning (Bryant, 2003). This case report on an exploratory case study of 21st century competencies for faculty in an organizational leadership doctoral program. Esteemed researchers have conducted studies regarding transitioning students to become new faculty (e.g. Austin, 2002; Austin, Connolly, & Colbeck, 2008; Gardner, 2005; Purcell 2007); however, little research exists specific to the new-century skills necessary for doctoral faculty in leadership programs.

Employing Fuzzy Logic for a Real-time Comprehensive Quality Assessment Model of Service Providers in e-Learning Environments

ISBN: 9781609602307; © 2010; 19 pages
Author(s): Hamed Fazlollahghahar (Mazandaran University of Science and Technology, Iran)

Assessing quality is obviously a key concern in many aspects of learning, education and training, so why should it be especially crucial in relation to e-learning? The elearners, as with other distance learners, are working in isolation with limited or sometimes non-existent human support. This means that the first impact of any failure in the providers' quality assessment regime falls directly on the e-learner. When an e-learner encounters errors caused by a failure in a providers' quality assessment regime the impact might be immediately evident or not become evident until the learner undertakes an assessed outcome. Since e-learning development is fundamentally a team-based activity, the effectiveness or quality of an e-learning program depends on the weakest link in the production chain. E-learning exists at a point of convergence between technology based disciplines and human-centered disciplines.

Great Plains Interactive Distance Education Alliance (Great Plains IDEA)

ISBN: 9781616922009; © 2010; 21 pages
Author(s): Virginia Mooney (Kansas State University, USA); Sue Maes (Kansas State University, USA); Dawn Anderson (Kansas State University, USA)

This chapter will examine the organizational and technological challenges encountered by the highly successful Great Plains Interactive Distance Education Alliance (Great Plains IDEA) since its members began offering multi-university online academic programs in 2000. Members include the following universities: Colorado State, Iowa State, Kansas State, Texas Tech, Michigan State, Missouri, Montana State, Nebraska, North Dakota State, North Carolina State, South Dakota State. Inter-institutional online academic programs are a cost-effective means of rapidly increasing access and addressing emerging educational needs. The chapter explains how the Great Plains IDEA began, operates and has evolved, as well as the mistakes made, lessons learned, and upcoming challenges. Authors hope that higher education leaders will be convinced that inter-institutional collaboration is a viable solution to many higher education challenges.

Ecologies of Learning

ISBN: 9781609602598; © 2010; 20 pages
Author(s): Don Krug (University of British Columbia, Canada); Jenny Arntzen (University of British Columbia, Canada)

In this chapter the authors present research that investigated the formation of ICT ecologies of learning in a Canadian teacher education program. The growth and development of ICT in Canada has placed tremendous responsibility on educators to be informed about not only acquiring ICT skills and knowledge (ICT literacies) but, more importantly, to understand the consequences of emerging social, technological, economic, and political ICT issues that hinder and/or enhance student learning, health, and knowledge. The authors’ research project looked critically at Canadian educational contexts and how teacher candidates (TCs) are prepared to use ICT when entering the teaching profession. The authors highlight how a group of eight teacher candidate researchers (TCRs) engaged in efficacious learning.

Bracing to Teach Online in Teacher Education

ISBN: 9781609602888; © 2010; 21 pages
Author(s): Omimuta Ukpongko (University of Missouri-Kansas City, Missouri, USA)

This case study documents one teacher educator’s successful adaptations of traditional pedagogies in online teaching. Specifically, using data from a graduate online course, it examines the general concern and beliefs that online teaching is an inadequate and inappropriate substitute for the traditional faceto-face instruction in a teacher education course aimed at transformative learning. Both quantitative and qualitative data revealed that online teaching evidenced successful student quality learning and adaptability of traditional pedagogies. It discusses the promises and challenges associated with designing and implementing an online teacher education course.

ELATEwiki

ISBN: 9781609603489; © 2010; 23 pages
Author(s): Shalin Hai-Jew (Kansas State University, U.S.A); Roger McHaney (Kansas State University, USA)

A small team at Kansas State University worked to plan, create and launch an e-learning wiki to support faculty in their work. The advantages of the wiki technology appealed to this team. This chapter describes the research literature and pedagogical theories on wikis and addresses the team’s efforts in exploring and building the wiki site. The case also explains the team’s rationales in terms of the intellectual property policies, the work to create accessibility, the wiki’s fortuitous naming, the sequencing of the wiki with contents, its low-key branding strategy, and the publicity plan for a “hard launch” of the ELATEwiki to the Wikisphere. Finally, this chapter will provide perspectives on the work of a wiki-master in a peer-to-peer, collaborative, and open wiki.
Effectiveness of Interactivity for Enhanced Undergraduate Learning

ISBN: 9781609602594; © 2010; 17 pages
Author(s): Chris Evans (Brunel University, UK); Luis Palacios (Brunel University, UK)

This study focuses on how Technology Enhanced Learning (TEL) can best be used by Brunel University students to enhance their learning. The study considers the impact that different levels of interactivity have on the memory and understanding of the students. In particular, it considers the use of interactive self-assessment questions (ISAQs) as a mechanism to help them learn from an eLearning system. A common feature of many eLearning systems is the use of ISAQs to allow students to evaluate their grasp of the material with a view to revisiting it if they feel it necessary. However, ISAQs are time-consuming to develop and implement. This case study considers whether the incorporation of ISAQs has a measurable impact on learning as indicated by their performance in tests.

Effective Use of ICT for Inclusive Learning of Young Children with Reading and Writing Difficulties

ISBN: 9781609602581; © 2010; 18 pages
Author(s): Karin Tweddell Levinson (Aarhus University, Denmark)

This case presents the three-year research and development IT Folder Project (PIF), which has been aimed at facilitating the inclusion of young children with potential reading and writing difficulties in normal classes. The research focuses on everyday practice in schools and produces knowledge that gradually qualifies and consolidates a sustainable implementation strategy for the municipality involved regarding ICT as a change agent for inclusion. The children with potential difficulties are identified through tests and the adults and the classes involved “accompany” the children into the project. Thus, the adults involved are not necessarily passionate about ICT; they are representative of the average Danish schoolteacher. The case presents the first year and a half of the project and the initial results regarding the quality of the children's inclusion process along with modifications of the screening tests and organizational changes in the municipality and the local schools based on these results.

Education Technology in Teacher Education

ISBN: 9781609603519; © 2010; 14 pages
Author(s): Peter Rawlins (Massey University, New Zealand); Benjamin Kehrwald (Massey University, New Zealand)

This chapter examines the use of educational technologies in teacher education programs through the exploration of a single professional practice course in a pre-service teacher education program in New Zealand. This case highlights the opportunities associated with teacher educators’ unique role in promoting and supporting the use of educational technologies in pre-service teachers. It examines the use of a single complex learning activity to integrate educational technology into other subject studies and realize some of the transformative potentials associated with the use of technologies in education. It also identifies the challenges of leveraging these opportunities in the face of (a) a complex and demanding role for teacher educators and (b) the forces of change in higher education.

Development of E-Learning in Niger

ISBN: 9781609602611; © 2010; 12 pages
Author(s): Aissetou Yaye (African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE), Kenya)

The University Abdou Mounoun (UAM) of Niamey in Niger mainly focused on traditional face to face learning, and even the existence of the African Virtual University since the years 1999 did not change the situation. It is only after the official opening at the University of the Francophone Digital Campus in December 2003 that lecturers and students started overseeing and taking advantages of all the benefits of e-Learning and distance learning. The present paper builds on the author’s personal initiatory experience in e-Learning to highlight some specific challenges that traditional universities such as the UAM face in their efforts to introduce e-Learning and distance learning as a new mode of course delivery. The study shows that even though challenges are big, political and institutional support can freshen the perspectives and change opportunities into realities.

The Critical and Historical View in Communities of Practice (CoP) for the Development in Education

ISBN: 97816096021637; © 2010; 16 pages
Author(s): Neili Mengalli (Pontifical Catholic University – PUC-SP, Brasil); José Armando Valente (Pontifical Catholic University – PUC-SP, Brasil)

This chapter describes the blended information and communication technology (ICT) training course for school managers that was developed at Sao Paulo Pontifical Catholic University. (PUC-SP), Brazil. Even though the school managers had no previous experience with technology they succeed in changing their working reality and understanding the use of ICT to interact, exchange documents and organize their ideas. This experience produced two important results, one of which is the interaction that enables the formation of collaborative networks and partnership among school managers. Social and cultural practices were considered for analysis concerning the subjects that contributed to the creation of the ICT culture in the school. The authors have considered this network and the building of this community as the seed of a community of practice (CoP), as proposed by Wenger (1998a). Second, it was possible to see a close relationship between Wenger’s theory and Freire's (2003) educational approach, which showed that social transformations are constructed on the basis of participants’ will and in the presence of leadership in a historic moment.

Development of a Transnational Framework for E-Learning Technologies

ISBN: 9781609602475; © 2010; 16 pages
Author(s): Deryn Graham (Unitec, New Zealand)

This case study looks at the creation of a Transnational Framework for e-Learning Technologies. It describes how the original study which aimed to “Develop a Framework for e-Learning” through a given exemplar in a United Kingdom institution, has gone through several iterations. From initially considering e-Tutoring/e-Moderating from a Human-Computer Interaction (HCI) point of view, to the adoption of Blended Learning as a solution to problems revealed by the Framework. Proceeding to evaluate e-Learning in terms of PESTE (Political, Economic, Social, Technical and Environmental) factors, restated here in the form of STEP (Social, Technological, Economical and Political) factors, which led to the realization of major external issues for e-Learning. Most recently, the study evolved to revisit e-Learning from an HCI and Computer-Supported Cooperative Work (CSCW) perspective, by applying a Cooperative Work Framework. The resulting final incarnation, a Transnational Framework for e-Learning, is thus presented.

Designing Effective Web-Based Courses in Engineering

ISBN: 9781609603632; © 2010; 24 pages
Author(s): Stefan Brad (Technical University of Cluj-Napoca, Romania)

Developing engineering study programs of high quality, able to satisfy customized needs, with flexible paths of study, with easy and rapid access to the most appropriate educational facilities and lecturers is a critical and challenging issue for the future of engineering education. In order to define superior solutions to the complex set of requirements, quality planning and an innovative problem solving are parts of web-based engineering courses design process. In this context, the present chapter introduces a generic roadmap for competitive design of web-based engineering courses. An important conclusion arising from the case study is that no unique, best-practice set of requirements, quality planning and an innovative problem solving are parts of web-based engineering courses design process. In this context, the present chapter introduces a generic roadmap for competitive design of web-based engineering courses. An important conclusion arising from the case study is that no unique, best-of-the-world solution exists in developing a web-based engineering course; therefore, customized approaches should be considered for each course category to maximize the impact of the web-based educational process.
Collaborative Learning Experiences in Teaching of e-Business Management

ISBN: 9781609602703; © 2010; 22 pages
Author(s): Wael Assaf (Scuola Superiore ISUFI - University of Salento, Italy); Gianluca Elia (Scuola Superiore ISUFI - University of Salento, Italy); Ayham Fayyouri (Scuola Superiore ISUFI - University of Salento, Italy); Cesare Taurino (Scuola Superiore ISUFI - University of Salento, Italy)

In the context of the e-Business Management Section (eBMS) of the Scuola Superiore ISUFI at University of Salento (Italy), the case of the International Master in e-Business Management (IMEbEM) is discussed here, which is aimed to contribute pragmatically to create e-Business Capabilities in Mediterranean Countries. This chapter presents the results obtained in the Laboratory Phase of the first two years of Master’s editions, i.e. 2006 and 2007 editions. This phase has been designed on blended (on-line and off-line) learning experience. Specifically, it has been structured by mixing the delivery of some Web learning courseware with face-to-face meetings with mentors and e-Business experts. The technological platform designed, developed and adopted for the Web learning activities is called the “Virtual eBMS” that represents the collaborative learning environment of the Mediterranean School. The pedagogical approach adopted by the School, named (“Learning-in-Action”) together with some considerations on the effectiveness and the implications of the Problem-Based Learning (PBL) strategy are also deliberated upon. It also presents how the whole case of the International Master in e-Business Management generated intellectual capital assets, described in terms of Human Capital (competences developed in the e-Business context), Social Capital (networks and cooperation with local institutions and companies) and Structural Capital (research projects).

## Beyond the Books

### Reflections

ISBN: 9781616921385; © 2010; 21 pages
Author(s): Yukiko Inoue (University of Guam, Guam)

This chapter discusses the case of a pilot course implementing blended learning at an American Pacific island university. This case provides a detailed overview of how the instructor applied blending learning design to an introductory educational research course. The author compares her goals for the course with the concept of blended learning, and discusses reasons why the two complemented one another. Analysis of student self-ratings (quantitative data on achievement) and student self-reflection narratives (qualitative data on satisfaction) revealed that, overall, student blended learning experiences were positive.

### Beyond the Books

ISBN: 9781616920680; © 2010; 14 pages
Author(s): Carolyn Stevenson (Kaplan University, USA)

Retention of online students is a topic of special interest in higher education. This case study will discuss strategies for retaining and motivating online students. Topics include: curriculum initiatives, student mentoring and peer coaching, academic services for poor-performing students, community building through online student activities and websites, promotion of socialization while learning at a distance, and ideas for working with faculty on promoting student success from admissions to graduation.

### Building Relationships in an International Blended Learning Program

ISBN: 9781616920369; © 2010; 13 pages
Author(s): Ravisha Mathur (San José State University, USA); Lisa Oliver (San José State University, USA)

Several challenges that were encountered in establishing a joint international Masters program in Instructional Technology in a Central American country were explored. These challenges involved aspects of program development, delivering effective course content, using appropriate learning strategies, operating in a cross-cultural context, and working in an organization that had limited technological capacities. The foundation for working with these challenges involved establishing strong, mutually beneficial relationships with the Central American country, the Central American University (CAU), and the students. In addition, the overriding theme in developing this blended learning program was to allow for capacity-building since one goal for creating this program was so that the North American University (NAU) would become the program and relationships to the point that the CAU would be able to take over and manage the Instructional Technology program on its own.

### Building an Interactive Fully-Online Degree Program

ISBN: 97816169202352; © 2010; 17 pages
Author(s): Jennie Mitchell (Saint Mary-of-the-Woods College, USA); Daesang Kim (Saint Mary-of-the-Woods College, USA)

Saint Mary-of-the-Woods College (SMWC) expects to launch an interactive fully-online undergraduate degree program in 2010. This program will fill a market need not currently met at SMWC. The program is designed for an online community of learners with a format and focus that appeals to net generation (millennial), neo-millennial, and computer savvy non-traditional students, including military personnel. The General Studies in the new program will focus on seven themes of Leadership for Environmental and Social Justice and will build upon a subset of the existing General Studies. This new program will complement the Woods External Degree (WED), an existing distance education program, established in 1973, that was built on the “correspondence model.” In the new program, students will not be required to come to campus, but will become a vibrant part of the SMWC community by being empowered to explore, discover, and interact through innovative technologies.

### Collaborative Learning Experiences in Teaching of e-Business Management

ISBN: 9781616921361; © 2010; 22 pages
Author(s): Douglas Fleming (University of Ottawa, Canada)

Two years ago, as teacher educators, the authors decided to integrate the use of blogs into their practice in order to contribute to the development of an understanding of the knowledge base related to the processes of teaching and learning English as a Second Language (ESL) and provide their teacher candidates with a space to critically reflect collectively and individually on course content. In this chapter, the authors use discourse analysis (Johnston, 2008) of semi-structured interviews conducted with these teacher candidates to explore how they use and perceive blogs within a course specifically focused on ESL teaching methods. This allows the authors to problematize the notion of technological integration in teaching and learning and complexify the notion of blogs as digital democratic spaces (Kuzu, 2007). On the basis of this analysis, the authors elaborate four recommendations to guide teacher educators who are working in similar contexts.

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A Case of Using Wikis to Foster Collaborative Learning

ISBN: 9781616921392; © 2010; 16 pages
Author(s): Hong Lin (Oklahoma State University, USA); Kathleen Kelsey (Oklahoma State University, USA)

In recent years, Wikis, an open Web-based editing tool, have increasingly been used for collaborative writing projects in classrooms. Hailed as a collaborative learning and writing tool that is more powerful than blogs and e-mail, the pedagogical impact of using Wikis in the classroom is underrepresented in the literature. This case reviews the design and implementation of a Wikibook project for graduate students at a major land-grant university in the mid-South United States. Our findings challenge idealistic hypotheses that work using Wikis, without careful design and implementation, is naturally beneficial. The case also provides design recommendations for educators who are interested in using Wikis to enhance collaborative writing.

Dissection of a Desktop Microworld

ISBN: 9781616921521; © 2010; 19 pages
Author(s): Christine Marszalek (Northern Illinois University, USA); Jacob Marszalek (University of Missouri-Kansas City, USA)

Despite the long history of the use of dissection in biology coursework, it has and continues to be, very controversial (Hart et al, 2008; Kinzie et al, 1993; Langley, 1991; Orlans, 1988; Nobis, 2002; Strauss, 1991; Madrazo, G, 2002). This case study evaluation was conducted in an affluent suburban middle school in the Upper Midwest as a response to the problem of finding an alternative means of instruction that would yield the same cognitive knowledge development, address the issue of science anxiety, and accommodate different learning modalities. Several alternatives were compared in 14 seventh-grade biology classrooms, including physical dissection, virtual dissection in a desktop microworld, and content instruction through an interactive CD-ROM tutorial. Although differences were observed in immediate retention, none were observed in retention after three months. Implications for classroom instruction are discussed from an instructional perspective.

The Perfect Blend?

ISBN: 9781616921378; © 2010; 13 pages
Author(s): Roberto Scàla (University of Modena and Reggio Emilia, Italy)

This chapter tackles the implementation of the way online courses of English language are structured within the on-line degree courses of the University of Modena and Reggio Emilia in Italy. Moving from a double theoretical framework grounded on the links between e-learning and communication and between e-learning and multimedia learning, the author will outline the basic features of the course the author is currently teaching. Besides the standard tools provided by the university platform (the course portal and forum and the course content slides), he has added some ‘external’ tools to offer students further possibilities to interact and take an active role in the learning environment which thus becomes actually ‘blended.’

Composition Goes Online

ISBN: 9781616921439; © 2010; 34 pages
Author(s): Michelle Bednarzky (University of Guam, Guam); Merissa Brown (University of Guam, Guam)

In the spring of 2007, English faculty members at the University of Guam began researching the need for online educational options that could be offered by the University. With the support of other English faculty, Merissa Brown proposed, created, and implemented the first fully online composition class and taught it in the spring semester of 2008. Michelle Bednarzky took over the class in the fall of 2008. This case will provide a history of the course’s development, insights from both instructors about the process of teaching this way within the diverse population that makes up the University’s student body, and offer suggestions they have for future successes based on challenges they faced. Finally, this document will argue that students at the University are ready for more technology in their classroom environments and should expect the University to accommodate their requests in an effort to successfully prepare them for their careers.

Online Materials for Teaching Japanese

ISBN: 9781616921422; © 2010; 22 pages
Author(s): Kai Masumai (University of Guam, Guam)

This chapter discusses how to adapt online learning to teach Japanese language courses and reviews the current language education situation in Japan, introducing the existing online Japanese courses and examine their content. However, learning Japanese online has a problem, namely a complicated typing system. The author details how typing in Japanese can be an obstruction to learning online and also discusses the merits of typing exercises. The author introduces hiragana and katakana software which can enhance the learning of characters and she describes a system to monitor the students’ progress and involvement and how to incorporate online learning with face-to-face instruction.

Bothering with Technology

ISBN: 9781616921415; © 2010; 19 pages
Author(s): John Doherty (Northern Arizona University, USA)

This chapter discusses the role that technology can play in a first-year Honors seminar. For the purposes of the chapter, blended learning is defined as re-tasking face-to-face time or out of class time to build community and meet course objectives more effectively. The challenge in an Honors seminar, however, is to apply this when technology is not considered a viable solution to potential course challenges. The chapter presents four strategies for building community through interaction and engagement: (1) icebreakers can be moved online to build more student interaction; (2) online journals can facilitate better engagement with the course and the texts; (3) documents can be delivered online to model good practice and promote sustainability; and (4) quizzes can be used to develop metacognitive skills outside of class.

The E-Mentoring Network for Diversity in Science and Engineering

ISBN: 9781616921651; © 2010; 11 pages
Author(s): David Porush (MentorNet, USA)

MentorNet is dedicated to diversifying the engineering and scientific workforce by providing e-mentoring to students in colleges and universities, with a special focus on underrepresented majors in engineering and science. It was founded in 1997 by Dr. Carol Muller, who led it as its sole President and CEO until 2008. Muller’s insight, one that has sustained MentorNet throughout its history, is that engineering and science are the engines of progress and economy in the U.S. and globally, but they are also underrepresented majors in engineering and science. The author describes a system to monitor the students’ progress and involvement and how to incorporate online learning with face-to-face instruction.

The Perfect Blend?

ISBN: 9781616921521; © 2010; 19 pages
Author(s): Christine Marszalek (Northern Illinois University, USA); Jacob Marszalek (University of Missouri-Kansas City, USA)

Despite the long history of the use of dissection in biology coursework, it has and continues to be, very controversial (Hart et al, 2008; Kinzie et al, 1993; Langley, 1991; Orlans, 1988; Nobis, 2002; Strauss, 1991; Madrazo, G, 2002). This case study evaluation was conducted in an affluent suburban middle school in the Upper Midwest as a response to the problem of finding an alternative means of instruction that would yield the same cognitive knowledge development, address the issue of science anxiety, and accommodate different learning modalities. Several alternatives were compared in 14 seventh-grade biology classrooms, including physical dissection, virtual dissection in a desktop microworld, and content instruction through an interactive CD-ROM tutorial. Although differences were observed in immediate retention, none were observed in retention after three months. Implications for classroom instruction are discussed from an instructional perspective.

Teaching Online

ISBN: 9781616921361; © 2010; 20 pages
Author(s): P. Kang (University of Guam, Guam)

This chapter provides an argument endorsing blended learning and teaching for foreign language (FL)/second language (L2) courses, in lieu of total online learning and teaching or total face-to-face learning and teaching (FFLT). Two main arguments are posed, citing concrete examples. First, that in total online learning and teaching, one of the greatest challenges is to reduce the psychological and social distance between teacher and student that leads to a dysfunctional parser (a mental language processing system) for FL/L2. And secondly, online learning and teaching encourage more input, which is crucial to language learning. The chapter continues with a discussion of the implementation of the way online courses of English language are structured within the on-line degree courses of the University of Modena and Reggio Emilia in Italy. Moving from a double theoretical framework grounded on the links between e-learning and communication and between e-learning and multimedia learning, the author will outline the basic features of the course the author is currently teaching. Besides the standard tools provided by the university platform (the course portal and forum and the course content slides), he has added some ‘external’ tools to offer students further possibilities to interact and take an active role in the learning environment which thus becomes actually ‘blended.’
Virtual Reality or Virtually Real
ISBN: 9781616921354; © 2010; 21 pages
Author(s): John Lidstone (Queensland University of Technology, Australia); Paul Shield (Queensland University of Technology, Australia)

This paper examines the enabling effect of using blended learning and synchronous internet mediated communication technologies to improve learning and develop a Sense of Community (SOC) in a group of post graduate students consisting of a mix of on-campus and off campus students. Both quantitative and qualitative data collected over a number of years supports the assertion that the blended learning environment enhanced both teaching and learning. The development of a SOC was pivotal to the success of the blended approach when working with geographically isolated groups within a single learning environment.

Blended Learning for Adaptation to Needs
ISBN: 9781616921347; © 2010; 14 pages
Author(s): Joan Aitken (Park University, USA)

This chapter discusses two different approaches to using blended learning as a way of adapting to program needs. In one example, pharmacy instruction is provided by top faculty to distance sites. In another example, blended learning is used to reduce instructional costs and increase student enrollment in a graduate program in the humanities. The differences in approaches are because of the different purposes for the use of blended learning. Blended learning can be useful in this time of dwindling resources and budget constraints as a method for improving instruction designed to reach more students and distance locations.

Blended Learning in a Creative Writing Program
ISBN: 9781616921330; © 2010; 13 pages
Author(s): Chris Morgan (Southern Cross University, Australia); Janie Conway-Heron (Southern Cross University, Australia)

This case study reports on the results of a two-year pilot study in blended learning in an undergraduate creative writing program at Southern Cross University in Australia. It documents the development and implementation of a blended delivery model that dispenses with outdated divisions between face-to-face and distance modes of delivery, creating a converged, blended learning experience for all students. Findings from the pilot provided important data in relation to student satisfaction, pedagogical considerations, institutional constraints, teaching technologies, faculty workload issues, and costs associated with blended learning. These findings will contribute to a University-wide move to converged, blended learning in 2009.

Encapsulating the Basic Tenets
ISBN: 9781616921934; © 2010; 18 pages
Author(s): Gera Burton (University of Missouri, USA)

This chapter traces the steps taken to establish a set of guiding principles, or best practices, for endorsement by the American Association for Collegiate Independent Study (AACIS) membership. The AACIS membership is comprised of practitioners from institutions engaged in the provision of self-paced, independent educational opportunities for students who require flexible options, including year-round enrollment. While it was anticipated that agreement on all aspects of online delivery would be impossible, a consensus on core principles was seen as attainable. The purpose of the initiative was to lay the groundwork for further refinement of standards of practice by practitioners engaged in the delivery of online, distance, and independent learning programs.

Reaching Beyond Bricks and Mortar
ISBN: 9781616921767; © 2010; 12 pages
Author(s): Saul Rockman (Rockman et al., USA); Lynn Fontana (Sylvan Learning, USA)

Sylvan Learning has set the standard for personalized, after-school, academic support programs for students in elementary grades through high school. A relatively little-known but growing component of Sylvan Learning’s offerings is Sylvan Online, a one-to-one academic assistance program that is offered to students at home in association with their local Sylvan Learning centers. This Internet-based service provides the same type of individualized academic support as the centers, yet it affords greater flexibility and access. This chapter describes the program and attributes of Sylvan Online and situates the program within the larger context of extended-day academic programs.

Instructional Leadership and Blended Learning
ISBN: 9781616921323; © 2010; 19 pages
Author(s): Martin Reardon (Virginia Commonwealth University, USA)

Dewey’s concept of experience as an active engagement with a process of action, feedback, and reflection permeates the setting of the case reported in this chapter. The case involves an initiative to engage a group of experienced teachers and school administrators (in the context of a doctoral level course) with reading and reflecting on a vision of the future of education in a professional learning community permeated by the experience of blended learning. While the blended learning was heavily weighted towards face-to-face meetings, issues relating to the integration of technology with education became experienced realities for the group members. These issues included pre-service teacher education, equitable access to online resources, and the creation of an environment in which contemporary approaches to curriculum, teaching, and learning can flourish.

Experiences and Perceptions of Learner Engagement in Blended Learning Environments
ISBN: 9781616921316; © 2010; 21 pages
Author(s): Linda George-Walker (University of Southern Queensland, Australia); Abdul Hafeez-Baig (University of Southern Queensland, Australia); Haj Gururajan (University of Southern Queensland, Australia); P. Danaher (University of Southern Queensland, Australia)

The growing literature about blended learning environments and technologies provides plenty of scope for an interrogation of the intersection between learner engagement and blended learning. This chapter takes up that interrogation by presenting the case of the University of Southern Queensland, Australia and focuses on three postgraduate courses offered by the institution: two in the Faculty of Business and the other in the Faculty of Education, with each course representing a different position along the continuum from blended to fully online. The chapter presents a detailed examination of all three courses in relation to design, development, and management, informed by a conceptualization of blended learning as it intersects with learner engagement. Several types of evidence are deployed in evaluating the courses against the assembled information about experiences and perceptions of learner engagement and blended learning communicated by students, academic staff members, and program administrators. This evidence suggests some significant implications for the ongoing theorization of blended learning, how its effectiveness can be maximized, and what its connections with learner engagement are and should be.

Learning in an Inclusive Multi-Modal Environment
ISBN: 9781609607135; © 2010; 17 pages
Author(s): Deryn Graham (University of Greenwich, UK); Ian Benest (University of York, UK); Peter Nicholl (University of Ulster, UK)

This paper examines recent research in interaction design for inclusive learning and the development of ideas for further research into building an environment facilitating inclusive multi-modal learning. In this paper, the authors give a summary of the findings of the original case study on improving interaction design for teaching visually impaired students. The paper then describes and discusses further work on evaluating current assistive technology products, with conclusions being drawn on future research.
The Nature of Complex Blends

ISBN: 9781616920957; © 2010; 17 pages

Author(s): Roisin Donnelly (Dublin Institute of Technology, Ireland)

This chapter discusses the complexities of blending technologies and problem-based learning (PBL) group interaction within the context of academic development in higher education. A qualitative case study of the lived experiences of 17 academic staff participants in a blended PBL module over a two year period was considered likely to provide a much-needed analysis of current thinking and practice on the potential of interaction in this form of higher education professional academic development. Specific aspects of interaction (technical, peer, content, and the learning experience) within blended PBL tutorials are analysed to provide research-based evidence on the realities of delivering a PBL programme using technology. The study reported in the chapter argues that the intersection of PBL and learning technologies can offer an innovative way of teaching and learning and is a reflection of pedagogy and technology as an integrated model that can work effectively together. The findings show that the synergy from the collaborative blended PBL approach in this module can result in the coherent and comprehensive provision of training, support, and research throughout higher education institutions.

How to Train Professionals to Effectively Manage Child Abuse Cases

ISBN: 9781616920957; © 2010; 17 pages

Author(s): Ernesto Caffo (Telefono Azzurro, Italy); Barbara Forresi (Telefono Azzurro, Italy); Gianluigi Lepri (Telefono Azzurro, Italy)

The purpose of this chapter is to describe the postgraduate training course “Assessment and treatment approach when handling child abuse cases and paedophilia,” developed by the University of Modena and Reggio Emilia (Italy), as an example of a university-based and multidisciplinary training to child abuse professionals. This program is aimed at assisting graduated community professionals—such as child psychiatrists, psychologists, social workers, educators, and law enforcement officers, judges and lawyers—to develop evidence-based strategies to respond to child abuse.

First, the training program will be presented, describing contents and methods used to facilitate critical reflection and analysis of practice/policy: lectures, case studies, work-groups, and team-building, web-based and experiential learning. Furthermore, the impact on trainee knowledge, attitudes, and behaviors will be described and discussed on the basis of the existing literature. Barriers to multidisciplinary work such as work style and communication differences among professions, attitudes and behaviors toward children, will be also critically discussed.

Virtual Organizing Professional Learning Communities through a Servant-Leader Model of Appreciative Coaching

ISBN: 9781616921408; © 2010; 24 pages

Author(s): Kam Hou Vat (University of Macau, Macau)

This case investigates a set of empowerment concerns in the context of transforming classes of student and teacher learners (considered as department-wide learning units in higher education) into professional learning communities (PLCs). In particular, we are interested in enhancing student learning through designing a collaborative learning environment in support of problem-based learning, based on the concept of virtual organizing the various PLCs distributed throughout a higher educational institute. Of specific interest in our exploration is the generative potential of a servant-leader model of student-centered education in support of the PLCs nurtured by the development practice of appreciative coaching adapted from the established positive change paradigm of appreciative inquiry.

Girls’ E-Mentoring in Science, Engineering, and Technology Based at the University of Illinois at Chicago Women in Science and Engineering (WISE) Program

ISBN: 9781616921668; © 2010; 20 pages

Author(s): Sarah Shirk (University of Illinois at Chicago, USA); Veronica Arreola (University of Illinois at Chicago, USA); Carly Wobig (University of Illinois at Chicago, USA); Karima Russell (University of Illinois at Chicago, USA)

The Girls’ E-Mentoring in Science, Engineering, and Technology (GEM-SET) program has been linking volunteer women mentors in the fields of science, engineering and technology to student members from across the U.S. since 2001. More than 1,300 girls ages 13-18 and 200 mentors in graduate school and beyond have participated via on-line mentoring and face-to-face programming where available. The basic benefits to the student participants are a free subscription to the on-line GEM-SET Digest that provides access to scholarships and internships information, invitation to field trips, career panel discussions, workshops, and conferences, direct access to successful mentors and role models, and to receive feedback and feedback from an academic environment.

Applications of E-Tutoring at Indira Gandhi National Open University

ISBN: 9781616921781; © 2010; 15 pages

Author(s): Ramesh Sharma (Indira Gandhi National Open University, India); Sanjaya Mishra (Indira Gandhi National Open University, India)

Indira Gandhi National Open University (IGNOU) with more than two million learners in 2009 and a country-wide reach with over 60 regional centres and over 2000 learner support centres catering to remote and tribal areas has been a leader towards the democratization of education with social responsibility. IGNOU offers a large number of vocational and employment-oriented courses and has the challenges of managing the convergence of formal and open and distance learning (ODL) streams and to serve large number of students spread across the breadth and length of the country. To address these vital areas of education ( inclusion, expansion, and excellence), new mechanisms of e-tutoring have been introduced by IGNOU. This chapter discusses the applications of e-tutoring and its implications in the context of Indian National Open University.

Collaborative Reflection in Globally Distributed Inter-Cultural Course Teams

ISBN: 9781616921774; © 2010; 13 pages

Author(s): Nicholas Bowskull (University of Glasgow, Scotland); David McConnell (Glasgow Caledonian University, Scotland)

This chapter looks at processes for conducting collaborative reflection in action and collaborative reflection on action. The authors examine this in the context of globally distributed inter-cultural course teams. From a review of the literature, they identify the significance of openness, structure and dialogue as factors that support collaborative reflection and consider these factors in their own experience of global online teaching. They explore and focus upon the technique of having one tutor maintain and share an online journal with the other tutors in the course team. The authors suggest that having one tutor as a facilitator and one as a leader may provide facilitation and structure that supports reflective dialogue in inter-cultural globally distributed teams. They consider the influence of cultural pedagogy in inter-cultural reflection. The authors conclude with a look at instrumentalist versus developmental collaborative reflective practice.
On-Demand Tutoring to Students Around the World

ISBN: 9781616921770; © 2010; 10 pages
Author(s): John Stuppy (TutorVista.com, USA)

This chapter presents a detailed case study of a leading United States-based online learning center, Smarthinking, Inc. Conducting business in an entirely online setting, Smarthinking provides asynchronous and synchronous online tutoring for several general education courses and degree-specific courses, supporting students enrolled in secondary and post-secondary education 24 hours a day, seven days a week throughout the calendar year. The purpose of this chapter is to provide insight into Smarthinking’s services and its online training and management practices, which have been substantiated by research from various professional fields. This chapter discusses the early development plans, technology infrastructure, organizational systems, and product delivery elements of the organization.

Writing a Dissertation - University of Phoenix Style

ISBN: 9781616921736; © 2010; 9 pages
Author(s): Norma Turner (University of Phoenix, USA)

This chapter presents an overview of the doctoral program at the School of Advanced Studies at the University of Phoenix. By providing the program and process involved in obtaining a doctorate at the University of Phoenix, both active and potential students would have knowledge about the general requirements and courses. They would also gain insight into the philosophy of the doctoral program and understanding of the program’s continual growth and development. This chapter includes information on the people and the processes, both internal and external to the University of Phoenix, involved in the successful completion of the degree program.

E-Mentoring the Individual Writer within a Global Creative Community

ISBN: 9781616921712; © 2010; 19 pages
Author(s): Linda Venis (UCLA Extension, USA)

This chapter presents a case study of how the UCLA Extension Writers’ Program, which is America’s largest continuing education provider of online creative writing and screenwriting courses and services, offers individualized feedback and mentoring to 1,000’s of aspiring and practicing writers worldwide. The chapter begins with an overview of UCLA Extension and the Writers’ Program’s history, mission, products, services, and managerial structure, and then describes the origins and current status of the Writers’ Program’s online curriculum and educational services. The ways in which writing education comprises a near-perfect match for a virtual delivery system are explored, along with a discussion of the uniqueness of the Writer’s Program’s products and services, the guidelines that create a successful response to the work, and the “best practices” techniques that are utilized. The chapter concludes by addressing technological, pedagogical, and economic challenges and future directions of e-mentoring aspiring creative writers and screenwriters.

Supporting Peer-to-Peer E-Mentoring of Novice Teachers Using Social Software

ISBN: 9781616921705; © 2010; 14 pages
Author(s): Mark Lee (Charles Sturt University, Australia); Catherine McLoughlin (Australian Catholic University, Australia)

The Australian Catholic University (ACU National at www.acu.edu.au) is a public university with six campuses across the country funded by the Australian Government. Student numbers are increasing, and e-learning plays an important role, and there is greater emphasis on research. In 2005 at ACU Canberra, a new model of pre-service secondary teacher education commenced with the introduction of the Graduate Diploma of Education (Secondary) program. In 2007, a new dimension to the teaching practicum was added to facilitate online peer mentoring among the pre-service teachers at the Canberra campus of ACU National, and provide them with opportunities to reflect on teaching prior to entering full-time employment at a school. The creation of an online community to facilitate this mentorship and professional development process forms the context for the present case study. While on their practicum, students used social software in the form of collaborative web logging (blogging) and threaded voice discussion tools that were integrated into the university’s course management system (CMS), to share and reflect on their experiences, identify critical incidents, and invite comment on their responses and reactions from peers.

Implementation of an Online Distance Mentoring System

ISBN: 9781616921699; © 2010; 20 pages
Author(s): Vasillis Syrris (Aristotle University of Thessaloniki, Greece); Fenia Tsobanopoulou (Aristotle University of Thessaloniki, Greece)

Through immense technological advancements, online distance mentoring has evolved as a clearly anthropocentric method, having that is, as center of its interest, the person and his/her personal needs as opposed to the mere execution of a predetermined training program. The present study explores and analyses the issues related to electronic distance mentoring of young persons in the framework of professional orientation, business spirit development, personal training and psychological support. The particularity of this project stems from the application of advanced videoconference systems that eliminated the need for people transfer, bridged geographical distances, improved interaction considerably and reduced the response time of intervention.

Transpositions in Configurable Virtual Storyworlds

ISBN: 9781616921491; © 2010; 23 pages
Author(s): James Sosnoski (University of Illinois at Chicago, USA); Kevin Harvey (University of Illinois at Chicago, USA); Jordan Stalker (University of Illinois at Chicago, USA); Colleen Monahan (University of Illinois at Chicago, USA)

The Center for the Advancement of Distance Education (CADE) is a self-supporting unit within the School of Public Health at the University of Illinois at Chicago. The authors have created a quarantine scenario designed for emergency training to enable first responders to test and refine plans and procedures in a safe, controllable, and immersive environment. The authors designed “The Canyon Crossroads” as a key transit point between two quarantine areas and two uninfected areas. They placed a state border to divide the crossroads leaving quarantine zones in each jurisdiction. The local hospital was located in one of the quarantine zones and it is an official transit point between two quarantine areas and two uninfected areas. They placed a state border to divide the crossroads leaving quarantine zones in each jurisdiction. The local hospital was located in one of the quarantine zones and it is an official holding and treatment location for infected victims. The exercise involves transmitting persons in and out of the four areas.
Bridging the 15 Million Person Mentoring Gap
ISBN: 9781616921675; © 2010; 10 pages
Author(s): Caroline Oh (iMentor, USA); Theresa Stroisch (iMentor, USA)

This chapter introduces the history and evolution of iMentor, a NYC-based youth mentoring organization that pioneered the use of guided e-mail communication to enhance the in-person youth mentoring model, and continues to leverage its model and lessons learned to help other groups improve or start up their own mentoring programs. It illustrates how the organization has effectively used technology to add flexibility and structure in its NYC Mentoring Program, engaging a new “class” of program participants: “busy” professionals as mentors and mentees from some of the most economically and geographically isolated communities. It also describes how the organization transformed itself to meet a national demand for its programming by developing and licensing its own mentoring technology platform, iMentor Interactive.

Argumentative Interactions and Learning Through a Virtual Environment
ISBN: 9781616921507; © 2010; 15 pages
Author(s): Nathalie Muller Mirza (University of Lausanne, Switzerland)

This chapter presents a pedagogical case in science in which the learners take part in an argumentative debate mediated by a technological environment, called Digalo. The chapter focuses on a socio-cultural perspective, thus assigning a central role to social interactions, symbolic and material mediation in development and learning processes. The author describes a case in Biology tested in two educational contexts, and discusses its psycho-pedagogical assumptions. From a qualitative analysis of the data, it appears that cognitive and argumentative processes are interconnected, which means that by articulating and making reference to the others’ arguments, learners also develop a new understanding of the scientific content.

Enculturation of the Utilization of Learning Management System
ISBN: 9781609602727; © 2010; 18 pages
Author(s): Aida Yunus (Universiti Putra Malaysia, Malaysia); Hamidah Meseran (Universiti Putra Malaysia, Malaysia); Zaidan Wahab (Universiti Putra Malaysia, Malaysia)

Universiti Putra Malaysia’s (UPM) vision is to become a university with international repute. The Strategic Plan Document 2001- 2010 includes a goal for the university to be fully wired through ICT in enhancing research, extension work, professional service, strengthening teaching and learning environment and enhancing the culture of ICT in supporting teaching and learning. Two strategies were drawn: namely (i) implement the use of one learning management system (LMS) and (ii) enhance competency of academic staff in using the LMS. It has been a practice that each faculty decides on a platform for implementing e-Learning. However, the use of various LMSs had created difficulties in the sharing of integrated database, continuous monitoring of the use of one learning management system (LMS) and (ii) enhance competence, strengthening teaching and learning environment and enhancing the culture of ICT in supporting teaching and learning.

Project Learning, the Linked Course, and Ramifications for Global Research
ISBN: 9781616921653; © 2010; 21 pages
Author(s): Anthony Dickinson (Academic Research Laboratory, People Impact International Inc, Hong Kong); Diane Hui (The University of Hong Kong, Hong Kong)

In a regionally accredited urban university, high risk students enrolled in a freshman level computer information systems class are simultaneously enrolled in a freshman level computer information systems class to also be designed according to the findings of advanced machine learning and cognitive developmental neuroscience research. In 2008, the first empirical evidence was generated with its use, and together with its built-in assessment system, integrated into the school curriculum. Beyond this existence proof of concept, and practical program application for educational use, results of beta-testing with the e@Leader system across primary schools in two countries support the claim for tutored online educational gaming in enhancing intelligence, active student learning, and scholastic performances in English and math.

Make a Change by Exchanging Views
ISBN: 9781616960278; © 2010; 30 pages
Author(s): Gilbert Ahnmer (Austrian Academy of Sciences, Austria); Thomas Jekeli (Austrian Academy of Sciences, Austria)

Initially, this case presents a theoretical description highlighting how spaces are constructed. Perspectives on a platform for implementing e-Learning. However, the use of various LMSs had created difficulties in the sharing of integrated database, continuous monitoring of the use of one learning management system (LMS) and (ii) enhance competence, strengthening teaching and learning environment and enhancing the culture of ICT in supporting teaching and learning. They changed through learning processes. Societal learning can enlarge and approximate spaces of understanding. Social spaces are a type of “social capital”. Design of learning procedures refers to the design of structures in time, space and in the space of opinions that facilitates multi-perspectivist and multidisciplinary understanding of involved stakeholders. The following section of this case dwells on several cases of cooperative learning through dialogue: the project Schools on Ice, the UniGIS online course, the UniGIS network and the ESD forum, the Environmental Systems Analysis Curriculum USW, and the European Union Twinning tool applied in Slovakia, Slovenia, Armenia, Georgia and Azerbaijan.

Herding Cats
ISBN: 9781616921620; © 2010; 17 pages
Author(s): Donald Philip (University Of Toronto, Canada)

Teachers using online learning environments have found that traditional classroom control techniques do not work when applied online. Instead, other approaches need to be used. This chapter introduces the concept of knowledge-building as an approach that is effective in online learning, and the concept of protocological control as a means of controlling the communications networks that evolve during the learning process. Data from a study involving students in a graduate course (online and face-to-face) class are used to illustrate how the teacher controls the learning process when the students all work independently of each other. The use of social network analysis as a tool for visualizing the communications networks that form is demonstrated.

Facilitated Telementoring for K-12 Students and Teachers
ISBN: 9781616921644; © 2010; 11 pages
Author(s): Lisa Harris (College of William & Mary, USA)

The Electronic Emissary is a Web-based service and resource center that helps teachers and students with Internet access locate mentors who are experts in various disciplines, then plan and engage in curriculum-based learning. It serves students and teachers globally, but the majority of its participants to date have been in North America. Emissary-related research has focused upon the nature of telementoring interactions in which K-12 students are active inquirers, the motivations and perceptions of their volunteer subject matter mentors, why some teachers choose to persist in integrating telementoring into curricula despite considerable hindrances, effective telementoring facilitation techniques, and what teachers learn as they help their students to participate in curriculum-oriented telementoring projects. Telementoring offers direct access to experts to learners and educators today, and is what the Electronic Emissary brings to students and teachers worldwide.

Enhancing Intelligence, English and Math Competencies in the Classroom via e@Leader Integrated Online Edutainment Gaming and Assessment
ISBN: 9781616921613; © 2010; 21 pages
Author(s): Anthony Dickinson (Academic Research Laboratory, People Impact International Inc, Hong Kong); Diane Hui (The University of Hong Kong, Hong Kong)

Whether online edutainment gaming can enhance intelligence, student learning, or scholastic performance remains hotly debated in education research circles. In response to this academic issue, and in order to address a number of educational policy questions asked of the authors by several government organisations, the authors have developed the online e@Leader edutainment gaming platform as a supplementary learning tool in the first comprehensive ‘learning by gaming’ system to also be designed according to the findings of advanced machine learning and cognitive developmental neuroscience research. In 2008, the first empirical evidence was generated with its use, and together with its built-in assessment system, integrated into the school curriculum. Beyond this existence proof of concept, and practical program application for educational use, results of beta-testing with the e@Leader system across primary schools in two countries support the claim for tutored online educational gaming in enhancing intelligence, active student learning, and scholastic performances in English and math.

Take advantage of IGI Global’s Course Adoption Student Pricing Program and integrate IGI Global Teaching Cases into your classroom.
Developing Collaborative Problem-Solving in an Online Training Program for Insurance Agents

ISBN: 9781616921576; © 2010; 21 pages
Author(s): Patrick Connolly (Director of Operations and National Training Manager, USA); Donna Russell (Arete’ Consulting, LLC, USA)

This case is a narrative of the design, review, revision and implementation of an online training program for insurance brokers. The goal of the online training program is to develop advanced problem-solving knowledge and skills including communication abilities in trainees. The case is narrated from the perspective of the training manager and the reviewers committee. The review of the implementation and evaluation is complete using cultural historical activity theory to identify contradictions in the training process. The purpose of the case is to identify the development of advanced knowledge and skills resulting from the online training program. The results of implementing an online training program include 1) reduction in turnover, 2) cost savings and 3) training benefits for the regional branch offices and the trainees.

Creating a Motivated Online Graduate Community

ISBN: 9781616921569; © 2010; 14 pages
Author(s): Joan Aitken (Park University, USA)

The purpose of this chapter is to provide a case study of the problem solving processes of a faculty who developed a new graduate program in communication studies. Students could take all courses online, all on ground, or use a combination of the two delivery formats. For the totally online program, a key desire was to help students and faculty achieve a sense of a collaborative community. Students needed to get to know each other and feel a part of the whole program, even though course delivery for some students was totally online. Further, the faculty sought to motivate students to engage in a challenging program of research and application. http://www.igi-global.com/teaching-case/creating-motivated-online-graduate-community/37983

Using Digital Communities to Enhance Student Persistence and Retention

ISBN: 9781616921538; © 2010; 14 pages
Author(s): Charles Layne (University of Houston, USA); Rebecca Lee (University of Houston, USA); Daniel O’Connor (University of Houston, USA); Catherine Horn (University of Houston, USA); Brian McFarlin (University of Houston, USA)

Achieving student persistence and retention at the University of Houston has often been a challenge for the university. This chapter concerns using Second Life to develop a digital community of students from a single academic department to enhance student persistence toward graduation. It was postulated that the development of a digital community could strengthen the social cohesion of the students and thereby promote academic persistence. Students joined Second Life voluntarily or as part of their course requirements and were invited to participate in various social and educational activities led by their classmates. The amount of time spent in Second Life was tracked and will be compared to academic performance.

Mentoring the Next Generation

ISBN: 9781616921682; © 2010; 11 pages
Author(s): Kate Schrauth (icouldbe.org, USA); Elie Losleben (icouldbe.org, USA)

With the high school dropout rate in the United States at epidemic levels and the proportion of guidance counselors decreasing, mentoring programs are an increasingly effective way to reach young people with the college and career guidance they need. icouldbe.org’s online mentoring programs reach young people who do not have access to quality educational resources, using a dynamic virtual learning environment to connect them to mentors who offer practical and individualized advice, information and expertise. icouldbe.org puts child safety first and monitors mentor-mentee relationships in a controlled and accountable environment. Evidence indicates that icouldbe.org’s e-mentoring program has many of the benefits of face-to-face mentoring—an exciting find as educators turn to mentoring as a classroom intervention.

Training of Teachers in Virtual Scenario

ISBN: 9781609602857; © 2010; 24 pages
Author(s): Olga Alegre-Rosa (University of La Laguna, Spain); Luis Villar-Angulo (University of Seville, Spain)

The integration of Information and Communication Technology (ICT) into higher education: instruction is receiving growing attention from university scholars and administrators. The Canarian Government funded the Faculty Professional Development project (FPD) to enhance the quality of formative programmes. Political and socio-economic forces are inundating the two institutions with more strenuous demands for student competence and teaching accountability. FPD aims at developing and implementing online courses for training faculty members. Thus, understanding what makes faculty development effective is critical to understanding the success or failure of the FPD innovation. The arguments in this chapter respond to the following needs: (a) an explanation of the potential impact of e-development on faculty and agency staff members’ learning, and (b) electronic training for quality assurance specifications.

Getting Teachers to use New Technology by just Giving them Time

ISBN: 9781613500026; © 2010; 13 pages
Author(s): Terry Haydn (University of East Anglia, UK); Roy Barton (University of East Anglia, UK)

The outcomes of this project suggest that in the area of developing teachers’ use of ICT in subject teaching, simply providing support for teachers, in the form of time to explore the potential of ICT, to meet together to discuss ICT in subject groupings, and freedom to focus on their preferred ICT agendas, may be a more effective way forward than prescribing lists of required competences and providing generic ‘train- ing’ type courses. This goes against the grain in an era characterised by ‘top-down’, centrally directed national strategies, high levels of accountability and auditing of teachers, and ‘coverage’ models of competence (Ball, 2003), but given the disappointingly sluggish and modest outcomes of such programmes, in the UK and elsewhere, such approaches may be worth exploring more extensively.

Development and Evaluation of a Generic Re-Purposable e-Learning Object on Data Analysis

ISBN: 9781613500019; © 2010; 15 pages
Author(s): Jillian Griffiths (Manchester Metropolitan University, UK); Jenny Craven (Manchester Metropolitan University, UK)

This case describes the development of a re-purposable learning object for higher education. There is evidence of an increasingly diverse student population in UK higher education, where the sector is currently faced with re-positioning itself in order to meet the needs of a changing demographic. This has resulted in a new emphasis in education on supporting the learner, in collaboration with peers and tutors, through a lifetime of education, both within and outside the classroom. These factors, together with personal experience in teaching students data analysis have been instrumental in the formation, by the authors, of the conception of the Analyse This!!! learning object described in this case study. In June 2008 Analyse This!!! was successfully launched, and it is hoped that it will prove to be a useful resource for students and staff alike, across many different subject disciplines and across different institutions.

“Cross Talk”

ISBN: 9781613500149; © 2010; 17 pages
Author(s): Susan Wegmann (University of Central Florida, USA)

Asynchronous online discussions can be complex and fruitful, mimicking their face-to-face counterparts in undergraduate college classes. However, some researchers note a discrepancy in substance and interest levels between online and face-to-face discussions. This chapter describes the interactions of one thriving student in an asynchronous online course. It analyzes the student’s interactions with his peers, and uses these interactions to provide ways that online instructors can structure courses to optimize genuine and engaging online discourse. Additionally, it suggests that students included during the revision cycle of implementation— an exciting find as educators turn to mentoring as a classroom intervention.
Virtual Structures and Collaborative Processes to Enhance Teaching and Learning Across Dispersed Sites

ISBN: 9781613500002; © 2010; 13 pages
Author(s): Ken Stevens (Memorial University of Newfoundland, Canada)

This case outlines the development of a pre-internet education initiative in New Zealand that linked eight rural schools, each with declining enrolments, to collaborate through audio technology in sharing specialist high school teachers. The collaborative structure that was formed enabled senior high school students in the intranet to access courses not available on-site, thereby expanding their range of curriculum options. Replication of the New Zealand model in rural Atlantic Canada, enhanced by the Internet, enabled senior students in an intranet to access four Advanced Placement (AP) science subjects, each taught from a participating site. Within the New Zealand and Canadian intranets collaborative teaching and learning has developed and has expanded the capacity of participating rural schools and reduced the significance of their physical locations. The New Zealand and Canadian initiatives highlight the possibilities of inter-school collaboration to sustain education in small rural communities.

Substituting ICT as a Lever for Inclusion of Children with Reading and Writing Difficulties

ISBN: 9781609607166; © 2010; 15 pages
Author(s): Karin Levinsen (Aarhus University, Denmark)

This paper presents research findings from a 3-year development and research project named Project IT-folder (PIF) that aimed at the inclusion of young children with potential reading and writing difficulties into normal classes in a suburb of the Danish capital. The project ran from 2007 to June 2010 as collaboration between the Danish University School of Education, the local municipality government, the Pedagogic Development Centre and two primary schools in the municipality. The aim of the project was to produce research-based knowledge that grounds and consolidates a future-oriented and sustainable implementation strategy and practice for all schools in the municipality regarding ICT as a change agent. The project’s methodology was designed as research-based interventions into everyday practice, while data was collected through qualitative and anthropological methods, collection of student work and school assessment measures.

Live Interactive Virtual Explorations at a Southern California Native American Learning Center

ISBN: 9781609607159; © 2010; 13 pages
Author(s): Kimberly Bruch (University of California at San Diego, USA); Hans-Werner Braun (University of California at San Diego, USA); Susan Teel (University of California at San Diego, USA)

For the past decade, researchers affiliated with the National Science Foundation-funded High Performance Wireless Research and Education Network (HPWREN) have been working with Native American education communities on an array of Internet-enabled activities, including the Live Interactive Virtual Explorations (LIVE) pilot project. One of the communities involved with the pilot LIVE project is the Pala Native American Learning Center, which is located in rural San Diego County, California. This paper discusses five case studies encompassing LIVE activities between Pala tribal community members and field scientists/educators throughout southern California. Using laptops equipped with off-the-shelf accessories and freeware, the five pilot case studies demonstrate the advantages and disadvantages of utilizing the LIVE concept for real-time distance education programs at rural Native American communities.

Education Balanced Scorecard for Online Courses

ISBN: 9781609607142; © 2010; 17 pages
Author(s): Kenneth Strang (University of Atlanta, USA)

This case presents a best-practice in higher education, whereby a balanced scorecard approach was used to assess the effectiveness of a distance education (online) course in an accredited business degree program at an Australian public university. The assessment rubric was created by applying the concept of the balanced scorecard (from management science) to measure student performance, satisfaction, as well as content and delivery effectiveness. Performance was derived from the course grades while a validated survey instrument was utilized to gather estimates of all other factors from the students. One of the key lessons-learned in the case was that rather than reinvent the wheel, it was better to reuse accreditation surveys designed for the classroom to assess online courses and leverage the management science philosophy of measuring more than just performance to evaluate program success. Similar scorecard concepts have already been applied in U.S. universities, thus their differences with this case are also discussed.

Developing an Online Community to Promote Engagement and Professional Learning for Pre-Service Teachers Using Social Software Tools

ISBN: 9781609607043; © 2010; 14 pages
Author(s): Catherine McLoughlin (Australian Catholic University, Australia); Mark Lee (Charles Sturt University, Australia)

To support students undertaking an initial teacher training program, a communities of practice model (Wenger, 1998) was implemented, supported by a software-based technology framework, to enable mutual engagement, joint enterprise, and a shared repertoire. Participants formed peer-to-peer mentoring relationships, creating and sharing web log (blog) entries and voice recordings of critical incidents while on their practicum. Data from the students’ discourse was analyzed to explore issues and patterns that were indicators of a learning community. This data, together with data collected from post-practicum focus group discussions in which students reflected on the benefits of these media for peer mentoring and support, attests to the relevance and effectiveness of the adopted approach to developing a socio-professional community to support the development of pre-service teachers.

Learning without Boundaries

ISBN: 9781609602314; © 2010; 19 pages
Author(s): Elena Verezub (Swinburne University of Technology, Australia)

Technological innovations have transformed the boundaries of research priorities within the Vocational Education and Training (VET) sector. In line with research priorities set by NCVER, Swinburne University of Technology has made an ongoing commitment to the development of research that aims at improving the flexible delivery of program for students in the Training and Further Education (TAFE) sector. The present study showcases a research project conducted at Swinburne, where the aim of the project was to design an e-learning program for students studying within the Department of Horticulture and Environmental Science, with an additional focus on improving students’ reading comprehension of hypertexts in the subject-specific context. This case study also discusses social and educational, technological, economic as well as political/organizational issues the project had to deal with.
Combine theory with experience by promoting analytical thinking and classroom discussion. Request an examination copy to review before adopting for your classroom.
E-Learning in Higher Education in China and Belgium

Author(s): Chang Zhu (Ghent University, Belgium); Martin Vaclke (Ghent University, Belgium); Tammy Schelliens (Ghent University, Belgium)

Distance Education Education and ICT-Supported Learning in Lesotho

Author(s): Angelina Khoro (Lesotho College of Education, Lesotho)

Effectiveness of Problem Based Learning for Engineering Curriculum

Author(s): J.I. Rojas (Universitat Politècnica de Catalunya (UPC); Spain), X. Prats (Universitat Politècnica de Catalunya (UPC); Spain), A. Montlaur (Universitat Politècnica de Catalunya (UPC); Spain), M. Valero (Universitat Politècnica de Catalunya (UPC); Spain), E. García-Berro (Universitat Politècnica de Catalunya (UPC); Spain)

Application of E-Learning in Teaching, Learning and Research in East African Universities

Author(s): Michael Walimbwa (Makerere University, Uganda)

Web-Based Instructions

Author(s): Mohammed Saleh Al Balawi (King Fahd Naval Academy, Saudi Arabia)

Professional Development Programme in the Use of Educational Technology to Implement Technology-Enhanced Courses Successfully

Author(s): Sibongile Simelane (Tshwane University of Technology, South Africa)

Criminology as a Discipline in Modern Greece

Author(s): Christina Zarafonitou (Panteion University, Greece)

Users’ Satisfaction with e-Learning

Author(s): Adeyinka Tella (University of Botswana, Botswana)
Teaching Statistics and Operations Research Online
ISBN: 9781613500194; © 2010; 14 pages
Author(s): A. Juan (Open University of Catalonia, Spain); J. Faulin (Public University of Navarre, Spain); P. Fonseca (Technical University of Catalonia, Spain); C. Steegmann (Open University of Catalonia, Spain); L. Pia (University of Lleida, Spain); S. Rodriguez (University of Lleida)

This chapter presents a case study of online teaching in Statistics and Operations Research (OR) at the Open University of Catalonia (UOC). UOC is a purely online university with headquarters in Barcelona, Spain, with students from many countries. As common to most math-related knowledge areas, teaching and learning Statistics and OR present difficult challenges in traditional higher education. These issues are exacerbated in online environments where face-to-face interactions between students and instructors as well as among students themselves are limited or non-existent. Based on the authors’ experiences during the last decade, this chapter aims to share some insights on how to design and develop successful online courses in these knowledge areas.

Addressing Online Student Learning Environments and Socialization Through Developmental Research
ISBN: 9781613500187; © 2010; 23 pages
Author(s): Ruth Cook (DePaul University, USA); Caroline Crawford (University of Houston – Clear Lake, USA)

The chapter looks at the online learners in the course to distinguish whether interactivity and an online community was established. This case study also considers the shift that took place in the learners’ focus from simply participating in an online course to reframing their understanding of the course content and whether this holistic approach reflects both the students’ and instructor’s learning objectives and anticipated outcomes. Design, development and implementation of online learning environments have predominated distance education research over the past fifteen years. This study employs developmental research to examine online learners engaged within a dynamic learning community and provides detailed feedback on the strengths and potential weaknesses of the online course employed in the study.

Using Activity Theory to Guide E-Learning Initiatives
ISBN: 9781613500170; © 2010; 16 pages
Author(s): Neal Shambaugh (West Virginia University, USA)

This case documents how activity theory can be used as a tool to help educators understand the issues behind deploying online learning programs. Faculty members in higher education are accustomed to teaching online, but are new to the development of online academic programs. This case chapter provides a background to the academic setting and a discussion of activity theory. The specific context of an academic department is described, followed by how activity theory was used to represent the overlapping goals of faculty, students, and administrators, and to understand the contextual issues of roles, community of practice, and division of labor to reach the desired goal, which was to implement their academic programs online. Guidelines for using activity theory are provided.

International Collaboration for Technology Enhanced Education in Rwanda
ISBN: 9781609602765; © 2010; 19 pages
Author(s): Paul Breen (University of East Anglia, UK)

This case is a case study of a collaborative project in the field of international education, within the specific discipline of teacher training. The author had an advisory role in this project which serves as a positive example of how STEP (social, technological, economic, and political) factors can be dealt with in the cont

Dealing with affective needs in e-learning
ISBN: 9781613500033; © 2010; 16 pages
Author(s): Yi-Ching Chiu (Wenzao Ursuline College of Languages, Taiwan); John Cowan (Edinburgh Napier University, Scotland)

This chapter presents and contrasts descriptions of two cases of online affective support provided to support students engaged in higher level learning tasks. The cases are set in different cultures, centre upon different intended learning outcomes, and follow different tutorial styles. One (Eastern) tutor acted as a “shepherd leader” in response to needs arising in the Confucian Heritage Culture as the teacher promoted critical thinking, according to the Western model. The other (Western) tutor provided Rogerian facilitation of reflective learning journals, kept by students seeking to develop personal and professional capabilities. In both styles, affective support features strongly. The cultural and pedagogical comparisons between the cases have proved useful to the writers. These distinctions together with the similarities between the two online styles emerge in the comparisons.

Building Quality Assessment into Online Courses Across the Institution
ISBN: 9781613500156; © 2010; 12 pages
Author(s): Michael Rodgers (Southeast Missouri State University, USA)

This case shows how a long-term, campus-wide effort balanced technological, pedagogical, financial, and political considerations to develop and implement a system for online course quality assessment at a medium-sized public university in the Midwest. The case shows how the need for an assessment system came to be recognized, and how the committee charged with creating the system arrived at a solution which took into account both course design and instructor performance. Thus, the institution now has, for the first time, a tool for improving the quality of its online courses. Moreover, it is hoped that administrators, faculty, and faculty developers will see that the quality assessment system joins a course management software suite development effort and a series of faculty training workshops in a wide-ranging list of tools for enhancing faculty competence as users of technology for teaching and learning.

A Cyber-Apple for the Teacher
ISBN: 9781613500040; © 2010; 20 pages
Author(s): Mark Federman (Ontario Institute for Studies in Education, University of Toronto, Canada); Marilyn Lalikin (Ontario Institute for Studies in Education, University of Toronto, Canada)

Rather than truly integrating the philosophy of emancipatory and transformative adult education, cyber-education environments as typically implemented throughout the academy, overwhelmingly – if unwittingly – reproduce and reinforce the hegemony of traditional teacher-pupil power relations. By examining the mechanism of hegemony, and its pervasive presence in contemporary pedagogical technologies, this chapter will demonstrate how organized power is maintained through these mechanisms. In contrast, this chapter will be offered as a case study that demonstrates how engaged intellectuals can reconstruct the cyber-education environment in order to challenge the pretensions of entrenched academic power, and manifest adult education principles. In particular, the case will explore how the many years of research on how adults learn can be applied with the use of technology, so that the cyber learning milieu is as dynamic, personal and collaborative as the physical presence classroom context can be in the hands of a skilled adult educator.

A Case Study Analysis of the Use of Online vs. Proctored Final Exams in Online Classes
ISBN: 9781613500118; © 2010; 8 pages
Author(s): Stuart Gold (Walden University, USA)

This case study examines the results of an effort by a large regionally accredited institution to assure the integrity of its online final examination process. The question of whether the student outcomes achieved when administering an entirely online final exam are comparable to the outcomes achieved when administering proctored final exams for online (e-learning) university classes is the primary focus of this study. The results of an analysis of over 100 online courses and 1800 students indicate that it is possible to establish processes and procedures that allow the results achieved by students on their final exam to be comparable irrespective of whether the final exam is proctored or is a fully online examination.
The Effects of E-learning on African American Males

ISBN: 9781613500132; © 2010; 11 pages
Author(s): Tammy Graham (The Citadel School of Education, USA); Stephenie Hewett (The Citadel School of Education, USA)

This chapter examines the experiences of three African American males who were placed in an electronic learning (e-learning) classroom in a rural secondary school. The three case studies provide detailed descriptions of the young men's backgrounds, educational experiences, and academic achievement results before and after the implementation of e-learning. Furthermore, the case studies detail their academic achievement results and dispositions during the e-learning process, pitfalls of their e-learning program, and lessons learned from the implementation of the program. It is the authors' hope that educators and business professionals will utilize the information and lessons learned in this chapter when planning and implementing e-learning classes and trainings in order to enhance e-learning experiences for African American males.

Sharing Insights

ISBN: 9781613500125; © 2010; 14 pages
Author(s): Carmen Pérez-Fragoso (Universidad Autónoma de Baja California, México)

The case presents an analysis of the postings of a group of online teachers from a Mexican public university as they confront the challenges and rewards of their day-to-day teaching activities. They commented on their problems and accomplishments in a discussion forum during one semester. The problems included academic-administrative issues, difficulties of students in the appropriation of the platforms and the self-regulation of their learning, time management, negotiation and penalization of tasks delayed and other pedagogical concerns to the lack of institutional support. The findings suggest that the problems that online teachers face share specific characteristics and, according to the teachers, are mostly due to the pedagogical relationship being technologically mediated. Through the analysis, the author hopes to illustrate the complex technological, organizational and cultural issues that accompany online teaching and learning, and how the institution and the individual teachers dealt with them.

The e-Learning Puzzle in Turkey

ISBN: 9781613500095; © 2010; 14 pages
Author(s): Seçük Ozdemir (Gazi University, Turkey)

This chapter aims to share Turkey’s ICT integration experiences from a country-wide perspective rather than a school or classroom case. Many experiences in different countries indicate that successful ICT integration requires interlocking components, such as purchasing hardware, in-service training for principals and teachers, curriculum integration, financial resources for maintenance, technical, and pedagogical support, and an adequate amount and quality of digital learning material. Lack of one of the components may cause the failure of the whole integration process. The employment of ICT in education is a complex process comprising intricate components, much like the pieces of a puzzle. Sharing the experiences gained from national initiatives is especially important for developing countries, which should make an effort to learn from the experiences of other countries because loans granted by foreign sources make up a majority of the e-learning investment.

An e-Training Support Program for Regional and Local Development

ISBN: 9781613500088; © 2010; 21 pages
Author(s): Vassilis Syrnis (Aristotle University of Thessaloniki, Greece); Fenia Tsobanopoulou (Aristotle University of Thessaloniki, Greece)

New forms of learning such as distance training and consulting constitute a significant field that presents considerable advantages compared to the traditional educational practices. Computer and communication technologies like World Wide Web/Internet and broadband networks enrich the knowledge environments and grant new perspectives to learning mechanisms. In this case study we analyze the technological, cultural and social issues involved in an online distance training program implemented to address in particular farmers, animal-breeders, unemployed and low-salary workers. Distance consulting focuses on subjects concerning entrepreneurial skills and personal training. The project scope includes decentralization, local intervention for employment purposes and bridging of geographical and technological distances.

Technophobe to Technophile... Entering the Internet Culture

ISBN: 9781613500071; © 2010; 13 pages
Author(s): Pamela Anderson-Mejías (The University of Texas—Pan American, USA)

This chapter describes a successful means of introducing returning, older students to online education in a university setting. After presenting basic background from the literature on retention within online classes, the case is presented in detail as to how 16 fearful learners became confident and successful through the instructor’s taking time for preparation, establishing a sense of achievement using the technology, creating interconnections with peers, and demonstrating the usefulness of the virtual class over the face-to-face class. The author hopes that by describing in detail the case and the principles found, future educators can prepare their traditional students for the culture of virtual learning environments, thus expanding options for their programs while addressing university administrative concerns about student retention.

Application of VoiceXML in e-Learning Systems

ISBN: 9781613500064; © 2010; 17 pages
Author(s): A. Azeta ( Covenant University, Nigeria); C. Ayo (Covenant University, Nigeria); A. Atyero (Covenant University, Nigeria); N. Ikhu-Omoregbe (Covenant University, Nigeria)

This chapter examines the learning environment of visually impaired students in the school for the blind. The level of Information and Communication Technology (ICT) utilization and adoption is reported with specific interest in VoiceXML and its application areas. As a case study, a prototype voice-based e-Learning application for course registration and examination was developed and reported. The system was evaluated using ISO 9241-11 usability criteria. The outcome of the usability evaluation is also presented. The voice-based e-Learning technology described in this chapter will improve accessibility to education, including distance learning for learners who are visually impaired in the school for the blind.

Blended Assessment Methods in Online Educational Programs in Turkey

ISBN: 9781609602925; © 2010; 17 pages
Author(s): Emran Yukselturk (Middle East Technical University, Turkey); Orhan Curaoglu (Middle East Technical University, Turkey)

This study analyzed eleven online educational programs of different universities in Turkey regarding their assessment methods with several aspects. The results showed that online quizzes and tests, assignments, individual and group projects, participation to the discussions, proctored face-to-face midterm and final exams are major blended assessment methods used in the online programs. All methods have benefits and challenges while preparing and administering in the courses. Therefore, online and traditional assessments methods are used complementarily to overcome their respective disadvantages. The main parts of student success scores are assessed based on human proctored face-to-face final exams at the end of the courses to get accreditation in the programs.

Case Study of the CUForum @ CUHK

ISBN: 9781613500163; © 2010; 21 pages
Author(s): Peter Jakubowicz (The Chinese University of Hong Kong, Hong Kong)

A case study of an online business communication course at a university in Hong Kong is used to illustrate the importance of non-linear online learning by demonstrating how participants in this course adopted learning approaches that are consistent with, and a reflection of, the theory of online learning. Qualitative data from complete sets of online communication (including focus group interviews) collected over a one-semester, tertiary level course conducted at a university in Hong Kong are analyzed. The findings show that Chinese-speaking learners’ online interactions, categorized into three broad areas (cognitive, affective and social), demonstrate that interactivity is a key feature of an online learning environment. Its nature is exposed and discussed, not least the finding that for the participants in this study, learning was incidental and a sense of ‘fun’ was important. The study suggests ways in which online theory can contribute to, as well as help in, understanding this phenomenon and makes recommendations for future research.
Collaborative Knowledge Construction in Online Learning Environment

ISBN: 9781609602840; © 2010; 23 pages
Author(s): Rikki Rimor (Open University of Israel, Israel); Yigal Rosen (Open University of Israel, Israel)

The current study is based on academic on-line course and examines the effectiveness of collaborative learning vs. individual learning. Fifty eight graduate students in the Open University participated in course entitled "From information to knowledge" collaborating in a Google Docs environment as their final task of the course. The purpose of the study was to examine whether students with a collaborative learning orientation differ from students with an individual learning orientation, as was measured and determined their contribution to the process of knowledge construction in a collaborative online database environment. The students' contribution to the database was analyzed through personal and collective criteria of knowledge construction. The results showed differential achievements among learners with different learning orientations.

Online Teaching Partnerships in Diverse Socio-Cultural Institutions

ISBN: 9781609602390; © 2010; 15 pages
Author(s): Julian Scheinbuks (Chicago State University, USA); Anthony Pina (Sullivan University System, USA)

In this chapter, the authors present the case of an inter-institutional online teaching partnership. The partnership has allowed faculty and students from racially and socio-economically diverse institutions to interact with each other through synchronous and asynchronous distance learning technologies. Courses were developed and taught by faculty from each of the three partner institutions. Faculty who were new to the online teaching environment collaborated with and were mentored by experienced online instructors. Cross-discipline partnerships resulted in new courses being added to the curriculum. The inter-institutional online teaching partnership is a way to provide teaching and learning that is socially accessible, technologically adaptable, economically viable, and politically agreeable.

Mining Education Australia

ISBN: 9781609602604; © 2010; 20 pages
Author(s): Trish Andrews (The University of Queensland, Australia)

Due to a range of social and economic factors, Australian institutions have struggled to meet the demand for highly trained professionals for the minerals industry in recent years. In order to address this issue, Mining Education Australia, a consortium of four of Australia’s mining schools was established to develop and deliver a common curriculum for mining engineering education. The use of technology to support the delivery of this curriculum has been integral to the success of this initiative. This chapter outlines the challenges in such collaborations and discusses the range of corporate and open source technologies selected and adopted to overcome these challenges to enable collaborative teaching and learning activities in this trans-national program.

Meeting the Realities in Technology Enhanced Learning

ISBN: 9781609602871; © 2010; 22 pages
Author(s): Sibiste Tlhapane (Tshwane University of Technology, Republic of South Africa); Sibongile Simelane (Tshwane University of Technology, Republic of South Africa)

The case discusses the challenges of introducing technology-enhanced learning in geographically dispersed learners, most of who are situated in rural areas. These are post-diploma nursing learners with minimal computer literacy and also have limited or even no access to computers at the university. The case also covers computer training, e-applications used, online learning, studies done, partnerships between faculty and the directorate and teaching and learning with technology. The value of simple, cheap technologies like an interactive CD-ROM in initiating students to e-learning and overcoming their bandwidth problems is emphasized, including the gains made from the project. Both staff and managerial challenges are discussed and recommendations are made.

Marketing a Blended University Program

ISBN: 9781609602222; © 2010; 18 pages
Author(s): Kathryn Ley (University of Houston Clear Lake, USA); Ruth Gannon-Cook (De Paul University, USA)

This case study describes a successful marketing effort to recruit prospective graduate students for a blended program delivered to a culturally diverse urban and suburban adult nontraditional population. An effectiveness evaluation analyzed and measured program and per class enrollment from the marketing plan from inception through the first three years. The authors detail a plan grounded in simple marketing principles and revealed through analyses based on memoranda, documents, program enrollment data, and planning and meeting notes. A collaborative team developed, implemented and analyzed how the effort increased enrollments by over a third in less than two years.

Managing Learning Activities in E-Learning Systems

ISBN: 9781609603601; © 2010; 12 pages
Author(s): Mehregan Mahdavi (University of Guilan, Iran); Ali Badashian (Islamic Azad University of Lahijan, Iran)

The advent of computers and the internet has lead to trends in Computer Aided Learning (CAL). The learning process is rapidly transforming from traditional learning to electronic learning. Computer-based systems enable effective delivery and access to learning materials, at a time and place chosen by the student. This case explores Learning Activity Management (LAM) systems, which are new tools for designing, managing and delivering online collaborative learning activities. LAM systems provide instructors with a flexible environment in which to design, organize and monitor the learning activities of the learners. We describe components and key features of LAM systems and also explore the challenges that exist in this field.

Management Training in Higher Education through DVD

ISBN: 9781609602284; © 2010; 12 pages
Author(s): Wolfram Laaser (FernUniversität in Hagen, Germany)

In the following chapter the author will discuss and report on the production and use of DVD-technology in management distance education. The applications and developments refer to development at one of the university in Germany, however the technical and didactic considerations are widely independent of the institutional environment. After discussing some general characteristics of DVDs and qualification profiles necessary for production, the author will report more in detail on concrete productions in the area of business administration and management training, namely the DVD-production “Looking for Charisma.” The underlying pedagogical concepts will be explained, especially how real business applications are related to the theoretical knowledge background concepts gained from textbooks. Special attention is given to the aspect of producing bilingual versions (German/English). Finally some preliminary results from questionnaires will be reported.

Live Interactive Virtual Explorations via the High Performance Wireless Research and Education Network

ISBN: 9781609602536; © 2010; 22 pages
Author(s): Kimberly Bruch (University of California at San Diego, USA); Hans-Werner Braun (University of California at San Diego, USA); Susan Teel (Southern California Research Learning Center, USA)

Researchers affiliated with the National Science Foundation funded High Performance Wireless Research and Education Network (HPWREN), are conducting case studies and facilitating technology transfer activities that enable Live Interactive Virtual Explorations (LIVE) between hard-to-reach science sites and an array of education communities. This chapter discusses lessons learned – both technological and pedagogical – during a longitudinal study of HPWREN LIVE case studies and technology transfer activities.
Person-Centered Learning

ISBN: 9781609602260; © 2010; 23 pages
Author(s): Christopher Miller (Morehead State University, USA)

As the distance grows between the instructor and student within education it becomes necessary to explore new ways of addressing the instruction that goes into distance education. This chapter will describe a distance-based instructional model, the person-centered model of instruction, as well as a case study implementation of the person-centered model of instruction in a web-based course. The case study will focus on an investigation of whether differences in significant learning occurred between a group that used the person-centered model of instruction and a group participating in a constructivist learning experience.

International Collaboration in Distance Education in Sub-Saharan Africa

ISBN: 9781609602574; © 2010; 17 pages
Author(s): Gbolagade Adekanmbi (University of Botswana, Botswana); Bopelo Boitshwamelo (University of Botswana, Botswana)

This chapter examines international collaboration in distance education in Sub-Saharan Africa (SSA), focusing on efforts aimed at utilizing technology. It identifies a number of significant collaborative endeavors, which all have a similar goal of pooling together ICT resources and expertise towards improving educational outcomes. The prevalence of teacher education and training across the initiatives, in the context of the Millennium Development Goals, is noted. Institutions outside Africa are actively involved in the funding and provision of expertise. With the challenges facing technology-focused collaboration, such as a lack of enabling policies and the digital divide, the chapter suggests that African countries and institutions should pursue a culture of change and be more flexible.

Perspectives on the Influences of Social Capital upon Internet Usage of Rural Guatemalan Teachers

ISBN: 9781609602499; © 2010; 26 pages
Author(s): Douglas Tedford (Fundación Rigoberta Menchú Tum, Guatemala)

The Fundacion Rigoberta Menchu Tum and the researcher collaborated to identify the influences of bonding, bridging and linking social capital upon teacher Internet usage in the rural Guatemalan town of San Lucas Toliman. The Participatory Rural Appraisal was employed to draw upon community perspectives for identifying the study problem, designing interview questions, and evaluating data, with the researcher in the role of facilitator. Of 34 teachers invited to participate in online coursework free of charge, only 5 completed it. Among them, 20 were interviewed by a native Spanish speaker, and 42 local community educators synthesized interview responses into recommendations for local educational improvement. Bonding and bridging social capital influences of family, friends, technology experts and school administrators were shown to levy significant positive and negative effects upon teacher decisions to use the Internet in a region challenged by inadequate buying power, and limited telecommunications infrastructure.

Interactive Hypermedia-Based Learning Environment

ISBN: 9781609602505; © 2010; 20 pages
Author(s): Billie Eilam (University of Haifa, Israel); Ofir Gurtler (University of Haifa, Israel)

Seven students learning art in the 12th grade, experienced for the first time the processes involved in the interpretation of a dynamic performance art in a hypermedia-based learning environment, followed by learning a hypermedia-based curriculum unit concerning this complex skill, and concluding by transferring this acquired knowledge for interpreting a new, different artwork. Cognitive aspects of students’ profiles of understanding and models of enactment are described. Interpretation of performance art is highly complex, but is important in current era of visual culture. Generally, this learning environment enabled most students to overcome some of the difficulties involved in this dynamic visualization, but presented them with other difficulties. A careful considerations of these issues as related to the design, by curriculum developers and teachers may yield a successful students’ performance.

Interaction Design for Inclusive Learning

ISBN: 9781609602192; © 2010; 13 pages
Author(s): Deryn Graham (University of Greenwich, UK); Ian Benest (University of York, UK); Peter Nicholl (University of Ulster, UK)

The findings for a case study on improving interaction design for teaching visually impaired students, in an inclusive learning environment, are presented. The crux of the problem is the ability to draw and understand diagrams. The cognitive issues are often underestimated with insufficient attention being given to the use of metaphors, etc. and “one size fits all solutions” are often the norm. The findings of the original seed funded project, which was conducted by three universities in the United Kingdom, have led to design criteria and to an application for a large scale project, to produce generic tools and to enable “multi-modal” teaching and learning, with connotations for the support of people with cognitive as well as physical impairments, especially relevant with respect to an increasingly ageing European population.

Integrated Cross-cultural Virtual Classroom Exchange Program

ISBN: 9781609602529; © 2010; 27 pages
Author(s): Eunhee O’Neill (Center for International Virtual Schooling, USA)

In an effort to address cultural differences and support global solidarity, peace, and development, a cross-cultural virtual classroom exchange program using an online course management system was introduced to public schools in Korea and the USA. By investigating technological, pedagogical, and organizational factors, this paper analyzes the adaptability of public schools in Korea and the USA with respect to integrating cross-cultural virtual exchange activities within their respective curricula. Ultimately, this case recommends solutions for increasing adaptability, and invites international collaboration among education stakeholders to disseminate the cross-cultural virtual learning worldwide.

Improvement of Engineering Students Education by E-learning

ISBN: 9781609603588; © 2010; 14 pages
Author(s): George. Sorial (University of Cincinnati, USA); Babak Noroozi (University of Guilan, Iran)

Traditional education for engineers has shifted towards new methods of teaching and learning through the proliferation of Information and Communication Technologies. Virtual Learning has become an increasingly ambiguous term in recent years because of essential elements facilitating a consistent environment for learners. It has the potential to position the learner within a meaningful context to a much greater extent than traditional interactive multimedia environments. The 3D environment acquaints students with features of different shapes and objects, and can be particularly useful in teaching younger students different procedures and mechanisms for carrying out specific tasks. This case explains the key issues and success factors regarding the e-Learning for engineering education especially in developing countries.

ICT Integration Efforts in Higher Education in Developing Economies

ISBN: 9781609603663; © 2010; 25 pages
Author(s): Dawit Tibebu (Bahir Dar University, Ethiopia); Tridib Bandyopadhyay (Kennesaw State University, USA); Solomon Negash (Kennesaw State University, USA)
Global Education Greenhouse

ISBN: 9781609602291; © 2010; 15 pages
Author(s): Karen Kaun (Knowledge iTrust, USA); Payal Arora (Erasmus University, the Netherlands)

Knowledge iTrust (KIT), a non-profit organization, through the co-operation of educational institutions, NGOs, and the private sector, launched the Peace Diaries1 following September 11, 2001 to establish a forum where educators, students and their families of diverse cultural backgrounds and discourse groups could gather and submit multi-modal literary works (e.g. text, audio, recordings, etc.) that address issues of personal, local and global significance. While this project was a successful demonstration model of what is possible in the way of global learning in collaboration with many stakeholders and actors, there is enormous potential to extend and transform this initiative into a more synthesized and sustained online global education portal. This learning will be incorporated into Global Education Greenhouse, a corporation in formation, that will create a new class of products and services for students in primary and secondary schools/grades k-12 that address a void in the current educational system.

Faculty Training and Mentoring at a Distance

ISBN: 9781609603557; © 2010; 15 pages
Author(s): Rena Pallott (Fielding Graduate University, U.S.A); Keith Pratt (Fielding Graduate University, USA)

Providing good training and also providing incentives for keeping good online faculty have become critical concerns for most colleges and universities. However, not all universities are able to provide good training even under the best of circumstances. This case looks at the characteristics of a good online instructor as well as the faculty training needed to ensure high quality course design and delivery. Models of effective faculty training and evaluation are reviewed. Two cases, Delgado Community College in New Orleans and Excelsior Community College in Kingston, Jamaica are also reviewed to illustrate how critical needs for the delivery of high quality faculty training were met at a distance under less than ideal conditions. The cases illustrate the importance and impact that good training can make.

Faculty Development in Instructional Technology in the Context of Learning Styles and Institutional Barriers

ISBN: 9781609602567; © 2010; 38 pages
Author(s): Robson Marinho (Andrews University, USA)

This chapter describes the within-case analysis of ten faculty members who agreed to share their learning experience and struggles in learning instructional technology. The case focuses on the in-depth description of each participant stressing their unique personal approach and learning styles, describing the main steps experienced and resources utilized by the participants during the learning process. It also highlights one dominant learning characteristic of each participant, which is compared with the participant’s result in the Index of Learning Styles Questionnaire of North Carolina State University, with potential implications for academic administrators in promoting the use of instructional technology by faculty members of diverse profiles. The case also discusses the institutional barriers faced by faculty members while learning how to use instructional technology at a public university in the United States.

Extending Educational Opportunities in Rural Areas

ISBN: 9781609602338; © 2010; 19 pages
Author(s): Wallace Hannum (University of North Carolina at Chapel Hill, USA); Matthew Irvin (University of North Carolina at Chapel Hill, USA); Claire de la Varre (University of North Carolina at Chapel Hill, USA)

Rural schools in many countries face problems in providing educational opportunities to children and youth for a variety of reasons. Faced with problems of providing a comprehensive curriculum and qualified teachers, many rural schools in the United States have turned to distance education. This case explores the use of distance education in the United States through a national survey of distance education use, analysis of barriers to distance education and an experimental study of enhancing distance education through more appropriate training of local facilitators to support students.

Learning across Social Spaces

ISBN: 9781609602383; © 2010; 26 pages
Author(s): Gilbert Ahamer (Austrian Academy of Sciences, Austria); Josef Strebl (Austrian Academy of Sciences, Austria)

This case explores the mutual link between education, structural evolution, social change and the formation of new identities. It develops theoretical perspectives and illustrates them by practical cases. Three approaches of learning (psychological, evolutionist and ontological) lead to specific targets for successful learning settings, both for individual and societal learning. A series of structural transitions seems to best characterize the genesis of economies, civilizations and targets. “Space” is here understood as being created by social, esp. communicative action and can hence be generated anew by pervasive learning processes. Learning across social spaces means both intercultural and interdisciplinary learning and places learners into diverse systems of meaning. In a series of cases for learning settings, especially dialogic intercultural learning is identified as a key path to a harmonious development of nations.

The Knee Bone Connected To the Thigh Bone

ISBN: 9781609603571; © 2010; 11 pages
Author(s): T. Joyce (Newcastle University, UK); P McCormack (Newcastle University, UK)

Bioengineering is a multidisciplinary subject which necessitates that engineering students, who typically have no knowledge of medicine, must quickly and effectively gain a thorough understanding of the complexities of human anatomy. Teaching on a Bioengineering module at Newcastle University’s School of Mechanical and Systems Engineering employed a combination of Primal Pictures anatomical software, bespoke teaching materials and peer to peer learning. This allowed Bioengineering students to quickly construct an understanding of anatomical principles which they used in individual, assessed projects on total joint replacement. Anonymised, written feedback gathered from the students revealed overwhelmingly positive learning experiences and assessed projects indicated deep knowledge of the anatomical descriptions necessary to understand and work with the science of joint replacement.

EPICT

ISBN: 9781609602451; © 2010; 15 pages
Author(s): Katalin Csoma (Freelance researcher, Hungary)

This case aims at introducing international professional audiences to a transnational teacher development program, the European Pedagogical ICT License (EPICT), empowering teachers to use information technologies with greater efficiency in their everyday practice. Beyond introducing the program through the Hungarian experience, the present state of teacher training will be discussed, under transformation in line with the Bologna process and the joint European harmonization of education systems. It will be examined how alternative forms of learning and networking bring about changes to the teaching profession in Europe and other affiliated countries.

Authentic Assessment Contribution to Competence Based Education

ISBN: 9781609602895; © 2010; 22 pages
Author(s): Alda Pereira (Universidade Aberta, Portugal); Luís Tinoco (Universidade Aberta, Portugal & Universidade de Lisboa, Portugal); Isolina Oliveira (Universidade Aberta, Portugal & Universidade de Lisboa, Portugal)

The new adopted pedagogical model (Pereira et al., 2007) at a European distance teaching university called for the use of new assessment strategies aligned with the most recent paradigm for assessment design in online learning. This new scenario supported the introduction of new authentic assessment strategies (Gullikers, Bastiens, &amp; Kirschner, 2004) that allow learners to attain deeper levels of knowledge, professional development skills and thinking processes. In this case, the authors’ explored a tool (the Learning Contract) to facilitate assessment authenticity as a way to promote student learning. They explored the use of the Learning Contract to increase student’s responsibility and commitment for their own learning, while at the same time facilitating its alignment with their professional practice, and contributing to the development of their life-long learning competencies.
Architectural Web Portal and Interactive CAD Learning in Hungary

ISBN: 9781609606318; © 2010; 11 pages
Author(s): Attila Somfai (“Széchenyi István” University, Hungary)

It is the aim of this case to show the teaching web portal of the Faculty of Architecture at “Széchenyi István” University (www.arc.sze.hu/indexen.html) and its many uses. The teaching web portal realizes diversity and complexity of architecture, with efficient grouping of information, while being attentive to high professional standards. Computer Aided Architectural Modeling (www.arc.sze.hu/cad) is one of the new types of online lecture notes, where many narrated screen captured videos show the proper usage of cad software instead of texts and figures. The success of our departments’ common web initiatives can be measured through Internet statistics and feedback of the students and external professionals.

ORIENT

ISBN: 9781609602789; © 2010; 24 pages
Author(s): Ruth Aylett (Heriot-Watt University, Edinburgh, UK); Sibylle Enz (Otto-Friedrich-Universitaet, Germany); Lynne Hall (University of Sunderland, UK); Mei Lim (Heriot-Watt University, Edinburgh, UK); Ana Paiva (INESC-ID, Portugal); Wolfgang Schneider (Julius-Maximilians Universitat, Germany); Natalie Vannini (Julius-Maximilians Universitat, Germany); Carsten Zoli (Otto-Friedrich-Universitaet, Germany)

The work presented in this chapter intends to address the challenge of an ever-evolving multicultural world by developing and evaluating a believable agent-based educational application (“ORIENT”) designed to develop intercultural empathy for 12-14 year olds. The following chapter: (1) discusses the approach to use the appealing character of games in order to foster social and emotional learning in the age group while drawing on effective pedagogical interventions like role-play that have previously been successfully used to trigger social and emotional learning in a variety of real-world contexts; (2) introduces the development of ORIENT as an affective agent architecture modeling culturally-specific agent behavior, drawing on the psychological and pedagogical theories outlined; (3) considers the role of novel interaction modalities in supporting an empathic engagement with culturally-specific characters as well as active engagement in collaborative learning within a group of learners; and (4) presents and discusses results of preliminary evaluation studies based on an early prototype.

Wikis as Open Educational Resources in Higher Education

ISBN: 9781609603526; © 2010; 17 pages
Author(s): Benjamin Kehrwald (Massey University, New Zealand); P. Dahaner (The University of Southern Queensland, Australia)

Open wikis such as WikiEducator (WE) (http://www.wikieducator.org/Main_Page) lie at the intersection of two significant applications of learning technology: open educational resources (OERs), which are freely available materials that can be shared, modified, adapted, and reused in diverse learning contexts; and collaborative authoring environments. This chapter presents a case study of the use of open wikis in a single online postgraduate course in the College of Education at Massey University (New Zealand). The case discussion includes an illustration of the use of open wiki technology at WikiEducator within the course from two different points of view: the use of wikis as a presentation tool by the course teaching staff; and as a production tool by learners seeking to create OERs as part of an instructional design project. The chapter also links the challenges and opportunities associated with these points of view to wider possibilities and pressures attending the terrain in which contemporary higher education is situated.

Using the How People Learn Framework for Online Course Design in Teacher Education

ISBN: 9781609602550; © 2010; 17 pages
Author(s): Sharon Doke (Western Carolina University, USA); Lisa Bloom (Western Carolina University, USA)

The demand for online teacher education programs continues to grow in the United States. Two trends have fueled this dramatic growth for such programs: (1) The shortage of teachers in certain areas has prompted the spread of alternative routes to teacher preparation; (2) The nature of the higher education student in alternative programs has transformed from a traditional to a non-traditional profile. With the growth of online programs comes the need for effective courses. This case study uses the How People Learn (HPL) framework as the conceptual model to examine online courses in a teacher education program for evidence of high level learning outcomes. The case study involved data collection in the form of surveys, interviews and artifacts from four online classes using the HPL framework. Results of the study demonstrate that the HPL framework provides a powerful structure for creating and assessing environments conducive to the work of prospective professionals.

Using Portable DVD Players to Deliver Interactive Simulations for Training Health Care Workers in Kenya

ISBN: 9781609602420; © 2010; 16 pages
Author(s): Wallace Hannum (University of North Carolina at Chapel Hill, USA)

This chapter reports on a project in Kenya that explored the feasibility of using interactive simulations delivered by portable DVD players as a technology-based learning solution for providing continuing education to nurses by taking the instruction directly to the workplace of the nurses rather than by removing them from their villages and clinics to transport them to the capital city for training. Technology-based learning using simulations holds great promise as an alternative or supplement to traditional classroom-based training in low-resource settings. This study demonstrates that technology has the potential to deliver learner-centered interactive video simulations that provide consistent content and uniform learning experiences that produced significant learning gains in complex content and had high acceptance from participants.

Using Email as a Cultural Bridge in the Learning Process for Transnational Students

ISBN: 9781609602512; © 2010; 20 pages
Author(s): Sandra Smith (Rowan University and Union College, USA)

What the author focuses on in this case is how email discussion can be incorporated organically into a learning/writing task, and how this discussion can be student-framed. The fact that the students initiate the email communication of their own volition taps into the positive qualities that computer-mediated communication (CMC) has. The students are empowered to act autonomously and construct their own learning activity.

Personality and Online Learning

ISBN: 9781609602628; © 2010; 14 pages
Author(s): Kevin Downing (City University Hong Kong, People's Republic of China)

This chapter provides a comparative evaluation of two pilot online courses with their traditionally taught counterparts in one of the universities of Hong Kong. As part of a natural experiment, students enrolled on two online courses were compared with their peers who were enrolled on the equivalent classroom based courses. Student satisfaction measures were taken from participants in both modes of delivery and compared with student learning style. This case highlights the impact of adopting a blended learning approach to an undergraduate programme, and suggests that Asian students who behave like Introverts in the classroom environment are likely to behave as online Extraverts when given the opportunity to reflect on what they have learned and contribute to an online discussion forum.
The Potential for Student Engagement Using Clickers in a Large Introductory Class

ISBN: 9781609606354; © 2010; 13 pages
Author(s): Jenepher Terrion (University of Ottawa, Canada); Victoria Aceti (University of Ottawa, Canada)

This pilot project employed personal response systems, or clicker technology, in an effort to address student inattention and the distractions created by electronics in a large, first-year introductory communication class. The objectives of the project were to increase student engagement through a more hands-on, active and collaborative learning environment and to better gauge student understanding of important concepts throughout the lecture. This case discusses the challenges of student engagement, in particular with today'smillennial students, examines the role of technology generally in engaging students and the personal response systems specifically, describes the pilot project and presents a series of exercises that may be used to most effectively take advantage of this technology in the classroom.

Challenges in Aligning Pedagogical Practices and Pupils’ Competencies with the Information Society’s Demands

ISBN: 9781609606207; © 2010; 15 pages
Author(s): Hans Arnseth (University of Oslo, Norway); Ove Hatlevik (University of Oslo, Norway)

The authors discuss why it seems to be difficult to change educational practices in ways that put them in alignment with the competencies needed in a networked society and global economy. The authors provide insights into the complexities involved in changing institutional practices and argue that using new technologies to make learning and teaching active, innovative and productive must be cultivated over time. Furthermore, change requires a systemic perspective because multiple factors interact to determine what actually happens in classrooms. Teachers’ competencies are particularly crucial. Furthermore, ambitious plans setting out new goals for students’ learning need to be matched with assessment practices that assess the skills we want to develop in students.

Technology-Assisted Reading

ISBN: 9781609606274; © 2010; 19 pages
Author(s): Gerda van Wyk (Reading Zone and University of Johannesburg, South Africa); Arno Louw (Reading Zone and University of Johannesburg, South Africa)

This chapter presents the findings of a comparison between two different computer reading programmes with the aim of compiling a minimum set of requirements for such a programme in a third world educational environment. It further examines the challenges, benefits and limitations of implementing technology assisted reading on a wide scale. The results of this study are used to formulate strategies to best obtain results in reading difficulties.

Technology Enabled Education in Samoa

ISBN: 9781609606266; © 2010; 17 pages
Author(s): Ioana Mow (National University of Samoa, Samoa)

Education is seen as one of the most important factors for poverty alleviation and economic growth in developing countries (UNDP 2005; UNESCO 2005; WSIS 2005) and the use of Information and Communication Technologies (ICTs) for dissemination of education is believed to have huge potential for governments struggling to meet a growing demand for education while facing an escalating shortage of teachers (UNESCO 2006 in Anderson, 2008). This case study examines technology enabled learning initiatives in education in Samoa, focusing on developments at a leading university in Samoa (hereafter referred to as the university) and the Ministry of Education Sports and Culture (MESC). The case study focuses on the current status of technology based learning in Samoa outlining the current initiatives addressing several core issues. The discussion includes an evaluation of the effectiveness of presently used technology/technology mix used in e-learning and its effectiveness in facing the demands posed by Social, Technological, Economical and Political (STEP) factors.

Technological Adaptability in the Ethiopian Education System

ISBN: 97816096062345; © 2010; 17 pages
Author(s): Getnet Bitew (Goshen College, USA)

Ethiopia has been using live “plasma” TV as a major mode of instructional delivery in the government secondary schools since 2004/2005 academic year. Since then, some improvements have been observed in terms of students’ listening skill but many students, teachers and parents argued that students are becoming mere listeners of the TV. This mode of instructional delivery should be assessed in terms of, among other criteria, its appropriateness (benefit for students’ learning); level of sophistication for the students (with respect to their language skill, etc); cost effectiveness; and accessibility of technical quality. This study indicates that the “plasma” TV lessons shall be distributed on CDs to every school and teacher, and used as a supplementary instructional aid.

Teachers Learning with Wiki

ISBN: 9781609606269; © 2010; 15 pages
Author(s): Yael Poya (Oranim – College of Education and Haifa University, Israel)

Wiki implementation in education has been thoroughly researched over the past few years, particularly due to the use of this technology in higher education institutions. One unique branch of this research is the influence of the Wiki environment on teachers who participate in teacher education programs. A multicultural group of teachers - younger and older, experienced and novices, Jews and Arabs – was examined while learning literature and its instruction with Wiki. Satisfaction with the learning process and its outcomes, as well as with relational among learners and between them and the lecturer, was high. Three main factors influenced the learning process and participants’ attitude toward the use of Wiki: (a) level of professional development and teaching experience, (b) culture and mother-tongue of the participants, and (c) discord between academic norms and the Wiki environment’s democratic norms.

SMASH

ISBN: 9781609606259; © 2010; 22 pages
Author(s): Maria Meletiou-Mavrotheris (European University Cyprus, Cyprus); Efthamios Mavrotheris (Open University of Cyprus, Cyprus)

At a time when mathematics and science provide essential knowledge tools and the foundations for lifelong learning skills, cross-national studies of student achievement in Europe indicate lack of mathematical and scientific competence for a considerable proportion of the student population. Acknowledging the central role of parents in children’s learning, the EU-funded project SMASH aims to raise the educational standards of European youth in mathematics and science by cultivating underlying home cultures as springboards for learning. The project consortium has developed an innovative intercultural parent-trainer training course and related resources for professionals involved in parent education initiatives. The course, which is delivered through the use of Wiki, allows for significant and frequent meetings, provides these professionals with current knowledge, techniques, and implementation tools for the provision of high-quality, culturally differentiated training in mathematics and science education to parents of elementary and middle school children (ages 6-15) in their communities. Online multilingual resources support and promote the program’s activities and objectives by offering open access to the parent-trainer training course content and tools.

Second Life Brought to Life

ISBN: 9781609606241; © 2010; 15 pages
Author(s): Kevin Yee (University of Central Florida, USA); Jace Hargis (University of the Pacific, USA)

This case presents the challenges and successes encountered when a university attempts to offer a course in a new online virtual learning environment (VLE). Overcoming the resistance towards change requires many aspects—innovation, expertise, funds, culture, persistence, attitude, collaboration, willingness to take risks and possibly open to experiencing a failed event. Most importantly, there is a need for addressing the individual needs of student learning. Being able to develop networks and reach outside of those networks for expertise, input, and commitments are essential to moving forward and becoming successful at offering a unique and innovative VLE. Ultimately, the social, technological, economic, and political parameters involved in this process are all significant and need frameworks in order to provide an innovative, individualized teaching and learning model.
Real Time Internet-Based English as a Foreign Language Learning

ISBN: 9781609602864; © 2010; 11 pages
Author(s): Ruth Reynard (Educational Consultant, USA)

The purpose of this case was to explore the potential for using simple real time technology to connect native language speakers of English and foreign language learners of English. The intended design of the study was to explore the success and challenges of language and cultural exchange within a real time technology-mediated class. Of particular interest was the effectiveness of connecting authentic language speakers as teachers and foreign language learners as students. The authors' query was to evaluate how effective this methodology is in increasing the understanding of meaning and appropriate language use.

Promoting Reflective Discourse through Connectivity

ISBN: 9781609603311; © 2010; 22 pages
Author(s): Kathy Guthrie (Florida State University, USA); Holly McCracken (University of Illinois at Springfield, USA)

Connectivity is vital to the creation of virtual spaces in Web-based academic courses which allow for students to reflect on curricular content and personal experiences. This chapter provides a case study of online service-learning courses utilizing technology to promote reflective conversations and the development of emotional bandwidth.

Planning a Quality Education System

ISBN: 9781609602413; © 2010; 18 pages
Author(s): C. Sukati (University of Swaziland, Swaziland)

Responding to the social, technological, economic and political (STEP) environmental factors, UNISWA established the Institute of Distance Education (IDE) in 1994 to increase access to university education by offering its programmes using the distance education delivery mode. The success achieved by this intervention has led to a number of problems and challenges that now confront the Institute which work against the realization of its goals. An evaluation of these challenges points to the urgent need to use new ICTs in the delivery of content. Doing this, would enable the institution to increase its enrolments at a lower cost per enrolled student. It would further lead to the blurring of the boundaries between the conventional university and the IDE. This chapter argues for the use of online learning, and the need for a new strategic plan for the university.

Transnational Postgraduate Study for Development Workers

ISBN: 9781609602437; © 2010; 20 pages
Author(s): Elizabeth Beckmann (The Australian National University, Australia); Patrick Kilby (The Australian National University, Australia)

This case describes social, technological, economic and political factors impacting on transnational learning in the Master of Applied Anthropology and Participatory Development program at the Australian National University. Using the experiences of students working in areas of conflict, poverty and injustice across the world, this case shows how flexible delivery of postgraduate allows development workers to continue their career progression while remaining fully active in the field and also enables them to engage in stimulating high-level discourse with their development practitioner peers as they apply theory to practice.
India to China – Repurposing Learning Software across Cultures

ISBN: 9781609606879; © 2011; 18 pages
Author(s): Margaret Strong (CA Technologies, USA); Bobby Joy (CA Technologies, India); Madhukar Pulluru (CA Technologies, India); Tenya Dong (CA Technologies, China); Edward Zhou (CA Technologies, China)

This case focuses on the customization and deployment of an e-learning framework supporting online and physical libraries of technical publications using a running narrative, project artifacts, e-mails, and team debriefings. Students will encounter reflective questioning and be given the opportunity to recognize key milestones and strategies that they might consider adopting when working with intercultural, virtual teams in their professional careers.

Web-Based Approaches in Engineering Education

ISBN: 9781609603649; © 2010; 16 pages
Author(s): Masoumeh Valizadeh (University of Guilan, Iran); Giancarlo Anzelotti (University of Parma, Italy); Arezou Salehi (NV Bekaert SA, Belgium)

Among different branches of human knowledge and sciences, engineering, like medicine, is more involved in practical and daily-life aspects where the virtual utilities and educational software can be utilized to consummate the practical features of engineering education. Furthermore the virtual environment of e-learning courses can provide cheaper, safer, more comprehensive and more inclusive approaches to engineering educational material.

A User-Friendly Application-based Design Aid Tool for Power Electronics Converters

ISBN: 9781609606572; © 2011; 24 pages
Author(s): Omrane Boukettir (King Fahd University of Petroleum and Minerals, Saudi Arabia)

Power electronics and its related subjects are known to be difficult to understand especially for students taking them for first time due to the interdisciplinary nature of this subject. The introduction of general-purpose simulation package helps the student further understand the subject; however, because of the generality of these tools and their drag-and-drop and ad-hoc features, the students still face problems in designing a converter circuit. In this section, the problem above is addressed by introducing a design aid tool that guides the student over prescribed steps to design a power electronics circuit. The tool is interfaced with Pspice and its knowledge base encompasses two types of knowledge; topologies’ knowledge and switching devices’ knowledge. At the end, a design example is demonstrated and its results are displayed and discussed.

Purpose-Oriented Small Software

ISBN: 9781609603595; © 2010; 15 pages
Author(s): Giancarlo Anzelotti (University of Parma, Italy); Masoumeh Valizadeh (University of Guilan, Iran)

This case emphasizes on the power of virtual tools for engineering subjects. As a more accessible approach, the authors suggest the development and application of Purpose-Oriented small software. The aim of developing these e-tools is enhancing the understanding of concepts taught in the undergraduate and graduated Mechanical, Material, Civil and many other engineering branches. The main idea behind this case is to show that even light software which is focused on a particular subject can be used as a key for engineering education.
A Use Case for Ontology Evolution and Interoperability

ISBN: 9781616921873; © 2010; 23 pages

Author(s): Mathias Uslar (OFFIS – Institute for Information Technology, Germany); Fabian Grüning (OFFIS – Institute for Information Technology, Germany); Sebastian Rohjans (OFFIS – Institute for Information Technology, Germany)

Within this chapter, the authors provide two use cases on semantic interoperability in the electric utility industry based on the IEC TR 62357 seamless integration architecture. The first use case on semantic integration based on ontologies deals with the integration of the two heterogeneous standards families IEC 61970 and IEC 61850. Based on a quantitative analysis, we outline the need for integration and provide a solution based on our framework, COLIN. The second use case points out the need to use better metadata semantics in the utility branch, also being solely based on the IEC 61970 standard.

GIS

ISBN: 9781615209491; © 2010; 24 pages

Author(s): Elena Bianchini (University of Bologna); Sandra Sicurella (University of Bologna, Italy)

The advent of GIS technology has revolutionized the traditional field of information and cartographic production through enabling the management of numerous and complex data over traditional static and two-dimensional cartography. Geographic Information Systems (GIS) are used in various fields and, in university research, have become a valuable tool for investigation. In criminology, in particular, GIS have facilitated, regarding the city of Bologna, a kind of crime mapping on the nature of so-called “petty crimes” within the jurisdiction of the criminal Justice of the Peace, and the creation of a city’s map on which have been identified support centers for victims operating in them. The use of GIS software is the basis in order to realize and put into practice not only operational measures designed to combat and to prevent crime, but it is also of help to social control measures, to public policy and to security.
The Role of Authentic Science Research and Education Outreach in Increasing Community Resilience

ISBN: 9781466641310; © 2013; 27 pages
Author(s): Cynthia Hall (West Chester University, USA); Regina Easley (University of South Florida, USA); Joniqua Howard (University of Puerto Rico, Puerto Rico); Trina Halfhide (University of South Florida, USA)

Active, multi-dimensional learning is needed to establish higher-level scientific inquiry. This chapter highlights the role that community structure (social, racial, and economic demographics) plays in developing successful project components by considering various theoretical frameworks to communicate sustainability principles to underserved communities. The researchers in these case studies presented the topics of ocean acidification and healthy soil to inner-city communities in Tampa, FL and Philadelphia, PA by utilizing authentic science research activities. Learners maximized the opportunities to construct new hypotheses and improve decision-making related to environmental stewardship behaviors and food security issues. A secondary but transformative outcome was increased interest in STEM fields among youth in cities with traditionally low performing schools.

Perception is Reality

Author(s): Thomas Eatmon (Allegheny College, USA); Zachary Piso (Michigan State University, USA); Elyse Schmitt (Allegheny College, USA)

Despite the cold weather climate conditions of the Great Lakes region, an increasing number of organizations are growing local food on a year round basis through the utilization of commercial aquaponics to grow both fish and produce indoors. Research has shown that there are significant challenges to maintaining profitable commercial aquaponics ventures in temperate climates; however, the popularity of the technology in urban agriculture seems to be increasing. In this chapter, the authors use diffusion of innovation theory to explain the adoption of this sustainable development innovation in the face of financial challenges. They find that the perception of relative advantage, compatibility, complexity, trialability, and observability may be explanatory factors in the adoption of commercial aquaponics in the face of financial challenge.

Towards Sustainable Mining

ISBN: 9781466641266; © 2013; 29 pages
Author(s): Michelle Jarvie-Eggart (Barr Engineering & University of Maryland University College, USA)

Early efforts to address sustainability within the mining industry (GMI and ICMM) did not create a common set of protocols by which individual operations could be clearly ranked on their performance. The Mining Association of Canada’s Towards Sustainable Mining (TSM) program provides protocols to address biodiversity, tailings management, crisis management, safety and health, energy/GHGs, and aboriginal/community engagement. The TSM program has been mandatory for MAC members to implement at their Canadian operations since 2004. Progress along these indicators shows how well the industry is doing at addressing sustainability along each concept, and where further progress is still needed.

Project Implementation Constraints with Examples from Affordable Housing and Infrastructure Efforts

ISBN: 9781466641235; © 2013; 20 pages
Author(s): Antje Ilberg (Urban Planning, Policy and Governance Consultant, Germany)

Comprehensive approaches to sustainable, affordable housing and infrastructure development often prove challenging in developing countries. This chapter details three projects with potentially successful concepts for sustainable infrastructure, but which did not succeed fully due to the project framework and imperfections therein. Described are responses to common problems in Sub-Saharan Africa from Rwanda and Malawi in low cost housing, domestic infrastructure, and communal, decentral infrastructure, respectively. Besides describing their realistic solutions and their integration of environmental and social concerns, and despite being based on the principle of multi-level networking and support, the chapter goes beyond the technical description to analyze shortcomings and constraints of implementation. For the discussion of success factors when implementing a project, two additional best practice examples are used.
Local vs. Expert Perception of Climate Change

Author(s): April Baptiste (Colgate University, USA)

There is incongruence in the way that experts, namely scientists, view climate change and its effects and the way that this is perceived by laypersons, particularly those that are most impacted by climate change. But what are those differences and how exactly are these conceptualized? The purpose of this chapter is to examine the differences among three stakeholders (scientists, policy makers, and fishers) in their view of climate change and its impacts, using the case study of the fishing industry in Trinidad and Tobago. These views are mapped using the mental model approach and then compared in order to determine the best way to address climate change within a local setting. The second and ultimate objective is to look at the implication that the mental modeling approach has for diffusion, adoption, and technology transfer in response to climate change.

Using Geospatial Information Systems for Strategic Planning and Institutional Research

ISBN: 9781466609891; © 2012; 14 pages
Author(s): Nicolas Valcik (The University of Texas at Dallas, USA)

This chapter will address the use of Geospatial Information Systems (GIS) for institutional research and strategic planning departments. Throughout the chapter, GIS will be examined for its applied purposes, used to answer questions and provide analysis to research. By using GIS, institutional research and strategic planning offices can use location as a variable to obtain answers on certain types of questions that can be useful to university administrators and government officials attempting to construct policies and procedures for their institutions. GIS can also be used by institutional research and strategic planning departments for requests from upper administrators in colleges and universities as well as external requests.

The National Spatial Database Infrastructure (NSDI) in the Context of E-Governance Initiatives in Botswana

ISBN: 9781466602267; © 2012; 11 pages
Author(s): Joyce Maphanyane (University of Botswana, Botswana)

The National Spatial Database Infrastructure (NSDI) is presented in this chapter as ideal for sharing information that can help improve the lives of citizens. To this effect, the government of Botswana has a service portal where anyone, anywhere in the world who is networked can use it. NSDI is part of this portal. This chapter presents NSDI as a mitigation tool for e-governance in the monitoring of natural resource like deforestations and land for agriculture. Examples include NSDI use by the Ministry of Agriculture to help farmers locate crop-suitable soils, NSDI use by the Department of Geological Survey for monitoring and assessing mineral prospects, and use by the Botswana Defense Force for poaching or wildlife movement surveillances. Challenges to the use of NSDI include low level of literacy, lack of technical knowhow and communication framework necessary for NSDI building. This leads to some stakeholders being excluded in the planning and access of the technology.
Identity and Externalities toward Sustainability

ISBN: 9781466603530; © 2012; 26 pages
Author(s): Paola Spadaro (Università degli Studi di Bari Aldo Moro, Italy); Gianvito D'Aprile (Università del Salento, Italy); Maria Ligorio (Università degli Studi di Bari Aldo Moro, Italy); Neil Schwartz (California State University, Chico, USA)

Two focus group discussions involving 14 entrepreneurs and 106 questionnaires administered to employees were analyzed to explore various parameters of externalities, such as: (1) how externality is conceived; (2) the interplay between a sense of community and a re-definition and negotiation of identity; (3) the role of technology; the sense of belonging, and (4) the propensity to collaborate. Data are analyzed through both thematic discourse analysis and quantitative frequencies analysis. Results show that entrepreneurs hold a multidimensional definition of externality, meditated by their professional and private experience. Ultimately, the reflection on externalities sustains a sense of innovation connected to multi-membership and to re-negotiation of the sense of identity. Within this framework, technology is conceived as a tool supporting the appropriation and sharing of externalities.

Ashok Leyland

ISBN: 9781466637276; © 2012; 18 pages
Author(s): Priya Seetharaman (Indian Institute of Management Calcutta, India); Ambreen Sajjad (Indian Institute of Management Calcutta, India)

An organization that has been traditionally known to have a strong in house information technology development team and has successfully managed a home-grown ERP solution for over a decade faces a transition point. Ashok Leyland, a large leading Indian automobile manufacturer is faced with the dilemma of moving to a product based ERP platform or continuing with the homegrown ERP solution. The challenges with the homegrown ERP solution are evident to the GM, but the potential challenges of the product platform are not crystal clear. What path should he take?

Libraries as Portal for Knowledge Driven Rural Community Development Cases from Botswana

ISBN: 9781466602151; © 2012; 8 pages
Author(s): Rebecca Lekoko (University of Botswana, Botswana); Josephine Modise-Jankie (University of Botswana, Botswana); Christopher Busang (University of Botswana, Botswana)

Realizing that the rural communities lag behind with information that can help improve their lives, the government has set up the Rural Communication Program (RCP) with a goal “to provide telecommunications services to the rural areas in the most cost effective, efficient, logical and transparent manner possible” (Ministry of Communication Science and Technology, 2006, p. 14). Among specific objectives of the Rural Communications Program (RCP) is using appropriate technology to provide services, and in this case, the Internet or computers have been used to augment information found in local libraries. The Botswana Long Term Vision 2016 stipulates as a challenge the need to ensure that all people in Botswana especially those in the rural areas or those who need special assistance, receive the same benefits, and achieve their maximum potential, and RCP is the main foundation on which efforts for availing information that reaches the rural communities are based. Rural here refers to isolated and poorly served communities. These are communities where the government has identified that essential and basic services are required as part of its social obligation and mandate to integrate these areas into economic and social development of the nation. While these communities are of interest in this chapter, the chapter draws some cases from urban places because Internet connectivity in the rural areas of Botswana is still a problem.
The project “Casa do Conhecimento” (Knowledge House), based on a partnership between the Vila Verde Municipality, the University of Minho, and the Computer Graphics Center, is a case of adoption of the open innovation paradigm in a public administration context. The purpose of the Knowledge House is to work as a municipal infrastructure that invests in information technologies, and a set of technological assets and associated services. This chapter will present the project Knowledge House in detail. It begins by approaching the theoretical assumptions that make the project highly relevant and actual; afterwards it describes the case with the aim of setting the stage for presenting the socio-economic impact of the project, and proceeds by detailing the project and what is being done to create the Knowledge House in Vila Verde, Portugal.

The Dean of Information
ISBN: 9781466680946; © 2012; 21 pages
Author(s): Hansel Burley (Texas Tech University, USA)

The author focuses on the institutional researcher as an institutional leader, over and above providing traditional reporting and support. IR practitioners hold authority over the institution’s data. The author combines effective leadership theory with the Theory of Planned Behavior to produce framework for IR leadership. This framework should help the IR professional be more than a data custodian. It should help the IR professional adopt both a transformative and facilitative leadership stance as needed, in order to help the institution reach its goals.

Principles for the Analysis of Large Complex Secondary Databases in Educational Settings
ISBN: 9781466680914; © 2012; 14 pages
Author(s): Yen To (The University of Southern Mississippi, USA); Hansel Burley (Texas Tech University, USA)

A primary feature of institutional research work is prediction. This chapter explores multilevel data analysis, with a focus on exploring issues associated with sampling, weighting, design effects, and analysis of data. Additionally, it emphasizes the importance of considering contextual effects using as a reference large secondary datasets. The chapter will also explore opportunities and challenges presented by these types of data.

Institutional Research Using Data Mining
ISBN: 9781466680984; © 2012; 37 pages
Author(s): Constanta-Nicoleta Bodea (Academy of Economic Studies, Romania); Vasile Boicea (Academy of Economic Studies, Romania); Radu Mogos (Academy of Economic Studies, Romania)

The aim of this chapter is to explore the application of data mining for analyzing academic performance in connection with the participatory behavior of the students enrolled in an online two-year Master degree program in project management. The main data sources were the operational database with the students' records and the log files and statistics provided by the e-learning platform. Due to the large number of variables, an exploratory data analysis through data mining was chosen, and a model-based discovery approach was designed and executed in Weka environment. The association rules, clustering, and classification were applied in order to identify the factors explaining the students' performance and the relationship between academic performance and behavior in the virtual learning environment. Data mining has revealed interesting patterns in data, indicating that academic performance is related to the intensity of the student activities in virtual environment. The results are very encouraging and suggest several future developments.

Health Care Reform Requires IT Solutions to Influence Consumer Perception at a Health Care Payer
ISBN: 9781466683602; © 2012; 9 pages
Author(s): Rahul Bhaskar (California State University, Fullerton, USA); Au Vo (California State University, Fullerton, USA)

The recent health care reform is one of the biggest changes that the health care industry has ever faced. This reform represents the paradigm changing opportunities and challenges for the company providing health insurance in a managed care environment. The CEO of a premier managed care health insurance provider (“ABC Company”) wants to take advantage of the new environment using Information Technology. He and his management teams have determined, using primary research, that the customer perception of the health care company’s cost and accessibility to the quality health care are the most important factors to their customers in the new market. They are aware that even though they have been able to use information technology to predict customer reaction to the changes in cost, and perception of quality, it will be very difficult to deliver new systems and processes that support ABC Company’s to the new realities it is facing the market.

Building an Integrated Patient Information System for a Healthcare Network
ISBN: 97814666836019; © 2012; 15 pages
Author(s): Bhushan Kapoor (California State University, Fullerton, USA); Martin Kleinbart (DPM, Citrus Valley Health Partners, USA)

The HITECH Act 2009 provides incentives payments through Medicare and Medicaid to clinicians and hospitals when they achieve specified improvements in care delivery. Citrus Valley Health Partners’ (CVHP) goals are bigger than just to comply with the regulations or simply to qualify for incentives, but rather include transforming their business to the next level in care delivery. They are seeking cooperation from their affiliates to build a community health information exchange that will allow CVHP and the affiliates to share and integrate patient health related information between their medical centers and the private physicians in their community. The integrated system will help community healthcare providers to work as a single operating entity focused and aligned on improving patient care, operational efficiency and cost effectiveness.

Exploring Social Media for Health and Wellness
ISBN: 97814666836026; © 2012; 23 pages
Author(s): Sinjini Mitra (California State University, Fullerton, USA); Rema Padman (Carnegie Mellon University, Pittsburgh, USA)

Several early adopting health plans and provider organizations have begun to design and pilot social and mobile media platforms to empower members to enhance self management of health and wellness goals. In this case study of a large health plan in Pennsylvania, the authors describe the design and execution of a member survey to identify some factors that are significantly associated with interest in adopting such technology platforms for obtaining health-related information and services. Analysis of relevant data from more than 4,000 responses indicates significant differences among important segments of the member population defined with respect to demographic factors, level of computer and social media usage, and frequency of engagement in specific online activities. They anticipate that these insights can assist health plans to develop and deploy targeted services and tools for health and wellness management.
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Cases on Electronic Records and Resource Management Implementation in Diverse Environments
Janice M. Krueger (Clarion University of Pennsylvania, USA)
Brings together real-life examples of how electronic records and resource management have been implemented across disciplines. Offering theories amid legal and ethical concerns of electronic records and resource management, this publication is essential for professionals involved in the education of library and information science and the training of individuals responsible for electronic records management in various disciplines.

Cases on Emerging Information Technology Research and Applications
Mehdi Khosrow-Pour (Information Resources Management Association, USA)
Strategically combines the latest studies encompassing the most current advancements in the IT arenas. This compilation of cases highlights relevant information for professionals, researchers, and students wishing to remain current with the ever-changing IT field.

Health Care Reform Requires Rethinking on the IT Strategy
ISBN: 9781466636032; © 2012; 8 pages
Author(s): Au Vo (California State University, Fullerton, USA); Rahul Bhaskar (California State University, Fullerton, USA)
True Health Care Organization (THC) was a national leading health care organization. Its CEO and the management team were concerned with the implications of multiple laws, aimed at improving health care in the United States, passed that impacted the health care insurance industry including the THC Company. The CEO and the management felt that the company faced many challenges as it looked for solutions to the requirements of the new laws. They had concluded that the solution to the new requirements faced by their company laid in implementing the new Information Technology systems. The CEO and management were acutely aware that it was not easy to implement these changes by implementing Information Technology systems. The challenges that they were concerned about included skillsets of their work force, the disjointed nature of their current information technology infrastructure and the urgency of implementing all the changes within a short period.

LIMS Deployment in an Assay Service Environment
ISBN: 9781466637252; © 2012; 21 pages
Author(s): Roger Clark (AstraZeneca Pharmaceuticals, UK); Jonathan Wingfield (AstraZeneca Pharmaceuticals, UK)
In 2006 AstraZeneca (AZ) executed a strategy to centralise all biochemical screening activities within one of its Research Areas, into a single team. This team had the remit to deliver data faster and more consistently, whilst reducing the FTE’s deployed against such activities. This review describes a successful LIMS implementation within AZ (who deployed a customised COTS solution in just four months). It outlines the steps taken over the initial system development lifecycle and highlights the requirement for dedicated in-house resource (with intimate domain knowledge) coupled with experienced vendor personnel. It goes on to explore the requirement for continued evolution of the system and the challenges this posed.

Inception to Dissolution
ISBN: 9781466637269; © 2012; 22 pages
Author(s): Kamna Maik (U21Global Graduate School, Singapore)
This case presents the plan, action, and challenges involved in the e-learning initiative of a newly established institute of higher learning in India. The Institute under discussion partnered with a European university to bring in international standard of education. Its plan was to adopt technology for all its regular courses as well as to launch a fully online Master’s degree within the first year of its operation. A team was gathered to set up e-learning in the Institute, which worked with full enthusiasm during the initial months. However, lack of vision and top management support, absence of institutionalized agenda, skeletal team structure and coordination, weak project planning, technology infrastructure, as well as lack of faculty involvement, became the bottlenecks for the e-learning adoption. Gradually, the team got scattered and there after the whole initiative was shattered. The case brings out the critical situations and factors that a brick and mortar educational institution needs to manage when moving on to the e-learning space.

Qualitative Case Study Research Approach
ISBN: 9781609606428; © 2011; 13 pages
Author(s): Tiko Iyamu (Tshwane University of Technology, South Africa)
Data collection is a critical aspect of any research. To this point, it is very important that a researcher has a good understanding of why, where and how to collect data. This study focuses on philosophical assumptions underpinning Information Systems (IS) research. The philosophical assumptions underlying interpretive, case study research tradition and approach implies a subjective epistemology and the ontological belief that reality is socially constructed. The study investigated the challenges of interpretive, case study research strategy and empirical techniques applied in the information systems discipline. This paper focuses on the realistic challenges that researchers face while conducting a qualitative, interpretive, case study, particularly during data collection.
A High School Librarian's Participation in Supporting Information Literacy on Her Campus

Author(s): Diana Ramirez (School Media Specialist, USA)
ISBN: 9781466616851; © 2012; 6 pages

School library media specialists in the twenty-first century face both challenges and opportunities in the recent high expectations of information literacy. Among the challenges is keeping up with changing technologies and taking the necessary steps to ensure students and teachers have appropriate access to resources and instruction. Opportunities include the chance to transform today's library into a resource center of the future where information literacy can be easily obtained. Welcome to the world of Ms. West, a middle school teacher turned high school librarian, and see how she ponders upon her new role as being the instructor/specialist of information literacy skills on the campus, a reading advocate and provider of reading materials, as the manager of the resources both information and library resources, and lastly being a collaborator with teachers concerning information literacy issues.

ICTs for Enhanced Use of Indigenous Medicinal Plants by the Ashante Speaking People of Ghana

Author(s): Nana Boaduo (Nana Adu-Pipim Boaduo University of the Free State, South Africa); Nana Boaduo (Nana Kwaku Kyei Boaduo Medical University of South Africa, South Africa)
ISBN: 9781466620137; © 2012; 9 pages

Knowledgeable communities manage to elevate themselves from diseases and other catastrophes. Knowledge acquisition through education enables communities to emancipate themselves from ignorance and poverty and raise themselves above all the challenges that may impinge negatively on their general and specific well-being. There is urgent need to gather together the indigenous wisdom of different ethnic groups around the world, especially the knowledge of indigenous medicinal plants and their uses for treatment and healing. This paper proposes to make a contribution in this respect by providing the basis of some of the IKS of the Akan ethnic group of Ghana, the Asantes, related to indigenous medicinal plants application for the treatment of a multiplicity of ailments. Recommendations regarding how this IKS can be preserved and commercialized through the application of Information and Communication Technology (ICT) to benefit the indigenous Asante speaking people of Ghana are provided.

Library Support to Distance Learners

Author(s): Kshema Prakash (Dayalbagh Educational Institute (Deemed University), India)
ISBN: 9781609606664; © 2011; 13 pages

The chapter discusses library support services in a distance education system and their value and importance in the overall development of a learner in general and a distance learner in particular. The chapter also traces how emerging digital technologies allow libraries to offer efficient support services to distance learners. This case of Distance Library Services at a university in India describes the evolution, experiences and challenges of offering distance library services through the university. The chapter focuses on information literacy and use of social networking tools. Development of information literacy is critical for distance learners, and social networking tools based on Web 2.0 technologies may provide library services and impart information literacy to distance learners. The chapter concludes with some suggestions pertaining to opportunities and future propositions.

Entity-Centric Semantic Interoperability

Author(s): Paolo Bouquet (University of Trento, Italy); Heiko Stoermer (University of Trento, Italy); Wojciech Barczynski (SAP AG, Germany); Stefano Bocconi (Elsevier B.V., The Netherlands)
ISBN: 9781616921978; © 2010; 21 pages

This chapter argues that the notion of identity of and reference to entities (objects, individuals, instances) is fundamental in order to achieve semantic interoperability and integration between different sources of knowledge. The first step in order to integrate different information sources about an entity is to recognize that those sources describe the same entity. The authors propose a global, public infrastructure, the Entity Name System (ENS), which enables the creation and re-use of identifiers for entities. This a-priori approach enables systems to reference entities with a globally unique identifier, and makes semantic integration a much easier job. The authors illustrate two enterprise use cases which build on this approach: entity-centric publishing, and entity-centric corporate information management, currently being developed by two leading companies in their respective fields.

An Ontology-Based GeoDatabase Interoperability Platform

Author(s): Serge Boucheur (Université Libre de Bruxelles, Belgium); Esteban Zimányi (Université Libre de Bruxelles, Belgium)
ISBN: 9781616921927; © 2010; 22 pages

This chapter presents an ontology-based platform enabling automatic translation between a large number of geographical formats and data models. It explains the organizational motivations for developing this system, the technologies used, how its architecture and processing components were developed, what it achieves and where it still needs improvement. Since current off-the-shelf description logic reasoners are unable to process the large ontologies involved in this system, this platform uses a custom mapping algorithm that scales gracefully and still computes the required information to effect translation between supported data formats. The authors believe that the lessons learned during this project and discussed in this chapter will prove especially useful to interoperability practitioners contemplating the use of semantic technologies for enabling large-scale integration across organizational boundaries.

A Conversation Approach to Electronic Collections Development Within University Libraries

Author(s): Rocci Luppicini (University of Ottawa, Canada); Laura Bratanek (University of Ottawa, Canada)
ISBN: 9781609603502; © 2010; 16 pages

This case explores the topic of electronic collections development within university libraries from a student perspective. By mobilizing Conversation Theory (CT) and a conversational modeling framework, a case on electronic collections development is presented that utilizes research literature and focus group discussion data derived from undergraduate students within a large urban university. Findings reveal student perspectives and factors affecting students' stances towards current and future electronic collections development trends. In addition, the findings indicate a variety of conversation modeling strategies are used by students in fostering perspective sharing and mutual understanding about electronic collections development. This case sheds light on electronic collections development from a student perspective and offers recommendations on how to use conversation modeling to leverage mutual understanding and consensual decision-making in contexts where communication gaps surrounding technology and its use in society exist.
Analysis of Breast Cancer and Surgery as Treatment Options

ISBN: 9781609606300; © 2010; 18 pages
Author(s): Beatrice Ugiliweneza (University of Louisville, USA)

In this case, we analyze breast cancer cases from the Thomson Medstat Market Scan® data using SAS and Enterprise Guide 4. First, we find breast cancer cases using ICD9 codes. We are interested in the age distribution, in the total charges of the entire treatment sequence and in the length of stay at the hospital during treatment. Then, we study two major surgery treatments: Mastectomy and Lumpectomy. For each one of them, we analyze the total charges and the length of stay. Then, we compare these two treatments in terms of total charges, length of stay and the association of the choice of treatment with age. Finally, we analyze other treatment options. The objective is to understand the methods used to obtain some useful information about breast cancer and also to explore how to use SAS and SAS Enterprise Guide 4 to examine specific healthcare problems.

Analyzing the Relationship between Diagnosis and the Cost of Diabetic Patients

ISBN: 9781609606308; © 2010; 24 pages
Author(s): Xiaowei Wang (University of Louisville, USA)

The purpose of this study is to examine the relationship between the diagnosis and the cost of patient care for those with diabetes in Medicare. In this analysis, the author used data sets about outpatient claim, inpatient claim as well as beneficiary demography information for the year 2004, all of which were taken from the Chronic Condition Data Warehouse provided by the Centers for Medicare and Medicaid. For outpatient analysis, exploratory data analysis and linear models were used. The results show that the total charges for diagnoses are reduced considerably for payment. The output of the generalized linear model demonstrates that only 15 out of the top 20 primary treatments for charges are statistically significant to the expenditures on outpatients.

Data Mining and Analysis of Lung Cancer

ISBN: 9781609603034; © 2010; 27 pages
Author(s): Guoxin Tang (University of Louisville, USA)

Because of a lack of effective tools to diagnose lung cancer, more than half of all cases are diagnosed at an advanced stage, when surgical resection is unlikely to be feasible. The purpose of this study is to examine the relationship between patient outcomes and conditions of the patients undergoing different treatments for lung cancer and to develop models to estimate the population burden, the cost of cancer, and to help physicians and patients determine appropriate treatment in clinical decision-making. We use a national database, and also claim data to investigate treatments for lung cancer.

Data Mining to Examine the Treatment of Osteomyelitis

ISBN: 9781609602970; © 2010; 32 pages
Author(s): Hamid Zahed (University of Louisville, USA)

The purpose of this study is to use data mining methods to investigate the physician decisions specifically in the treatment of osteomyelitis. Two primary data sets have been used in this study; the National Inpatient Sample (NIS) and the Thomson MedStat Market Scan data. An innovative method was used to capture the information from the web and to cluster or filter that information to find the most relevant information, using SAS Text Miner. Other important innovations in investigating the data include finding the switches of medication and comparing the date of the switch with the date of procedures. We also create a model to forecast the cost of hospitalization for patients with osteomyelitis.

Participate When Mapping Realities

ISBN: 9781609607180; © 2010; 26 pages
Author(s): Gilbert Ahamer (Austrian Academy of Sciences, Austria); Thomas Jekel (Austrian Academy of Sciences, Austria); Robert Vogler (Austrian Academy of Sciences, Austria)

In this article, the "bird's eye" view resides within the spectator of complex socio-economic realities. The cases presented in this paper show the practical contributions of IT, especially of e-learning platforms and of Geographic Information Science and Systems, in facilitating the exchange of fact-based concepts for the construction of social spaces and spaces of understanding. Societal learning can enlarge and approximate spaces of understanding. Social spaces are a type of "social capital". Learning changes interdisciplinary realities ("m") seen through the lenses of interculturally diverse understanding ("n"), hence it constitutes a m:n type of "mapping perceptions" that successfully facilitates consensus finding.

Maximizing Collaborative Learning and Work in Digital Libraries and Repositories

ISBN: 9781609621552; © 2010; 24 pages
Author(s): Shalin Hai-Jew (Kansas State University, USA)

A wide range of digital artifacts are archived on both private and public open-source digital libraries and repositories. There are repositories for particular fields of study as well as multi-discipline ones. These may be structured as ontologies or taxonomies in particular knowledge (or cross-discipline) domains. Recently, designers of digital libraries and repositories have been focusing more testing and design on making such spaces usable for collaborative learning and building networks of communities. This chapter will explore how to maximize collaborative learning and work in digital libraries and repositories by applying pedagogical strategies.

A Needs Analysis Framework for the Design of Digital Repositories in Higher Education

ISBN: 9781609603656; © 2010; 22 pages
Author(s): Sue Bennett (University of Wollongong, Australia); Dominique Parrish (University of Wollongong, Australia); Geraldine Lefoe (University of Wollongong, Australia); Meg O'Reilly (University of Wollongong, Australia); Mike Keppel (Charles Sturt University, Australia); Robyn Philip (University of Sydney, Australia)

A key challenge to all repository projects is to understand the various motivations and needs to those wishing to contribute to and access the collection. This chapter presents a needs analysis framework that was developed to guide the design of a new repository currently being created for the Australian higher education sector, The Carrick Exchange. The project to develop the framework is described, outlining the findings from analysis of literature and existing repositories, with input from a survey of potential users. The purpose of the framework was to distil key issues that should be considered in the design of the repository and we offer it here as an analytical tool that could be applied by others.
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Technological Support for Online Communities  
**Focusing on Music Creation**  
ISBN: 9781466641129; © 2013; 30 pages  
Author(s): Marcelo Pimenta (Federal University of Rio Grande do Sul (UFRGS), Brazil); Evandro Miletto (Federal Institute of Rio Grande do Sul (IFRS), Brazil); Damián Keller (Federal University of Acre (UFAC), Brazil); Luciano Flores (Federal University of Rio Grande do Sul (UFRGS), Brazil); Guilherme Testa (Federal University of Rio Grande do Sul (UFRGS), Brazil)

Since the advent of Web 2.0 and Rich Internet Applications, the authors’ research group has been investigating the use of Web-based technology to support novice-oriented computer-based musical activities. The main motivation of their work is the belief that no previous musical knowledge should be required for participating in creative musical activities. The goal of this chapter is to propose several concepts that emerged during their research concerning novice-oriented cooperative music creation and musical knowledge sharing (a sophisticated activity distinct from the common and well-known music sharing for listening). The authors also discuss key characteristics of Brazilian culture and the creativity styles that inspired their work. They illustrate their perspective by showing how concepts implemented and derived from cases investigated in Brazil represent a comprehensive context for embracing cooperation, flexibility, cross-cultural diversity and creativity. The resulting communityware has music as its intrinsic motivation.

Music as a Catalyst for Improved Livelihood  
ISBN: 9781466642025; © 2012; 8 pages  
Author(s): Rosaleen NhlekiSana (University of Botswana, Botswana)

Mr. Taylor, a new and techno savvy teacher, stays connected by maintaining his own social network pages. However, after seeing that other students were using his social network page as a medium for negativity, gossip, inappropriate conversations, and unsuitable remarks, he questioned its continued use as a helpful teaching tool for those utilizing it appropriately.

Web 2.0 Goes Mobile  
ISBN: 9781466641068; © 2013; 38 pages  
Author(s): Carla Ruiz-Mafé (University of Valencia, Spain); Silvia Sanz-Bias (University of Valencia, Spain); José Martí-Parreño (European University of Madrid, Spain)

This chapter aims to give managers and students insight into the mobile social networking industry and the different drivers and barriers to mobile social networking sites adoption. The chapter’s specific goals are to: (i) Identify consumer segments more likely to adopt mobile social networking services; (ii) Analyze the perceived benefits and barriers that encourage/discourage the adoption of mobile social networking services; (iii) Provide empirical research on the Spanish market that analyses the influence of uses and gratifications in attitude and usage behavior of mobile social networks; (iv) Provide future trends on the mobile social networking services industry and use the study’s findings to develop strategies for managers of developing countries on how to maximize the rate of mobile social networking adoption. The chapter is divided into three parts. In the first section, the authors include the literature review on key drivers of consumer adoption of mobile social networks and present a conceptual model, focusing on the rationale of the constructs used. In the second part, methodology design using a sample of 220 Spanish teenagers is presented and validated. Finally, the results are presented and implications for developing countries are discussed.

Social Networks  
ISBN: 9781466616868; © 2012; 3 pages  
Author(s): Ngochoai Tran (School Teacher, USA)

This chapter showcases how a traditional music group, Culture Spears, employs ICTs to promote, preserve, and sell musical culture. They use the World Wide Web, websites, and others gadgets such as digital camera, CD, DVD, and video to sell their products worldwide. The group experienced harsh teething problems but the media, especially television advertised them well and now their sales are very impressive. Current challenges include piracy, copying, and reproducing their music from computers to sell, and there seems to be no stringent copyright laws in Botswana. This negatively affects their sales. Another problem is the issue of royalties. Promoters cheat them in many respects.
Using Social Media Technology to Improve Collaboration

ISBN: 9781466664136; © 2013; 29 pages
Author(s): Garron Stevenson (University of Cape Town, South Africa); Jean-Paul Van Belle (University of Cape Town, South Africa)

This chapter examines the use and adoption of micro-blogging within a large South African financial services company. This is done by means of a case study, which draws on three sources of data: user demographics, messages posted, and a survey focused on adoption and usage. The research objective was to evaluate enterprise micro-blogging’s effectiveness as a collaboration tool, which enables informal communication among staff working in project teams. The analysis used a technology acceptance model as the theoretical framework but a more descriptive approach was used to investigate the actual use patterns as well as the barriers and benefits experienced by the users. Even though distinct barriers to adoption were uncovered, by focusing on creating the right groups within the tool and increasing management contributions potential users of micro-blogging platforms, these barriers can be reduced.

Cardmobili

ISBN: 97814666603578; © 2012; 14 pages
Author(s): Cândida Silva (Polytechnic Institute of Oporto, Portugal); Isabel Ramos (University of Minho, Portugal)

The developments of the internet, the proliferation of the use of Web 2.0 tools, and of the technology in general, are leveraging new ways of people to communicate, collaborate, and interact. This new world and new markets, in a daily change, are enabling the emergence of new innovative enterprises and services, taking advantage of the new technologies and of the global network. Cardmobili is a Portuguese start-up company working in the area of mobile services. This company provides a mobile service to manage rewards and membership cards, enabling users to store them in the cloud, while using mobile applications to present them in store, collecting and using the rewards, sharing cards and information with other users and friends in social networks. Cardmobili is linked to merchants’ loyalty management systems, enabling users to access exclusive offers, delivered to their mobile application and web account. The company provides complete services to make any loyalty or membership program mobile: branding, new customer registration, integration of customer account balance, mobile vouchers, coupons and offers, and mobile communication.

Exploring the Impact of Google Igbo In South East Nigeria

ISBN: 97814666602182; © 2012; 12 pages
Author(s): Oladokun Omgola (Covenant University, Nigeria)

This chapter presents the impact of Google’s search engine on the lives of the native speakers of Igbo, a major language in South East Nigeria. As part of efforts to connect with those who rely on local languages for communication as distinct from their chief language of communication, English, the American company had floated a series of search systems for native speakers around the world, one of which is projected in http://www.google.com.ng/, specifically for Igbo speakers. Google’s efforts are commendable because they offer a mechanism against the dearth and death of native languages, particularly for Igbo. On Google’s Igbo website, natives are opportune to browse as well as look up sites on which search queries can be answered in the native language. A study of five age groups of the native speakers was carried out in a panel design to demonstrate the impact Google’s efforts have had on the lives of users. Case description was done from five expectation standpoints of the respondents—fundamental, training, conventional, personal, and contextual. According to findings, which correlate in all the perspectives, Google’s efforts are amounting to waste of Web resources. This is because visitors to the site often find that queries do not produce tangible results in the Igbo language, thereby making it impossible for the community to access Google, thus calling for re-strategizing not only on the part of Google, but also on the part of those who speak the language.

Location Based Context-Aware Services in a Digital Ecosystem with Location Privacy

ISBN: 9781613503836; © 2011; 15 pages
Author(s): Roba Abbas (University of Wollongong, Australia); Katina Michael (University of Wollongong, Australia); M. Michael (University of Wollongong, Australia); Anas Aloudat (University of Wollongong, Australia)

This case presents the possibility that commercial mobile tracking and monitoring solutions will become widely adopted for the practice of non-traditional covert surveillance within a community setting, resulting in community members engaging in the covert observation of family, friends, or acquaintances. This case investigates five stakeholder relationships using scenarios to demonstrate the potential socio-ethical implications that tracking and monitoring will have on society, including: (i) husband-wife (partner-partner), (ii) parent-child, (iii) employer-employee, (iv) friend-friend, and (v) stranger-stranger. Mobile technologies like mobile camera phones, global positioning system data loggers, spatial street databases, radio-frequency identification, and other pervasive computing can be used to gather real-time, detailed evidence for or against a given position in a given context. Limited laws and ethical guidelines exist for members of the community to follow when it comes to what is permitted when using unobtrusive technologies to capture multimedia and other data (e.g., longitude and latitude waypoints) that can be electronically chronicled. In this case, the evident risks associated with such practices are presented and explored.

Emerging Forms of Covert Surveillance Using GPS-Enabled Devices

ISBN: 9781613503607; © 2011; 22 pages
Author(s): Kamel Rouibah (Kuwait University, Kuwait); Abdulaziz Al Ateeqi (Public Authority of Agriculture Affairs and Fish Resources, Kuwait); Samia Rouibah (Gulf University for Science & Technology, Kuwait)

This case presents the possibility that commercial mobile tracking and monitoring solutions will become widely adopted for the practice of non-traditional covert surveillance within a community setting, resulting in community members engaging in the covert observation of family, friends, or acquaintances. This case investigates five stakeholder relationships using scenarios to demonstrate the potential socio-ethical implications that tracking and monitoring will have on society, including: (i) husband-wife (partner-partner), (ii) parent-child, (iii) employer-employee, (iv) friend-friend, and (v) stranger-stranger. Mobile technologies like mobile camera phones, global positioning system data loggers, spatial street databases, radio-frequency identification, and other pervasive computing can be used to gather real-time, detailed evidence for or against a given position in a given context. Limited laws and ethical guidelines exist for members of the community to follow when it comes to what is permitted when using unobtrusive technologies to capture multimedia and other data (e.g., longitude and latitude waypoints) that can be electronically chronicled. In this case, the evident risks associated with such practices are presented and explored.

Does the Introduction of RFID Technology Improve Livestock Subsidy Management?

ISBN: 9781613503607; © 2011; 22 pages
Author(s): Kamel Rouibah (Kuwait University, Kuwait); Abdulaziz Al Ateeqi (Public Authority of Agriculture Affairs and Fish Resources, Kuwait); Samia Rouibah (Gulf University for Science & Technology, Kuwait)

Previous tracking programs in Kuwait have been unsuccessful in reducing illegal activities that lead to fraud and the wasting of public money in animal feed programs. To alleviate these problems, an RFID program, supported by information systems, was designed to help monitor and control feed distribution and animal tracking. Unlike previous studies, this case describes the application of RFID for the tracking and monitoring of livestock by the Kuwait Public Authority of Agriculture Affairs and Fish Resources. It reviewed the subsidy process before and after RFID adoption and found a large reduction in the actual number of animals claimed after RFID adoption, which reduced fraud and increased animal accountability.
Online Interpersonal Interactions Utilizing an Extremely Limited Communication Interface

ISBN: 9781609603410; © 2010; 11 pages
Author(s): Terri Patkin (Eastern Connecticut State University, USA)

This research examines the influence of a very limited communication interface on interactions within an online backgammon game context. The ways in which four factors controlled by the player (level of play, language selected, use of the preloaded chat interface, and game play) influence interaction are described. The ability of players to engage in impression management and express social presence within such a limited communication environment is considered in both positive and negative game contexts.

Using Discourse Analysis to Assess Social Co-Presence in the Video Conference Environment

ISBN: 9781609603373; © 2010; 19 pages
Author(s): Kristy Fägersten (Dalarna University, Sweden)

In this chapter, I analyze computer-mediated communication in the form of online, synchronous, professional discourse in the multimodal video conference environment with the aim of assessing social co-presence (Kang, Watt & Ala., 2008). I argue for the applicability of discourse analysis methodology by presenting extracts of video conference communication which illustrate how talk-in-interaction contributes to or threatens the three elements of social co-presence: co-presence, social richness of the medium, and interactant satisfaction. Examples of interaction illustrate how disruptions in mediation serve to threaten co-presence by isolating interlocutors, how multiple modes of communication are exploited to ground participants in a shared communicative environment thereby establishing social connectedness, and how multimodal communication allows for iconic or paralinguistic support of the discursive expression of emotional stance. The chapter concludes with feature recommendations for video conference software development from the perspective of social co-presence.

Towards More Productive Online Discussions

ISBN: 9781609603366; © 2010; 16 pages
Author(s): Benjamin Kehrwald (Massey University, New Zealand)

This chapter deals with a case study into social presence in text-based online learning at the postgraduate level. The case seeks to address questions related to the social dynamics of online learning environments through a study of learner experiences with social presence. The case highlights the role and function of social presence in the development of interpersonal relations and the effects of those relations on social processes in online learning environments. The findings identify a set of social-relational mechanisms and a progression of relational states which promote understanding of social processes in text-based online environments.
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Telehealth Implementation

Author(s): Mary DeVany (University of Minnesota, USA); Karla Knobloch-Ludwig (Infectious Disease Specialists, USA); Marilyn Penticoff (University of Minnesota, USA); Aris Assimacopoulos (Infectious Disease Specialists, USA); Stuart Speedie (University of Minnesota, USA)

Improving the opportunity to access care by infectious disease specialists and improve the overall quality of care received is the core mission demonstrated by this clinic through the on-going and continued development of their telehealth services program. This focus does not remove the need for the clinic to adhere to sound business practices. Instead, this case demonstrates that both focuses can be appropriately accomplished. Current regulatory issues will continue to pose challenges, but these barriers are not significant enough to shut down the enthusiasm for continuing this service or for future expansion plans. This study will discuss the benefits of telehealth not only to patients, but also to the clinic practice as a whole.

One System of Care, One Electronic Chart

Author(s): Jennifer Gholson (Regional Health, USA); Heidi Tennyson (Regional Health, USA)

Regional Health made a commitment as part of quality and patient safety initiatives to have an electronic health record before the federal government developed the concept of “meaningful use.” The “One System of Care, One Electronic Chart” concept was a long-term goal of their organization, accomplished through electronically sharing a patient’s medical record among Regional Health’s five hospitals and other area health care facilities. Implementing a hybrid electronic record using a scanning and archiving application was the first step toward the long-term goal of an electronic health record. The project was successfully achieved despite many challenges, including some limited resources and physician concerns.

Innovation in Patient Care and Medical Resident Education

Author(s): Nicole Black (University of Florida College of Medicine, USA); H. Fromme (Pritzker School of Medicine at the University of Chicago, USA); Jennifer Maniscalco (University of Southern California - Keck School of Medicine, USA); Cynthia Ferrell (Oregon Health & Science University, USA); Jessica Myers (Stanford University School of Medicine, USA); Erin Augustine (George Washington University School of Medicine, USA); Christine Skurkis (University of Connecticut School of Medicine, USA); Lou Cooper (University of Florida College of Medicine, USA); Madelyn Kahana (The Albert Einstein College of Medicine, USA); Rebecca Blankenburg (Stanford University School of Medicine, USA)

Medical resident education changed dramatically on July 1, 2011 with the institution of new duty-hour work restrictions. The move to shift scheduling changed the notion of nighttime work from a time of service to one of education. The National Pediatric Nighttime Education Steering Group responded to this paradigm shift by creating a national, peer-reviewed, Web- and case-based curriculum for nighttime learning in pediatrics. Field-test results from implementation in 89 programs revealed statistically significant improvements in knowledge and confidence, but a need for improvement in usability interface, instructional design, and dissemination. Finding support to improve upon the design of the curriculum and provide a robust platform for dissemination and use by residency programs presents a significant challenge, especially in light of severe threats to graduate medical education funding at the national level.
Phenomena of Adoption of Wireless Handheld Devices
ISBN: 9781466664198; © 2013; 24 pages
Author(s): Abdul Hafeez-Baig (University of Southern Queensland, Australia); Raj Gururajan (University of Southern Queensland, Australia)

Although there is a growing interest dedicated to the analysis of technical and operational aspects of wireless devices, there is little research into factors that would lead to the successful adoption of wireless technology in healthcare. Thorough literature reviews were conducted to synthesize adoption theories in the domain of information systems, and shortcomings in the existing literature were highlighted in the context of wireless technology in healthcare. Syntheses demonstrated that there is a need either to expand the adoption theories or to develop new frameworks to accommodate adoption of wireless technology in healthcare. This study has combined the most prominent variables for adoption, identified in the literature, and data collected through healthcare professionals have, to suggest a new adoption model.

Doing and Understanding
ISBN: 9781466664136; © 2013; 34 pages
Author(s): Cynthia LeRouge (Saint Louis University, USA); Herman Tolentino (Centers of Disease Control & Prevention, USA); Sherrillayne Fuller (University of Washington, USA); Allison Tuma (Saint Louis University, USA)

This chapter provides an introduction to the pedagogy of using the case method particularly for instruction in the health informatics context. The thoughts and insights shared in this chapter are inspired by basic theories, published methods, and lessons learned from the authors’ collective experiences. They illustrate the case teaching experience by engaging the reader in an exercise to highlight the basic phases of the case method process and challenges of the process. The case referenced in this exercise (provided in the Appendix to this chapter) has been used on multiple occasions by authors of this chapter, and they draw on their experiences in using this case to illustrate points throughout the exercise.

Individual, Organizational, and Technological Barriers to EHR Implementation
ISBN: 9781466664132; © 2013; 20 pages
Author(s): Matthew Wills (Indiana University East, USA)

This case examines the adoption and implementation of an electronic health record in a regional medical center in the Midwest, USA. A brief literature review of technology adoption, use, and performance is presented, followed by a discussion of data analysis techniques and results. The objective of this case is to highlight the challenges and opportunities during electronic health record adoption and implementation. The hope is that educators and students alike will appreciate the complexity of health information technology adoption and implementation through specific examples of challenges that have been faced. While the information contained in this case is indeed specific to one organization in the USA, the lessons learned are broadly applicable to healthcare organizations throughout the world.

Big Information Technology Bet of a Small Community Hospital
Author(s): Sergey Motorny (Dakota State University, USA)

Brodlawns Medical Center (BMC) is a teaching acute care community hospital of 200 beds located in Des Moines, Iowa. As other safety net providers across the nation, the hospital operates in a difficult environment with a growing number of uninsured patients and simultaneously dwindling tax support. By 2005, George Washington University and several Joint Commission reports had publicly highlighted the hospital’s challenges of financial sustainability and the provided quality of care. The hospital’s senior management team decided to adopt an Electronic Health Record (EHR) system in an attempt to gain access to real-time performance data. The EHR adoption project posed many organizational, managerial, and technological challenges but also provided numerous eventual benefits. BMC had not only successfully resolved the stated problems of healthcare quality, financial stability, and patient satisfaction scores, but also became one of the national leaders in healthcare information technology.

Physician Interaction with EHR
ISBN: 9781466664140; © 2013; 18 pages
Author(s): Cherrie Noteboom (Dakota State University, USA)

Research Medical Center is a regional medical center that meets the needs of residents of a rural area in the Midwest. The primary care hospital implemented the Electronic Health Record (EHR). The endeavor to implement health IT applications including Computerized Physician Order Entry (CPOE), EHRs, nursing documentation, and paperless charts, adverse drug reaction alerts, and more were introduced with the corporate initiative. The planning, implementation, and training was developed by the parent operating company and efforts to engage the local physicians were minimal. There were over 300 physicians involved who were primarily not hospital employees. They had the ability to choose to adopt the EHR and adapt their social, work, and technology practices, or to avoid usage. Follow up research indicated the change management and support efforts were not successful for the physician stakeholder.

Good IT Requires Good Communication
ISBN: 9781466664142; © 2013; 4 pages
Author(s): Charles Andrus (Saint Louis University, USA); Mark Gaynor (Saint Louis University, USA)

Electronic Medical Records (EMR) in academic medical centers often have additional complexity to them due to structural and organizational differences. Often the hospital operates independent of the medical school such as the physicians often work for the medical school, while the nurses and other ancillary departments work for the hospital. The case study concerns an academic medical center where there are two ways to access the EMR. One methodology is to use a clinical computer on clinical floors within the hospital. A second methodology is the use of Citrix servers to access the EMR. The hospital’s support staff controls one set of Citrix servers and the academic support staff controls the other set. With the servers controlled by separate teams, careful coordination is needed to ensure uniformity across the servers for a consistent user experience.

Avera Medical Group Pierre’s Implementation of an eConsult Program
ISBN: 9781466664144; © 2013; 12 pages
Author(s): Ann Pommer (Avera Medical Group Pierre, USA)

The manner in which health care is delivered to patients has evolved significantly throughout the years. Technology has played an important role in that evolution. This case study explores one way health care organizations are investing in advanced health care technologies to deliver services to patients when the patients are not in the same room as the providers. This study explores the implementation of an eConsult program, also known as telemedicine, at Avera Medical Group Pierre. This study will discuss the process of implementing an eConsult program, the equipment needed to provide eConsults, privacy, and billing concerns, and the facility’s future plans for expanding the telemedicine services they offer. Overall, this case study strives to show that implementing telemedicine can be a relatively easy process of embracing technology, which can greatly benefit patients.

Florida Health Information Exchange
Author(s): Alice Noblin (University of Central Florida, USA); Kelly McLendon (Health Information Xperts, USA); Steven Shim (Harris IT Services, USA)

Florida began the journey to health information connectivity in 2004 under Governor Jeb Bush. Initially these efforts were funded by grants, but due to the downturn in the economy, the state was unable to support growth in 2008. The American Recovery and Reinvestment Act of 2009 provided funding to further expand health information exchange efforts across the country. Harris Corporation was contracted to provide some basic services to the health care industry in 2011. However, challenges remain as privacy and security regulations are put in place to protect patients’ information. With two seemingly opposing mandates, sharing the information versus protecting the information, challenges continue to impede progress.
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Application of Handheld Computing and Mobile Phones in Diabetes Self-Care

The utilization of new Health Information Technologies (HIT) is becoming more and more apparent in self-care. Many patients incorporate the use of PDAs in diabetes self-care (Forjuoh, et al., 2007; Jones & Curry, 2006). Mobile phones are used in diabetes self-management by diabetes patients (Carroll, D’Meglio, Stein, & Marrero, 2011; Faridi, et al., 2008; Mulvaney, et al., 2012). Also, reminders based on SMS cell phone text messaging are used to support diabetes management (Hanauer, Wentzell, Lafell, & Lafell, 2009). Given the current advances in the field of health care, health care technologies, and handheld computing, this case explores the possible primary usages of mobile phones, PDAs, and handheld devices in self-care management. More specifically, the case illustrates how such technologies can be used in diabetes management by patients and health care providers.

Mobile Device Application in Healthcare

Clinical practitioners need to have the right information, at the right time, at the right place, which is possible with mobile healthcare information technology. This chapter will help in understanding the need for mobile device usage across six different roles in healthcare: physicians, nurses, administrative staff, pharmaceutical staff, emergency staff, and patients. Research indicates that even in this advancing digital age, there are more than 98,000 deaths because of preventable medical errors. Utilization of technology in the process of sharing information may help in improving the decision-making and thereby reducing the medical errors and costs involved. This chapter illustrates the implementation and the application of mobile devices in healthcare from six different user perspectives, and summarizes the advantages, challenges, and solutions associated with mobile information technology implementation in healthcare.

Clinical Decision Support System for Diabetes Prevention

An advancement of technologies may serve as the backbone for controlling diseases. Computerizing healthcare is expected to be one of the powerful levers essential for significant transformation in the quality and cost of delivering healthcare. Data management and technology is essential for providing the ability to exchange data and information at the right place in the right time to the right people in the healthcare process, to enable informed decision-making, and to achieve better health outcomes. Clinical Decision Support System (CDSS) provides guidance specific to the patient, including importing/entering patient data into the CDSS application and providing relevant information like lists of possible diagnoses, drug interaction alerts, or preventive care reminders to the practitioner that assists in their decision-making. This chapter has focuses on the use of CDSS for diabetes prevention.

Resuscitating Team Roles within Wayburn Health System

Advisory leadership of Wayburn Health System decided to move forward with a training program to address communication between healthcare professionals within their emergency center. After a few sentinel events where errors had occurred that compromised patient safety due to miscommunication amongst healthcare team members, hospital administration decided that communication processes needed to be standardized within the emergency center during trauma resuscitations. Four hundred employees from various departments and disciplines would require training. An instructional designer was brought on the project to ensure that training was customized to fit the specific needs of the trauma resuscitation team.

Primary Care Patient Management and Health Information Technology

Electronic Health Records (EHR) are a system of Health Information Technology (HIT) components including clinical documentation, medication orders, laboratory and diagnostic study results, management, and evidence-based clinical decision support. Effective implementation and utilization of EHRs in primary care settings, will positively affect patient safety and quality of care. Provision of quality patient care utilizing HIT is challenging to use and implement, but when patients receive healthcare from multiple sources, the challenge becomes even greater. The need for integrated EHR systems is evident in the geriatric population (Ash, et al., 2009), where the ability to provide data to new clinicians may be affected by cognitive decline in this population. Management of health and chronic conditions in the geriatric population requires an ongoing commitment to HIT implementation for safer and more effective care.

St. Luke's University Health Network

The VP and CIO of St. Luke's University Health Network wants to ensure that IT is a partner in the business in enabling new health care delivery models while controlling rapidly increasing costs. They face the challenge of maintaining existing resources while keeping up with rapid advances in information technology that provide opportunities to transform health care delivery. The VP/CIO wants to ensure that new applications are in line with the strategic objectives of the health network. Instituting appropriate project management and governance strategies are critical to achieving this goal as is educating the business users on the role of information systems in health care today.

GIS, Grid Computing and RFID in Healthcare Information Supply Chain

Several healthcare disasters have occurred in the past decade, and their occurrence has become more frequent recently due to one natural catastrophe after another. The medical application requirement for such a disaster management system includes effective, reliable, and coordinated responses to disease and injury, accurate surveillance of area hospitals, and efficient management of clinical and research information. Based on the application requirements, this case study describes a grid-based system in a health information supply chain that monitors and detects national infectious events using geographical information system (GIS), radio-frequency identification (RFID), and grid computing technology. This system is fault-tolerant, highly secure, flexible, and extensible, thus making it capable of operation in case of a national catastrophe. It has a low cost of deployment and is designed for large-scale and quick responses. To reinforce the responsiveness of the national health information supply chain, this case study proposes a practical, tracking-based, spatially-aware, steady, and flexible architecture, based on GIS and RFID, for developing successful infectious disaster management plans to tackle technical issues.

Outcomes Research in the Treatment of Asthma

Asthma is a common chronic disease in the United States, with increasing prevalence. The purpose of this study is to examine the costs of the commonly used drugs used to treat asthma. We examined the contribution of individual, government and private agencies for medication payment. We next compared the prescription cost to the cost of emergency room visits. It was found that prednisone is the cheapest drug and the drug, albuterol, is the most common, even if it is more expensive. The contribution of the government is higher than the amount paid by individuals and other agencies.
The Information Management of Co-Located Emergency Response Rooms in The Netherlands

ISBN: 9781609606336; © 2011; 10 pages
Author(s): Kees Boersma (VU University Amsterdam, The Netherlands); Peter Groenewegen (VU University Amsterdam, The Netherlands); Pieter Wagenaar (VU University Amsterdam, The Netherlands)

This case is about the re-organization of the Dutch emergency response sector. It involves the diffusion and implementation of new communication and information technologies (ICTs), the introduction of safety regions and the establishment of co-located emergency response rooms (ERRs). The challenge for those organizations is to introduce the new technologies in such a way that they meet the demands of the people who have to work with them. The impact of the reorganization is illustrated by two embedded case studies: new ICTs in the safety-regions Hollands-Midden and Amsterdam-Amstelland. What the case shows is that the implementation of new ICTs in the Dutch safety-sector is not just a matter of technological skills, but of a mutual shaping of the ICTs and the organizations to enhance platform of e-governance, in this aspect the emergency response system serves as an important element.

Key Health Information Systems Outsourcing Issues from Six Hospital Cases

ISBN: 9781609606503; © 2011; 14 pages
Author(s): Chad Lin (Curtin University, Australia); Yu-An Huang (National Chi Nan University, Taiwan); Chien-Fa Li (Pull Veterans Hospital, Taiwan); Geoffrey Jalleh (Curtin University, Australia)

Traditionally, little attention has been paid by hospitals to the key issues in the health information systems (HIS) outsourcing decision-making process. This is important given that the HIS outsourcing can play a key role in assisting hospitals in achieving its business objectives. However, the decision-making process of HIS outsourcing in hospitals is under-studied, especially in the management of their HIS outsourcing contracts. Four key issues and problems were identified in the HIS outsourcing process: lack of implementation in IS investment evaluation process, problems in managing HIS outsourcing contracts, lack of user involvement and participation in HIS outsourcing process, and failure to retain critical HIS contract management skills and project management capabilities in-house. Solutions and recommendations are provided to deal with key issues that are critical in the management and implementation of HIS outsourcing in hospitals. http://www.igi-global.com/teaching-case/key-health-information-systems-outsourcing/49219

Web Services for Bioinformatics

ISBN: 9781609606442; © 2011; 19 pages
Author(s): Abad Shah (University of Engineering and Technology, Pakistan); Zafar Singhera (Oracle Corporation, USA); Syed Ahsan (University of Engineering and Technology, Pakistan)

A large number of tools are available to Bioinformaticians to analyze the rapidly growing databanks of molecular biological data. These databanks represent complex biological systems and in order to understand them, it is often necessary to link many disparate data sets and use more than one analysis tool. Over the past few years, web services has become a popular way of sharing the data and tools distributed over the web and used by different researchers all over the globe. In this chapter we discuss the interoperability problem of databases and tools and how web services are being used to try to solve it. These efforts have resulted in the evolution of web services tools from HTML/web form-based tools not suited for automatic workflow generation to advances in Semantic Web and Ontologies that have revolutionized the role of semantics. Also included is a discussion on two extensively used Web Service systems for Life Sciences, myGrid and Semantic-MOBY.

Conceiving Community Knowledge Records as e-Governance Concerns in Wired Healthcare Provision

ISBN: 9781609606381; © 2011; 20 pages
Author(s): Kam Vat (University of Macau, Macau)

This chapter investigates the potential of community knowledge records (CKRs) in the electronic transformation for healthcare provision in Macau by examining various ICTs for personalized healthcare support, such as the electronic health (or e-health) records (EHR).

Graphs in Biometrics

ISBN: 9781609606510; © 2011; 30 pages
Author(s): Dakshina Kisku (Dr. B. C. Roy Engineering College, India); Phalguni Gupta (Indian Institute of Technology Kanpur, India); Jamuna Sing (Jadavpur University, India)

Biometric systems are considered as human pattern recognition systems that can be used for individual identification and verification. The decision on the authenticity is done with the help of some specific measurable physiological or behavioral characteristics possessed by the individuals. Robust architecture of any biometric system provides very good performance of the system against rotation, translation, scaling effect and deformation of the image on the image plane. Further, there is a need of development of real-time biometric system. There exist many graph matching techniques used to design robust and real-time biometrics systems. This chapter discusses different types of graph matching techniques that have been successfully used in different biometric traits.

Second Life® Project Development as a Venue for Interdisciplinary Collaboration

ISBN: 9781616921590; © 2010; 10 pages
Author(s): Susan Toth-Cohen (Jefferson College of Health Professions, USA); Pamela Mitchell (Kent State University, USA)

The increasing complexity of health service delivery, along with rapid growth of the older population, increased survival of premature births and serious accidents, and retirement of baby boomer healthcare workers have created a critical need for health care professionals who can function as team members and leaders who collaborate to deliver effective, individualized care. Yet, while collaboration between disciplines is considered an ideal, many barriers impede its implementation, including geographic isolation and limited information exchange opportunities (Kilgo & Bruder, 1997). The need for interprofessional education was highlighted by concerns noted by the Committee on the Health Professional Education Summit for the Board of Health Care Services of the Institute of Medicine in 2003, that reported a major disconnect between the isolated professional education approach in health care and increasing expectations for interdisciplinary team-based care. The ability of health-related programs to implement interprofessional project-based learning is often hampered by distance, time and programmatic constraints. Virtual worlds like Second Life® (SL) provide unique venues for fostering collaboration by closing the gaps created by distance and lack of information exchange. The authors discuss the applications of project-based learning for interdisciplinary team building, describe student and faculty roles and specific steps in planning, management, and production of an event for current and prospective OT and SLP students, and analyze challenges and supports in project implementation.

Utilization of the Emergency Department

ISBN: 9781609603090; © 2010; 22 pages
Author(s): David Nfodjo (University of Louisville, USA)

The primary role of the Emergency Department (ED) is to treat the seriously injured and seriously sick patients. However, the role of the ED has changed considerably in recent years to treat those without insurance, and without primary care physicians. The main purpose of this study is to investigate the role of the hospital ED for non-urgent care in relationship to socio-economic status and payer type. This study will identify the Socio-economic factors related to the utilization of the emergency department for health care.
Pillars of Ontology Treatment in the Medical Domain

ISBN: 9781616962186; © 2010; 25 pages
Author(s): Daniel Sonntag (DFKI - German Research Center for Artificial Intelligence, Germany); Pinar Wennenberg (Externer Dienstleister der Siemens AG, Germany); Paul Buitelaar (DERI - National University of Ireland, Galway); Sonja Zillner (Siemens AG, Germany)

In this chapter the authors describe the three pillars of ontology treatment in the medical domain in a comprehensive case study within the large-scale THESEUS MEDICO project. MEDICO addresses the need for advanced semantic technologies in medical image and patient data search. The objective is to enable a seamless integration of medical images and different user applications by providing direct access to image semantics. Semantic image retrieval should provide the basis for the help in clinical decision support and computer aided diagnosis. During the course of lymphoma diagnosis and continual treatment, image data is produced several times using different image modalities. After semantic annotation, the images need to be integrated with medical (textual) data repositories and ontologies. They build upon the three pillars of knowledge engineering, ontology mediation and alignment, and ontology population and learning to achieve the objectives of the MEDICO project.

“The Secret is Out!”

ISBN: 9781616960247; © 2010; 18 pages
Author(s): Laura Black (Ohio University, USA); Jennifer Bute (Ohio University, USA); Laura Russell (Ohio University, USA)

This chapter provides a case study of how social support is communicated through online interaction on a weight loss community website. The site has many features including member profiles, journals, discussion boards, exercise and food trackers, and charts to help members keep track of their weight loss efforts. Members set goals, write journal entries, comment on one another’s journals, upload photos, join groups and challenges, and discuss concerns related to diet, exercise, lifestyle changes, and other issues in their lives. Through analyzing journal entries and discussion forum comments, we discern how members demonstrate and respond to social support with one another. We also investigate the ways in which features of the online interaction and social networking help people communicate support.

An Example of Defining Patient Compliance

ISBN: 9781616960345; © 2010; 21 pages
Author(s): Christiana Petrou (University of Louisville, USA)

This case examines the issue of compliance by patients at the University of Louisville School of Dentistry (ULSD). The focus is defining compliance and constructing a measurement scale. Confidence interval estimation and bootstrapping were explored to assist with the allocation of patients to compliance levels. Research on compliance has developed over the past few years, but a lot of work still needs to be done. A new measure of compliance could assist in understanding the patients’ needs and concerns other than the obvious financial, fear and psychological reasons as well as shedding some light on the way dentists operate and how that affects compliance.

Analyzing Problems of Childhood and Adolescence

ISBN: 9781616960307; © 2010; 30 pages
Author(s): Patricia Cerrito (University of Louisville, USA); Aparna Sreepada (University of Louisville, USA)

The study presents the analysis of the results of a health survey that focuses on the health risk behaviors and attitudes in adolescents that result in teenage obesity. The analysis provides many useful observations and suggestions that can be helpful in developing child health policies. We also investigate another aspect of child health by examining the severity of immediate risk from disease versus the immediate risk from childhood vaccination by comparing mortality rates from the disease to the mortality rates from the vaccination. Results show that for some individuals, the risk from the vaccine can be higher than the risk from the disease. Therefore, individual risk should be taken into consideration rather than uniform risk across the population.

Healthcare Delivery in a Hospital Emergency Department

ISBN: 9781616960308; © 2010; 30 pages
Author(s): Joseph Twagilimana (University of Louisville, USA)

The length of stay depends on several independent clinical factors such as treatments, patient demographic characteristics, hospital, as well as physicians and nurses. The present study attempts to identify these variables by analyzing clinical data provided by electronic medical records (EMR) from an emergency department. Three analysis methodologies were identified as appropriate for this task. First, data mining techniques were applied, and then generalized linear models and Time series followed. In spite of the fact that Data Mining and Statistics share the same objectives, they can extract useful information from data, they perform independently of each other. In this case, we show how the two methodologies can be integrated with potential benefits.

Outcomes Research in Cardiovascular Procedures

ISBN: 9781616960298; © 2010; 31 pages
Author(s): Fariba Nowrouzi (Kentucky State University, USA)

In this case, the main objective is to examine information about patients with coronary artery disease who had invasive procedures (such as balloon angioplasty or stents), or coronary artery bypass surgery. We investigate the use of the drug-eluting stent as a treatment for coronary artery disease. The first section of this chapter is a brief background about coronary artery disease and different procedures that may be used as its treatment. Next, time series analysis as a statistical tool is discussed, and in the third section, the results of the time series analyses that are performed on the database are demonstrated. The fourth section is about computing the risk of each procedure based on the claims database used. The last section includes the result, conclusion, and suggestions.

Outcomes Research in Gastrointestinal Treatment

ISBN: 9781616960302; © 2010; 7 pages
Author(s): Pedro Ramos (University of Louisville, USA)

This case study describes the use of SAS technology in streamlining cross-sectional and retrospective case-control studies in the exploration of the comorbidity of depression and gastrointestinal disorders. Various studies in Europe and America have documented associations between irritable bowel syndrome and psychological conditions such as depression and anxiety disorders; however, these were observational studies. Because it is impossible to randomize symptoms, it is difficult to isolate patients with these co-morbidities for randomized trials. Therefore, studies will continue to use the observational data. In this study, all steps are conducted electronically in a rapid development environment provided by SAS technology. In addition, it examines the potential rate of health-care utilization particularly for GI disorders among individuals with depressive symptoms and anxiety disorders.

Outcomes Research in Physical Therapy

ISBN: 9781616960321; © 2010; 28 pages
Author(s): Jennifer Pleiman (University of Louisville, USA)

This research investigates the outcomes of physical therapy by using data fusion methodology to develop a process for sequential episode grouping data in medicine. The data that were used to develop sequential episode grouping consisted of insurance claims data from the Thomson Medstat MarketScan database. The data will be reviewed as a continuous time lapse for surgery date; that is, the utilization of physical therapy for a defined time period both before and after surgery will be used and studied. The methodology of this research will follow a series of preprocessing cleaning and sequential episode grouping, culminating in text mining and clustering the results to review. Text mining was further utilized to examine the outcomes of physical rehabilitation in cardiopulmonary research. The functional independence measures score at discharge can be predicted to identify the potential benefits of physical rehabilitation on a patient by patient basis. By text mining and clustering comorbidity codes, the severity of those clusters were used in a prediction model to determine rehabilitation benefits.
Obesity Prevention in Second Life

ISBN: 9781609603182; © 2010; 13 pages
Author(s): Charles Layne (University of Houston, USA); Daniel O’Connor (University of Houston, USA); Sameer Siddiqi (University of Houston, USA)

Ecolitic models posit that health behavior and outcomes are related to the environmental settings in which humans live, work and play; if environmental settings are not supportive, then poor health results (Spence & Lee, 2003). Second Life is an interactive virtual world that is global, an ideal setting to reach international audiences who are real life residents of industrialized communities at high risk for obesity. Second Life provides a unique opportunity to increase knowledge, social support and behavioral skills necessary to reduce or prevent obesity with much broader reach than traditional face to face intervention strategies. Health behavior change interventions have had success in real life by exposing participants to interventions in virtual worlds, suggesting that information and skills learned in virtual worlds may translate to real life (Anderson, Rothbaum, Hodges, 2000).

The Relationship between Sleep Apnea and Cognitive Functioning

ISBN: 9781609603137; © 2010; 21 pages
Author(s): M. S. S. Khan (University of Louisville, USA)

The brain is the most complicated and least studied area of Neuro Science. In recent times, it has been one of the fastest growing areas of study in the Medical Sciences. Cognitive Neuropsychology aims to understand how the structure and function of the brain relates to psychological processes. It places emphasis on studying the cognitive effects of brain injury or neurological illness with a view to inferring models of normal cognitive functioning. We investigate the relationship between sleep apnea and learning disorders. Sleep apnea is a neural disorder, where individuals find it difficult to sleep because they stop breathing.

“There’s Always Hope”

ISBN: 9781609603441; © 2010; 17 pages
Author(s): Tamar Ginossar (University of New Mexico, USA)

The Internet has changed the ways in which many people cope with illnesses, by allowing for conversations between similar others that transcend traditional barriers of time and place. Despite the revolutionary potential of Internet support groups, little is known about the ebb and flow of discussion in these groups. This chapter describes online discussion in a Lung Cancer Internet Support Group. Methods include quantitative and qualitative analysis of email messages posted to this group during one month. The results reveal (a) the content of the discussion, (b) participants in the discussion, (c) topics that elicited discussion and (d) themes and messages that were “silenced.” The implications of these findings to patients and their family members, to scholars, and to health practitioners are discussed.

Social Networking for Distance Caregiving and Aging in Place

ISBN: 9781609603236; © 2010; 26 pages
Author(s): S. Becker (Florida Institute of Technology, USA)

This case examines the business development process for launching a social network targeting older adult caregivers many of whom have chronic health conditions. An older adult becomes a member of a social network called iShare-With-U.biz to monitor online one or more health conditions. He or she invites family and friends to join a private network for support in distance caregiving, staying connected in personal health management, and socializing using common social networking features. Health Web sites and social networks are assessed in terms of usage by age group. Options for revenue generation are identified when taking into account free and fee-based Web site membership.

Game Informed Virtual Patients

ISBN: 9781609603670; © 2010; 19 pages
Author(s): Michael Begg (University of Edinburgh, UK); David Dewhurst (University of Edinburgh, UK); Michael Ross (University of Edinburgh, UK)

Modern medical education necessitates a complex interleaving of issues relating to practice, professional and personal development, teaching and learning. This complexity has led, in part, to medical education being persistently located in the vanguard of eLearning development. Here, the authors describe our approach to the development of virtual patient resources and in particular how this iterative dialogue arising from the allied processes of practice, reflection and pedagogy required to create new learning tools and resources has contributed to professional development of those engaged in teaching medical students and in building online learning communities at the University of Edinburgh.

Outcomes Research in Hydrocephalus Treatment

ISBN: 9781609603069; © 2010; 20 pages
Author(s): Damien Wilburn (University of Louisville, USA)

Hydrocephalus is a disorder where cerebrospinal fluid (CSF) is unable to drain efficiently from the brain. This paper presents a set of exploratory analyses comparing attributes of infants under one-year old diagnosed with hydrocephalus provided by the Agency for Healthcare Research and Quality (AHRQ) as part of the National Inpatient Sample (NIS). The general methods include calculation of summary statistics, kernel density estimation, logistic regression, linear regression, and the production of figures and charts using the statistical data modeling software, SAS. It was determined that younger infants show higher mortality rates; additionally, males are more likely to present hydrocephalus and cost slightly more on average than females despite the distribution curves for length of stay appearing virtually identical between genders. Diagnoses and procedures expected for non-hydrocephalic infants showed a negative correlation in the logistic model.
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Earth Building Materials, Production, and Construction Techniques
ISBN: 9781466641228; © 2013; 28 pages
Author(s): Hamed Niroumand (National University of Malaysia (UM), Malaysia); M.F.M Zain (National University of Malaysia (UM), Malaysia); Sanaz Alhosseni (Amirkabir University of Technology, Iran)

Building materials and construction technology are strongly interrelated with the pillars for sustainable development (e.g. environment, society economy, culture and politics). Earth Building, an 11,000-year-old practice of building using sustainable and earth materials, is practiced worldwide. This chapter reviews the two-year process of earth buildings and earth architecture carried out by the Department of Architecture Faculty of Built Environment and Engineering at National University of Malaysia (UKM). The current research emphasis is on the types, construction methods, and architectural aspects of earth buildings and earth architecture.

Implementing BioSand Filters in Rural Honduras
ISBN: 9781466641341; © 2013; 29 pages
Author(s): Jacob Morris (Auburn University, USA); Ken Thomas (Auburn University, USA)

According to the United Nations (UN), approximately one billion people live in extreme poverty, and almost 2.6 billion people live without the basics of adequate sanitation. Over the past two decades, the BioSand Filter has proven to be an effective and efficient point-of-use device to purify water to a potable level in developing countries. The success of this device is due to its simplicity, use of appropriate technology, and sustainability. This chapter discusses a case study of His Hands Mission International’s work installing these filters in the villages of rural Honduras.

Diffusion of Renewable Energy Technologies in Rural Communities
ISBN: 9781466641273; © 2013; 34 pages
Author(s): Inna Platonova (University of Calgary, Canada)

Worldwide, over 1.3 billion people lack access to energy. Renewable energy technologies provide a viable option to rural electrification and are increasingly recognized for their contribution to rural development, energy security, and climate change mitigation. Based on the exploratory case study of the international NGO Practical Action, this chapter explores the nature and effectiveness of development partnerships for the provision of sustainable energy services in remote off-grid rural communities in Cajamarca, Peru. It emphasizes the importance of building effective partnerships with communities and local government; facilitating community participation and ownership; building capacities for sustainable provision of energy services; and providing affordable and appropriate technological solutions that meet people’s needs.

Electric Public Transport in Puerto Princesa City
Author(s): Denise Matias (Germanwatch e.V., Germany)

This chapter examines the factors that enabled a low carbon initiative from a non-government organization (NGO) to be institutionalized by a local government in the Philippines. In 1991, the Local Government Code was passed and this devolved responsibilities to local governments. While the national government supports local administrations in terms of policies, it is the latter, which carries out political action on the ground. Puerto Princesa City’s cooperation with the Institute for Climate and Sustainable Cities (iCSC) implemented a closed-loop electric public transportation. This effort demonstrates the local government’s willingness to cooperate with sectors other than the national government, as long as this endeavor is in sync with the local government’s priorities.
Desert in Bengal Delta—Changes in Landscape, Changes in Livelihood

Author(s): Md. Saroar (Khulna University, Bangladesh); Jayant Routray (Asian Institute of Technology, Thailand)

This study is aimed to assess the impacts of various climate induced events and the sustainability of adoption of coping and adaptive measures against these impacts. The study was conducted through participatory rural appraisal (PRA) and focus group discussion (FGD) in three sites of Kalapara Upazila (Sub-district), located along the Bay of Bengal in Southwest Bangladesh. Findings suggest that although flooding, cyclones, storm surges, and seasonal droughts have different attributes, they have commonality in bringing severe salinity in soil, sub-soil water, and surface water bodies that severely affects the livelihood security of natural resource-dependent coastal population. Indigenous knowledge and diffusion of vernacular technologies have helped a large majority of people to adopt various coping and adaptation strategies against the salinity problem for long. However, in a changing nature of salinity, which is resulting from climate change induced sea level rise (CC-SLR), most of their adopted coping and adaptation measures have failed to address their livelihood security on a sustained basis. To bolster their efforts toward adoption of adaptation strategies for sustainable livelihood, a range of avenues for interventions are identified.

The Conceptualization of a Research Model for the Measurement of e-Government 2.0 Readiness in the Developing Countries

Author(s): Yfanis Vasilieos (University of the West of Scotland, UK); Abel Usoro (University of the West of Scotland, UK); Tseles Dimitrios (Technological Education Institute of Piraeus, Greece)

This chapter explores the potential of Web 2.0 utilization in developing countries through the concept of e-government. Successful implementation of the Web 2.0 concept has to combine both technological and human factors. Thus, this chapter proposes a conceptual model that will measure e-government 2.0 readiness. The conceptual model is based on a combination of the Technology Acceptance Model, Theory of Planned Behavior, and indexes from the United Nation’s database. South Sudan is used at the end as a brief case study of the potential of e-Government 2.0.

Sustainability Reporting and Financial Reporting

ISBN: 9781466641242; © 2013; 28 pages
Author(s): Teresa Pinto (University of Trás-os-Montes and Alto Douro, Portugal); Ana Bandeira (School of Accounting and Administration of Porto, Portugal)

In the business world, there are issues such as globalisation, environmental awareness, and the rising expectations of public opinion which have a specific role in what is required from companies as providers of information to the market. This chapter refers to the current state of corporate reporting (financial reporting and sustainability reporting) and demonstrates the need for evolution to a more integrated method of reporting which meets the stakeholders’ needs. This research offers a reflection on how this development can be achieved, as well as looking at the characteristics which are needed for this type of reporting. Whether or not the integrated reporting is the natural evolution of the history of financial and sustainability reporting, it still cannot yet claim to be infallible. However, it may definitely be concluded that a new approach is necessary to meet the needs which are continuously developing for a network of stakeholders.

Industrial Pollution and People’s Movement

ISBN: 9781466641297; © 2013; 40 pages
Author(s): Rasheed Charuvilayil (Jawaharlal Nehru University, India)

Industrial pollution is one of the largest environmental and livelihood issues faced by developing societies. It has led to the mobilization of people to protest against it, in various forms, in accordance with their socio-political landscape. The case of Kerala State in India is no different. However, regarding environmental movements against industrial pollution in India, studies are limited. The social problems related to industries had generally led to mobilization of affected people in various parts of the country. Even though Kerala is a less industrialized state in India, the industrialization model adopted by the government of Kerala was not sustainable and subsequently it has failed on many fronts. This study is an attempt to underline the problems of unsustainable development and people's protest against it.


ISBN: 9781466641303; © 2013; 24 pages
Author(s): Christopher Ondieki (Kenyaatta University, Kenya)

Degradation of watersheds and diminishing water resources lead to unsustainable environmental and socio-economic development. The hydrological characteristics are desirable for sustainable water resource exploitation. Hydrological and water resources research were examined in three case watersheds in Kenya leading to the need for integrated water resources management, environmental conservation, and watershed management plans as a result of the major challenges of climate change and variability and uncoordinated watershed resource utilization. Well-managed hydro-meteorological networks at different scales of hydrological systems have been proposed to assess potential for optimal resource use and harmony involving all stakeholders for reduced water stress and future water conflicts.

Promoting Rainwater Harvesting (RWH) in Small Island Developing States (SIDS)

ISBN: 9781466641327; © 2013; 36 pages
Author(s): Everson Peters (University of the West Indies, Trinidad and Tobago)

A sustainable development path is critical to most small island developing states, which are often environmentally fragile and have little natural resources. For decades, the small Grenadine islands in the Eastern Caribbean have depended on rainwater harvesting (RWH) for water supply. The RWH systems have improved from the use of household drums and communal cisterns to individual cisterns such that water per capita use at some households is at a similar level to that of developed countries. A small project to promote RWH in Green St. Vincent was reviewed to procure an appreciation of the diffusion process. The RWH experiences in these islands as they relate to quality, design, and cost can be relevant to the regional efforts of promoting RWH. The chapter proposes a framework for enhancing the promotion of RWH.

Assessment of Smallholders’ Barriers to Adopt Sustainable Practices

ISBN: 9781466641334; © 2013; 29 pages
Author(s): Diana Chaiil (University of Sumatra Utara, Indonesia)

The significant increase in oil palm areas has led to concerns about the sustainability of the associated farming practices. To address these issues, the Roundtable Sustainable Palm Oil (RSPO) organization formulated principles and criteria (P&C) for sustainable practices for members of the oil palm industry. Initially, only big companies applied for RSPO’s certificate of sustainable product. However, with the growing proportion of smallholders, they are strongly suggested to get involved. Currently, only a few smallholders have obtained the certificate. Using a descriptive and correlation method, this study found that lack of information, cost of adoption and incompatibility with the stage of farm development, social values and farming conditions, inadequate managerial skills, and profitability explain the barriers for smallholders to adopt the RSPO’s P&C.
Innovating and Serving the Poor with Antiretroviral Drug Systems


Author(s): Maria Baracat (Federal University of Parana, Brazil); Farley Nobre (Federal University of Parana, Brazil)

This chapter presents an exploratory study about the Brazilian program on Human Immunodeficiency Virus (HIV). First, this chapter reviews literature on the history of HIV epidemic and presents the HIV context as a pathology that affects the health of countries, putting at risk their economic and social development. Second, it analyzes the current situation of this epidemic in Brazil, by characterizing the Brazilian Pharmaceutical Industry (BPI). Third, this chapter elucidates the Brazilian production of antiretroviral drugs mainly based on aspects of patent law and Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS). Results show that the adoption of the Brazilian program for HIV has been successful and encouraged its diffusion to, and adoption by, other countries due to its capability for wide and unrestricted distribution of medicines.

Innovative Use of ICT in Namibia for Nationhood

ISBN: 9781466602175; © 2012; 9 pages

Author(s): Tutaleni Asino (Penn State University, USA); Hilary Wilder (William Paterson University, USA); Sharmila Ferris (William Paterson University, USA)

Namibia was under colonizing and apartheid rule for more than a century. In 1990, the country declared its independence, and since that time, great strides have been made in linking its rural communities into a national communications Grid that was previously inaccessible to them, often leapfrogging traditional landline telephone technologies with universal cellphone service. In addition, one newspaper, The Namibian, has been innovatively using newer communications technologies to maintain its historic role of nation-building. This study explores the use of SMS via cellphone and a traditional national newspaper in creating a sense of national identity that transcends geographic distances and a legacy of economic/political barriers. The cell phone messages made it possible for the rural communities who have been left out of discussion relating to issues of development to be included.

Moving with Time and Strategy

ISBN: 9781466602250; © 2012; 16 pages

Author(s): Sandeep Bhaskar (Temple University, USA)

This chapter presents evidence of using information and communication technologies (ICTs) towards the goal of sustainable community development. It argues that the biggest impediment to the growth of communities in the developing world is a lack of information and a fair incentive system, both of which can be addressed through ICTs. A three pronged action plan comprising of a development strategy, an information strategy, and a technology strategy is proposed towards this effect. The paper also showcases how a for-profit business, ICT Limited, transformed the face of agriculture in some parts of India, and how this model can be replicated in other parts of the world.

ICTS and Their Role in Health Promotion

ISBN: 9781466620120; © 2012; 15 pages

Author(s): Motshedisi Sabone (University of Botswana, Botswana); Keithshokie Mogobe (University of Botswana, Botswana); Tiny Sabone (University of Botswana, Botswana)

This chapter presents findings of mini-survey that utilized an exploratory descriptive design to examine the accessibility, affordability, acceptability, and utility of ICTs with specific reference to health promotion for selected rural communities. Specifically, the study focused on access to radio, television, mobile phone, and Internet services at a level of effort and cost that is both acceptable to and within the means of a large majority in a given village. The findings indicate that ICTs gadgets explored have opened up possibility for health services and information to reach even people in the rural areas. One of the major initiatives under the umbrella of health is improving access to health services and information; and this covers among other things, expanding distribution of medicines.
Reaching the Hard to Reach
ISBN: 9781466660216; © 2012; 11 pages
Author(s): Boileang Pheko (University of Botswana, Botswana)

Information Technology has become core in national development across the globe; hence, the government of Botswana decided to use ICTs to give rural people newer options of communicating, sourcing, and sharing information through the introduction of a project called Neteletsa 2. This project is done under the Rural Telecommunications Strategy with a goal of providing telecommunications services to rural areas in the most cost effective, efficient, logical, and transparent manner possible. The government works in partnership with Botswana Telecommunication Centre which provides mobile services with capability to deliver Internet, voice, and data. The project also uses Public Communications Centre (PUCC) now referred to as Dikolong Center operated by communities in partnership with Mascom or Botswana Telecommunication Center. Services include provision of an Internet café, charging individual cellular phones at a fee, and selling airtime to both locals and visitors. Both the positive results and the impediments to implementation of this project are examined.

E-Government’s Role in Poverty Alleviation
ISBN: 9781466660229; © 2012; 19 pages
Author(s): Stephen Mutula (University of Botswana, Botswana)

This chapter reviews successful e-government projects in South Africa. E-governance is seen as a panacea to the country’s several challenges of service delivery, poverty, inequality, democracy, respect for human rights, and corruption. Most of South Africa’s black majority live in poverty compared to their white counterparts. To address these imbalances projects are guided by the principle of public service for all under the brand Batho Pele (meaning people first). Some e-government projects in South Africa have been successful; they empowered people to overcome development obstacles, have helped fight poverty and uplift the socio-economic and living standards of citizens. The challenges facing the e-government projects include high costs of broadband access, diversity of languages that need to be converted to the language of the Internet, red tape and bureaucratic system, as well as financial sustainability and the use of top down design approaches in projects with little or no initial user involvement.

Gender Equality as a Development Factor in the Application of ICT for Agro-Forestry
ISBN: 9781466660236; © 2012; 11 pages
Author(s): Wapula Raditlouang (University of Botswana, Botswana)

Agriculture continues to be the backbone of peasant economy and a source of subsistence in Botswana, and as such, innovative agricultural programs are introduced to benefit villagers. The case described in this chapter is that of Gamolele/Gakgakha watershed agro-forestry project, whose goal was to raise awareness of the existence of the six hectare plot and how it could be turned into viable agro-forestry and horticulture ventures mainly for sources of livelihood for community and its neighborhood. Participants emerged with survival skills like knowledge of planting in rows, transplanting of seedlings and harvesting in rows, medicinal plants production, harnessing, and promotion of growing healthy foods by seasons. Participants learned to manage, use, and maintain technology by quick fixes or taking it to experts for more complex troubleshooting and final repairs. Overall, the emphasis was on attracting women to be part of experiencing using ICT in agro-forestry businesses, and this project successfully did this.

ICTs for Improved Service Delivery
ISBN: 9781466660243; © 2012; 12 pages
Author(s): Kebo Hulela (Botswana College of Agriculture, Botswana)

The adoption of ICT smart switch cards in Botswana as a new strategy is to offset the socio-economic constraints experienced by the vulnerable people in the society. This chapter provides background of UEPS ICT smart switch card, setting-the-stage, project overview, challenges, and further readings on similar themes related to ICT usage in the social program.

Greening the Automotive Supply Chain
ISBN: 9781466661070; © 2012; 11 pages
Author(s): Miti Garg (The Logistics Institute – Asia Pacific, Singapore)

The word “green” today connotes less environmentally destructive practises that minimize damage to the environment and decrease the side-effects of modern day living. The challenges of modern day automotive supply chain management and logistics, as well as green technology adoption have grown manifold in today’s profit-driven automotive industry. A few of these challenges are explored for Jiangxi Chuaixing Hau Autos Co. Ltd., one of China’s growing automobile manufacturers and for Toyota, the world’s largest automaker in the following case studies.

Experiencing the Functionality of Mathematical Indigenous ICTs on Community Development
ISBN: 9781466660228; © 2012; 10 pages
Author(s): Kgomotso Garegae (University of Botswana, Botswana)

The benefits of the farm to the community are multifold. About 80% of workers in the Dairy House Farm project come from Mopapowaboajang, a rural village in which this farm is located. There is no doubt that this farm contributes to the wellbeing of its employees. This project also contributes directly to community members not working in the farm. They are given liquid whey for free and the product is useful in a number of ways. Overall, the madila product is highly nutritious making the farm contribute to development of the village by reducing the rate of malnutrition among people especially children who benefit from it.

Developing Best Practices for Value Added Research in a Political Context
ISBN: 9781466661006; © 2012; 7 pages
Author(s): Valarie Patton (Texas Tech University, USA); Gerry Dizinno (University of Texas at San Antonio, USA); Roy Mathew (University of Texas at El Paso, USA)

During the period of 1970-2010 in American higher education, the burden of funding has shifted in proportion from the federal government, to the state government and, ultimately, to students and parents. Not surprisingly, during this same period, the relationship between the student and the institution shifted from beneficiary of federal and state support to payee and consumer of education. Given this change from higher education as a public good to an individual good, there has been an increasing demand for accountability and transparency from parents and students, as well as legislators and governmental bodies.

Managing and Enhancing ICT Uptake in Rural Communities in Botswana
ISBN: 9781466660230; © 2012; 7 pages
Author(s): Godson Gatsha (BOCODOL, Botswana); Regina Masalela (University of Botswana, Botswana)

This chapter focuses on the management of Information and Communication Technology (ICT) deployed in rural communities in Botswana to ensure its effective and efficient utilisation in order to improve the quality of life of the rural people. The key for ICT to reach rural communities and satisfy their needs lies with the availability of the telecommunication infrastructure. One of the critical steps in the management of the uptake of ICT in rural communities is a strategic plan driven by village development committees (VDCs). It empowers the communities and establishes keen interest in the uptake of ICT by male and female, old and young. Community centred development is enhanced when the communities themselves are involved right from the conception of ICT initiatives. Communities are more likely to tap into their indigenous knowledge systems to craft strategies that can minimise the digital phobia, hence, increase the ICT uptake by all age groups. The increase in ICT uptake by rural communities has the potential to close the digital divide between urban and rural areas in Botswana.
The Case of Region Marketing of a Greek Southwestern City
ISBN: 9781466603846; © 2012; 20 pages
Author(s): George Spais (Hellenic Open University, Greece)

The paradigm of the first successful Greek digital city (“e-Trikala”) shows to every Greek that the Digital City ICT applications can improve everyday life by simplifying public transactions in regional urban centers, reducing telecommunication costs, and by delivering new services related to the local way of life (Heeks, 2010). The case of repositioning of Kalamata, a Greek southwestern city, as an open innovative and creative city through the new municipal broadband infrastructure presents a situation that requires the readers of this case study to develop and evaluate solutions. In this case study, Kalamata’s municipal leadership believes that a short-term promotion campaign for the benefit of the city’s digitalization is enough to build a new image and personality for the city. The municipal leaders must realize that transforming the city as an open innovative and creative city, needs a new philosophy. The achievement of such a strategic goal prerequires an overall transformation of all the protagonists and strategic issues must be managed. However, the question remains whether transformational learning and building critical reflection are the paths for building a new image and personality for Kalamata as an open innovative and creative city.

Sikayet Çöz
ISBN: 97816096608374; © 2011; 15 pages
Author(s): Nilson Sanjir (Çanakkale Onsekiz Mart University, Turkey)

This study aims to discuss how an NGO should have its place in e-governance model. The aim is to demonstrate technological and administrative changes occurred in an NGO on its path from public to state in e-governance understanding by good will of a person and the activities of an NGO as public voice have been studied within the e-governance understanding. Actually this NGO shows the move from society to state and forms an example of total quality management by the technological and managerial changes occurred in its structure. This chapter is focused on a project, ‘Sikayetmiz.com’, which is an e-complaint on-line model providing various support services to the people at large in Turkey, discussed about its transformation stages leading to this format, put forward some important managerial and organizational issues including operational challenges.

E-Readiness in Governmental Public Service Institution
ISBN: 9781466610156; © 2012; 23 pages
Author(s): Yasser Al Saleh (University of Salford, UK); Mohammed Arif (University of Salford, UK)

This case study revolves around a governmental public service institution, which receives public and government money that it invests. There were several challenges associated with the implementation of the IT system to improve public services. It was found that the organizations need, in the contract, to have the qualifications of the vendor’s staff, and agree that prior approval for any change of staff or new recruitment would be agreed beforehand. Experienced staff, which were agreed upon by the organization, were assigned to the project for a short time, only at the beginning of the project. Because key staff considered keeping knowledge and experience to themselves as a job security tool, they were not forthcoming in cooperating with the project team. The void of decisive leadership by top management allowed the conflicts between different entities in the organization to go on in an increasing mode until the end of the project, which had a negative effect on the project success.

A Study of Eco-Friendly Supply Chain Management at Cement Industries of Chhattisgarh
ISBN: 9781466617049; © 2012; 12 pages
Author(s): Gazala Ashraf (Disha Institute of Management and Technology, India)

India has experienced one of the fastest economic growth rates in the world which has been a dramatic driver in the nature and scale of impact on the country’s environment and natural resources. The issues of managing environment impacts are capturing public attention. With increasing awareness of environmental protection worldwide, the green trend of conserving the Earth’s resources and protecting the environment is overwhelming, thereby exerting pressure on corporations in India. The pressure and drive accomplishing globalization has prompted enterprises to improve their environmental performance (Zhou and Sarkis, 2006). The pressure on corporations to improve their environmental performances comes from globalization rather than localization (Sarkis and Tamarkin, 2005). Increasing environmental concern has gradually become part of the overall corporation culture and, in turn, has helped to reengineer the strategies of corporations (Madu, et al., 2002).

ICT-Supported Education for Sustainable Development of South Korean Rural Communities
ISBN: 9781466602274; © 2012; 18 pages
Author(s): K. Joo (Penn State University, USA)

The rural communities in South Korea have faced serious challenges as the country has gradually opened the agricultural market and extended the conclusion of Free Trade Agreement with more and more countries. Moreover, due to the national socio-economic and political structures, South Korea has been undergoing the technological imbalance between rural and urban areas. In order to cope with these vital social challenges, the South Korean government has exerted considerable investment and effort in establishing ICT knowledge and skills as well as infrastructure in rural areas. Thus, conceptualizing ICT in the context of adult education, this chapter addresses three ICT-supported adult education programs oriented toward developing ICT skills and competencies of people in agricultural areas of South Korea. The South Korean cases of agricultural ICT education represent the vast and concentrated national efforts in integrating ICT across rural areas in this fast changing global situation.

A Synopsis of Information Communication Technologies Applications in Agro-Based Livelihoods in Nigeria
ISBN: 9781466602144; © 2012; 8 pages
Author(s): O. Oladele (North-West University, South Africa)

This paper examines the applications of information communication technologies in agro-based livelihoods in Nigeria. A multipurpose community information access point was established at a pilot level in Aga-Are, Oyo State, Nigeria. The center equipped with basic ICT infrastructures including Internet connectivity made available through a VSAT, provided timely solutions to the basic problems of farmers’ lack of information on agriculture, lack of access to inputs and output markets, and lack of access to some basic but relatively expensive equipment. The services include the Answering Farmer’s Needs—a private-public collaborative project involving several organizations. There is also the Fantsuam Foundation, a not-for-profit organization that works with farmers in rural communities in Northern Nigeria with an on-going micro-credit project aimed at alleviating poverty among rural women. The paper highlights the synergistic use and challenges for each of these projects and offers suggestions for the adoption and adaptation in different parts of the world.
Citizen-Centric Service Dimensions of Indian Rural E-Governance Systems

ISBN: 9781609606035; © 2011; 22 pages
Author(s): Harekrishna Misra (Institute of Rural Management Anand, India)

E-governance systems in India have witnessed prolific advancement over the years. India has strategically adopted e-governance as a part of its policy. National policy aims to provide formalized services across the nation while recognizing the importance of state specific services. This approach includes various mission mode projects under national e-governance plan (NeGP). Manifestation of such approach has resulted in 100,000 common service centers (CSC) in rural areas. In this chapter it is argued that such an initiative would be successful if rural citizens find these CSCs useful for their livelihood security.

A Citizen-Centric Platform to Support Networking in the Area of E-Democracy

ISBN: 9781609606312; © 2011; 21 pages
Author(s): Francesco Molinari (ALTEC S.A. Thessaloniki, Greece); Christopher Wills (Kingston University, UK); Adamantios Kounpis (ALTEC S.A. Thessaloniki, Greece); Vasiliki Moumtzi (ALTEC S.A. Thessaloniki, Greece)

This chapter describes experiences acquired during the research work conducted as part of the European Project Tell Me (www.tellmeproject.eu). The project envisaged to support the pan-European creation of Living Labs as new forms of cooperation between government, enterprises, citizens and academia for a successful transfer of e-Government, e-Democracy and e-Services state-of-the-art applications, solutions, know-how and best practices. In this chapter the authors explore the potential of providing an existing system (DEMOST) allowing moderated and goal-oriented discourses between citizens and policy makers to become parts of open-ended ventures on the creation of collaborative networks for Electronic Democracy. This work would also recommend that this form of support network elevates e-Democracy of a country and thus improves e-governance systems at the grass roots.

Using Web Sites to Improve Fiscal Transparency

ISBN: 9781609606367; © 2011; 21 pages
Author(s): Tolga Demirbas (Uludag University, Turkey)

Fiscal transparency today is considered as an essential element of both good governance and e-governance. Therefore, in the new public management and budgeting reforms made by governments, it is clearly observed that fiscal transparency is one of the key elements. E-governance technologies and especially the internet are supportive to the efforts on the part of governments offering unprecedented opportunities to public administrations enabling the dissemination of fiscal information and improving the e-governance system. In Turkey, where there is the tradition of Continental Europe, the reforms made through new laws in early 2000 contain various legal and institutional regulations to improve fiscal transparency and encourage the public administrators to use websites in an attempt to enhance fiscal transparency. This chapter, within the context of evaluating the endeavors in question, examines the websites of municipalities in Turkey in terms of fiscal transparency and eventually presents some suggestions for the improvement of the e-governance system.

The Characteristics, Responsibilities and Future of Chief Information Officers in the Public Sector

ISBN: 9781609606404; © 2011; 15 pages
Author(s): Rachel Lawry (Deakin University, Australia); Dianne Waddell (Deakin University, Australia); Mohini Singh (RMIT University, Australia)

This chapter presents a model which depicts the critical factors and assists in understanding the demands and effectiveness of Chief Information Officers (CIO) in public sector organisations. The authors adopt a qualitative methodology by which semi-structured interviews are conducted with CIO representatives from a State Government in Australia. From collation of the interview results, utilising a ‘mind mapping’ strategy, the chapter identifies a model that adequately reflects the critical factors required for a public sector CIO. The chapter concludes that there are certain unique characteristics and responsibilities that a public sector CIO must possess yet a private sector CIO does not require. The chapter also acknowledges the importance of outlining a future direction of the role; something which is neglected by the literature.

The Adoption Process of Free & Open Source Software (FOSS) in Turkish Public Organizations

ISBN: 9781609606350; © 2011; 23 pages
Author(s): Mete Yildiz (Hacettepe University, Turkey); Mustafa Oktar (Hacettepe University, Turkey); Turkel Bengsigir (Public Administration Institute for Turkey and the Middle East, Turkey)

Free and open source software (FOSS) has been increasingly used both in public and private organizations in order to contain costs, increase software transparency and reliability, and information security, among other reasons. This article identifies and examines the arguments and actors, who have promoted and opposed the use of FOSS in the Turkish public sector. It also analyzes how these actors organize the processes of adoption and presents the discourses that they used to adopt the open source-related policy decisions. It is found that FOSS enhances e-government implementations being relatively secure than proprietary software, low cost, participative, scalable and easy to manage. The article concludes with the evaluation of the current level of FOSS use in Turkish government agencies, an explanation of the process of adoption by presenting a process model of FOSS adoption in Turkey that may be applied in other similar countries and different frames of analysis that shape the adoption process.

Towards a Customer Centric E-Government Application

ISBN: 9781609606435; © 2011; 13 pages
Author(s): Santhananamy Thominathan (Universiti Teknologi MARA Malaysia, Malaysia); Ramayah Thurasamy (Universiti Sains Malaysia, Malaysia)

Information Communication Technology (ICT) has played an important role in today’s global economy. In Malaysia, increased utilization of ICT has contributed significantly to the total factor productivity. One of the main contributing factors is the e-commerce and Internet based services. Therefore this case study aims to examine the contribution of the newly introduced E-government application namely E-filing system. E-filing system is a newly developed online tax submission services offered by the government to the tax payers in the country where they are able to easily, quickly and safely file their tax returns. The primary discussion in this case study concerns on the Malaysian’s ICT revolution, followed by the introduction of E-filing system, the challenges and barriers faced by the government and concluded with the future trends in the implementation of this system.
Vision Impairment and Electronic Government

ISBN: 9781609606411; © 2011; 9 pages
Author(s): Reima Suomi (Turku School of Economics, Finland); Irene Krebs (Brandenburgische Technische Universität, Germany)

Vision impaired are in a distinctive disadvantage when using computer screens based on visual presentation of data. This situation becomes increasingly critical, as most society services, including issues such as e-Commerce, e-Business, e-Health, and e-Government go on-line. Effective ICT can open up new communication channels and functionalities for say totally blind people, that would not have been available for them otherwise. General sensitivity for this issue, and especially sensitivity among designers of governmental e-services must be developed. eGovernment is an especially demanding activity area as it comes to all sorts of imperfections (not just vision impairment). As governmental services are often in a monopolistic service delivery situation: citizen have to use them and there is often no other alternative. The issue binds it to the wider discussion on digital divide, where vision impairment is one cause for digital divide, and often very devastating, especially if still combined with other sources of digital divide.

Community Practices to Improve E-Governance at the Grass Roots

ISBN: 9781609606282; © 2011; 34 pages
Author(s): Hakilur Rahman (ICMS, Bangladesh)

Wide use of information technologies has lead governments across the globe to adopt the new nature of governance system for their citizens, businesses and within the government structure. Governance systems nowadays do not only enclaves simply the dissemination of government regulations and directives to their stakeholders, but also target to improve their knowledge and capacity. At the threshold, by putting the information technologies as a thrust sector for many years and with well adopted e-governance framework, several countries have achieved remarkable success. However, many of them despite diversified efforts could not put into the track mainstreaming electronic format of the governance system. This research feel that to improve the governance system, inclusion of grass roots participants are necessary and nurturing of community practices targeting to raise their knowledge and skills through an adaptive e-governance framework would enhance the process.

E-Government Policy

ISBN: 9781609606329; © 2011; 22 pages
Author(s): Abdul Ambali (University Technology MARA, Malaysia)

One must admit that the emerging of faster delivery service required a faster mechanism of transaction between government and its people. But such transaction is not without issues that have to be addressed by the governments of the public sectors. The primary issues addresses by this chapter are the relationships between the perceived: security tightening, facilitating conditions, usefulness, eases of using e-filing system and e-government reality. The second issue addresses by the chapter is differences in gender of the users with respect to factors that influence their state of retention. The findings of the study show a strong relationship between the predicting factors and user’s intention to continuing using the system. The findings also show that the retention of users is highly affected by the differences in the gender of the users. This research would like to recommend that faster transaction mechanism between the government and the people enhances the e-governance system and in this context, this chapter is focusing on some potential implications of e-filing system of Malaysia.

Cost Models with Prominent Outliers

ISBN: 9781609606113; © 2010; 31 pages
Author(s): Chabub Battou (University of Louisville, USA)

Government reimbursement programs, such as Medicare and Medicaid, generally pay hospitals more than the cost of care for the people enrolled in these programs. For many patient conditions, Medicare and Medicaid pay hospitals a fixed amount based upon average cost for a procedure or treatment with local conditions taken into consideration. In addition, while the hospital provides the services, it has little control over the cost of delivery of that service, which is determined more by physician orders. The physician is under no real obligation to control those costs as the physician bills separately for services that are independent of orders charged. However, some patients who are severely ill will cost considerably more than average. In this study, we investigate the reimbursement policies and the assumptions that have been made to create these reimbursement policies.

Agile Knowledge-Based E-Government Supported By Sake System

ISBN: 9781466601079; © 2011; 20 pages
Author(s): Andrea Ko (Corvinus University of Budapest, Hungary); Barna Kovács (Corvinus University of Budapest, Hungary); András Gábor (Corvinus University of Budapest, Hungary)

The evolution of e-Government services is fast. There is a limited time for adaptation to the new environment in terms of legislation, society, and economy. Maintaining reliable services and a secure IT environment is even more difficult with perpetual changes like mergers and acquisitions, supply chain activity, staff turnover, and regulatory variation. In this paper, the selected change management strategy and the corresponding knowledge management strategy and their IT support is analysed from the public administration point of view. SAKE project (FP6 IST-2005-027128 funded by the European Commission) approach and IT solution are detailed to demonstrate the strategic view and to solve the knowledge management and change management related problems and challenges in public administration. The current situation of economic downturn and political change forces public administration to follow the reconfiguration of existing resources strategy, which is appropriate on the short run, moreover the combined application of personalization and codification strategy can result in long-term success.

Road Safety 2.0

ISBN: 9781466601086; © 2011; 18 pages
Author(s): Dieter Fink (Edith Cowan University, Australia)

The aim of this case study is first, to determine the extent to which web 2.0 can be the technology that would enable a strong relationship between government and its citizens to develop in managing road safety and second, to examine the endeavours of the WA Office of Road Safety (ORS) in fostering the relationship. It shows that in ORS’ road safety strategy for 2008-2020, community engagement is strongly advocated for the successful development and execution of its road safety plan but the potential of web 2.0 approaches in achieving it is not recognised. Online civic engagement would harness collective intelligence (‘the wisdom of crowds’) and layers of value could be added so that the public become co-developers of road safety strategy and policy. The case identifies three major challenges confronting the ORS to become Road Safety 2.0 ready: how to gain the public’s attention in competition with other government agencies, how to respond internally to online citizen engagement, and how to manage governmental politics.

Inter-Sector Practices Reform for e-Government Integration Efficacy

ISBN: 9781466601109; © 2011; 22 pages
Author(s): Teta Stamati (National and Kapodistrian University of Athens, Greece); Athanasios Karantjias (University of Pireaeu, Greece)

Electronic services have become a critical force in service oriented economies introducing new paradigms like connected governance, ubiquitous and ambient public services, knowledge-based administration, and participatory budgeting. The success of e-Government integration requires the modernization of current governmental processes and services under three different perspectives, namely governmental business processes reengineering, legal framework reformation and technical solution effectiveness. The study proposes a knowledge guide for approaching, analyzing and defining government-wide architectural practices when building large scale enterprise governmental frameworks. A set of fundamental design and implementation principles are specified for increasing government organizations’ agility and ensuring that end-users perceive the quality of the provided services.
The FBI Sentinel Project
ISBN: 9781466601116; © 2011; 19 pages
Author(s): Leah Olszewski (Troy University, USA); Stephen Wingreen (University of Canterbury, New Zealand)
In 2000, the United States Federal Bureau of Investigation (FBI) initiated its Trilogy program in order to upgrade FBI infrastructure technologies, address national security concerns, and provide agents and analysts greater investigative abilities through creation of an FBI-wide network and improved user applications. Lacking an appropriate enterprise architecture foundation, IT expertise, and management skills, the FBI cancelled further development of Trilogy Phase 3, Virtual Case File (VCF), with prime contractor SAIC after numerous delays and increasing costs. The FBI began development of Sentinel in 2006 through Lockheed Martin. Unlike in the case of Trilogy, the FBI decided to implement a service-oriented architecture (SOA) provided in part by commercial-off-the-shelf (COTS) components, clarify contracts and requirements, increase its use of metrics and oversight through the life of the project, and employ IT personnel differently in order to meet Sentinel objectives. Although Lockheed Martin was eventually released from their role in the project due to inadequate performance, the project is still moving forward on account of the use of best practices. The case highlights key events in both VCF and Sentinel development and demonstrates the FBI’s IT transformation over the past four years.

Capacity Development Initiatives for Grass Roots Communities
ISBN: 9781609606229; © 2011; 28 pages
Author(s): Hakikur Rahman (ICMS, Bangladesh)
The world has seen the unprecedented development of information and communications technologies (ICTs) and adoption of their diversified methods in elevating all forms of human endeavors. In recent years, many countries have taken leading role in implementing innovative ICT products to accelerate their national developments, enhance their livelihoods, strengthen their national economies and improve their governance systems. It has been observed that those countries could reap the most benefits out of ICT strategies, which could penetrate at the lowest tier of their governance system. This research emphasizes that cumulative human development through community approach would be the next level of knowledge dynamics across the world. It also argues that as much the country provides thrust on capacity development initiatives at the grass roots, it has more opportunity to reach at greater context of governance system. Some features and perspectives of e-Sri Lanka and e-Korea are being discussed here to provide insight into these cases, so that researchers in developing and transitional economies could gain knowledge.

Information Technologies Socialise Geographies
ISBN: 9781609607128; © 2010; 27 pages
Author(s): Gilbert Ahamer (Austrian Academy of Sciences, Austria); Josef Strobl (Austrian Academy of Sciences, Austria)
One of the ethical tasks and practical effects of IT is bridging and spanning different locations, thereby "socialising" across diverse "geographies of understanding." The underlying conceptual model of a network society combined with empirical research on long-term civilisational and economic evolution leads to a general understanding of Information Technologies as facilitators of a multi-perspectivist and multi-disciplinary construction of world views (mn type of science). Such a synopsis of education, structural evolution, social spaces and institutional change provides insight into IT’s strategic role of facilitating consensus building and constructing common world views that can socially converge ("socialise") isolated cultures of understanding. "Geography" is here seen as a provider of world views that emerge from communicative action. The presented cases in this paper span both geographic locations as well as constructed cultures of understanding.

The Egyptian National Post Organization Past, Present and Future
ISBN: 9781609603250; © 2010; 21 pages
Author(s): Sherif Kameel (The American University in Cairo, Egypt)
Over the last 20 years, the international postal sector has changed drastically due to several forces, including globalization, changing technology, greater demands for efficient services and market liberalization. For Egypt, keeping up with the changing atmosphere in the global market meant investing in information and communications technology. The Ministry of Communication and Information Technology (MCIT) chose the Egyptian National Post Organization (ENPO) as a model for ICT integrated government portal. The case of ENPO proved successful when reflecting ICT deployment for organizational transformation within the context of an emerging economy. In addition to its importance in providing eGovernment services to citizens, ENPO is evolving as a critical medium for effectively developing Egypt’s eCommerce. This case study takes an in-depth look at how ICT has improved the quality and range of services offered by ENPO, while asserting the magnitude of its impact on the country’s emergence as a competitor in today’s global postal market.

The Evolution of ICT Institutions in Thailand and Malaysia
ISBN: 9781609603144; © 2010; 16 pages
Author(s): Nicholas Maynard (RAND Corporation, USA)
A country’s national technology strategies can be an important contributor to economic development through its support of technology adoption and by advancing the national technology capacity. The development of a domestic information and communications technology (ICT) sector within a developing country requires the creation of specialized institutions that carefully coordinate their initiatives with the private sector. This case study research of Thai and Malaysian science and technology (S&T) institutions shows that this institutional and policy reform process is directly influenced by regional activities, as countries seek to match their regional peers for technology development. This effort to support ICT utilization requires governments to rapidly alter their policy goals and initiatives in response to shifts in technologies, global market demand, international investment, and local workforce capabilities.

CRUZAR
ISBN: 9781616921903; © 2010; 17 pages
Author(s): Iván Minguez (Fundación CTIC, Spain); Diego Berrueta (Fundación CTIC, Spain); Luis Polo (Fundación CTIC, Spain)
This chapter describes CRUZAR, a Web application that builds custom tourism routes for each visitor to the city of Zaragoza. This application exploits expert knowledge of the tourism domain (captured in rules and ontologies) and consumes a consolidated repository of relevant tourism resources (RDF instances extracted from different legacy databases: historical buildings, museums, public parks, restaurants, cultural events...). User profiles and interests, as well as user-defined constraints, are modeled with an ontology. A semantic matchmaking algorithm is applied to find the most interesting resources for each profile, and a planner organizes the selections into an optimal route. The authors discuss the main challenges and design choices.

Open Source and Bridging the Digital Divide
ISBN: 9781609603496; © 2010; 10 pages
Author(s): Heidi Schnackenberg (SUNY Plattsburgh, U.S.A.); Edwin Vega (SUNY Plattsburgh, U.S.A.)
This case study involves the adoption of new technologies by a developing nation. The leader of the country, in consultation with an advisory non-profit agency must weigh the benefits and drawbacks of commercial products versus open source/low-cost options. He must also consider ways of remaining sensitive to cultural traditions and norms when introducing these new innovations.
The Ways of Assessing the Security of Organization Information Systems through SWOT Analysis

ISBN: 9781466610163; © 2012; 23 pages
Author(s): David Rehak (VSB – Technical University of Ostrava, Czech Republic); Monika Grasseova (University of Defence, Czech Republic)

The chapter is focused mainly on assessing the factors of the external environment in the area of security of information systems in the organization through SWOT analysis. The emphasis is laid on the principles of SWOT analysis, the possible use of methods and tools, and also the most common problems occurring during the implementation of the analysis. The main part of the chapter is focused on the ways of semi-quantitative assessment of threats to the area of information systems of the organization, while evaluating their risks, and the assessment of opportunities, while evaluating their benefits.

The Other Side of “Big Brother”

ISBN: 9781613503843; © 2011; 15 pages
Author(s): David Aspland (Charles Sturt University, Australia)

This case discusses this shift between public and private sectors in policing. The situation is more complex than a simple public/private divide and plays host to a range of interactions that bring many actors into contact, competition, and alliance in networks and assemblages. Most research and regulation remains focused on public policing even though, numerically, private policing is now a major provider of policing services in an increasingly fragmented, pluralized, and commodified market.

Network Security through Wireless Location Systems

ISBN: 9781609606558; © 2011; 18 pages
Author(s): André Peres (Federal Institute of Science and Technology – Rio Grande do Sul, IFRS, Porto Alegre, Brazil); Raul Weber (Instituto de Informática, UFRGS, Porto Alegre, Brazil)

The fact that microwave signals can transpose walls and suffers with attenuation, reflections, refraction, diffraction and dispersion, depending of the obstacles, makes very difficult to define the network access range. When the wireless network operates indoor, the many obstacles and the dynamic behavior of these obstacles (some people moving around, for instance) make the microwave signal behavior change the range and aspect of the network. This work proposes a new approach to indoor user-location mechanism, based on the dynamic behavior of the obstacles and consequent changes on network range in IEEE 802.11 networks.

On The Design of Secure ATM System

ISBN: 9781609606541; © 2011; 21 pages
Author(s): Lawan Mohammed (King Fahd University of Petroleum and Minerals, Saudi Arabia)

Despite the numerous advantages of ATM system, ATM fraud has recently become more widespread. Recent occurrences of ATM fraud range from techniques such as shoulder surfing and card skimming to highly advanced techniques involving fraudulent mobile alerts, and account takeover via stolen information and call centers, software tampering and/or hardware modifications to divert, or trap the dispensed currency. In this chapter, we provide a comprehensive overview of the possible fraudulent activities that may be perpetrated against ATMs and investigates recommended approaches to prevent or deter these types of frauds.
Spam Detection Approaches with Case Study Implementation on Spam Corpora

ISBN: 9781609606534; © 2011; 19 pages
Author(s): Biju Issac (Swinburne University of Technology (Sarawak Campus), Malaysia)

In this chapter, initially we would like to discuss on existing spam technologies and later focus on a case study. Though many anti-spam solutions have been implemented, the Bayesian spam detection approach looks quite promising. A case study for spam detection algorithm is presented and its implementation using Java is discussed, along with its performance test results on two independent spam corporuses – Ling-spam and Enron-spam. We use the Bayesian calculation for single keyword sets and multiple keywords sets, along with its keyword contexts to improve the spam detection and thus to get good accuracy. The use of porter stemmer algorithm is also discussed to stem keywords which can improve spam detection efficiency by reducing keyword searches.

Biometric Identity Based Encryption

ISBN: 9781609606527; © 2011; 13 pages
Author(s): Neyire Sarier (Bonn-Aachen International Center for Information Technology, Germany)

In this chapter, we evaluate the security properties and different applications of Identity Based Encryption (IBE) systems. Particularly, we consider biometric identities for IBE, which is a new encryption system defined as fuzzy IBE. Next, we analyze the security aspects of fuzzy IBE in terms of the security notions it must achieve and the prevention of collusion attacks, which is an attack scenario specific to fuzzy IBE. Also, we investigate implementation challenges for biometric IBE systems, where fuzzy IBE could be a potential cryptographic primitive for biometric smartcards. Due to the limited computational power of these devices, a different solution for biometric IBE is considered, which is the encryption analogue of the biometric identity based signature system of Burnett et al. (2007).

Challenges of Information Security Management in a Research and Development Software Services Company

ISBN: 9781609607098; © 2010; 15 pages
Author(s): Varadarajan Sridhar (Sasken Communication Technologies)

WirelessComSoft, a software company based in India, provided research and development outsourcing support in an Intellectual Property strong wireless communication products and services space. Over a period, WirelessComSoft developed a robust information security infrastructure and complied with industry standard auditing procedures. However, implementing information security across its different world-wide sites, updating it in tune with evolving user needs, deploying robust business continuity architecture, and maintaining logical and physical isolation of clients’ off-shore development centers were challenges that WirelessComSoft’s security implementation team grappled with every day. This case presents how information security infrastructure at WirelessComSoft evolved, the challenges faced and the methods implemented by the information security team to overcome these challenges.

Development of Trust During Large Scale System Implementation

ISBN: 9781609607081; © 2010; 15 pages
Author(s): Bjarne Schlichter (Aarhus School of Business, Aarhus University, Denmark)

Implementations of information systems are complex and problematic with a reputation for being delayed and exceeding budget. A critical factor in implementations is trust in the system, trust in the project and trust between the various stakeholders. This case charts the evolution of trust in the implementation of the Faroese integrated healthcare system and shows how trust relations at various points in the project became difficult, what the causes and consequences of these trust difficulties were, and how they were successfully resolved in the project.

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Anthropo-Sociological Approach of the Criminology and Applied Victimology

ISBN: 9781615209538; © 2010; 21 pages
Author(s): Rosaria Romano (Suor Orsola Benincasa University of Naples, Italy)

Criminology attempts to explain the causes of crime using two different approaches: the anthropological and the sociological. The anthropological approach focuses on man as the author of crime, and seeks to determine the physical, psychological, motivational, and psychosocial factors, that may have led to the criminal conduct. The sociological approach, on the other hand looks at the macro social factors influencing the emergence of crime. The problem of social control, namely the way in which a society is able to integrate individuals around a single coherent system of customs, traditions and norms, and thus guarantee community security is connected to the concept of social disorder. The concept of social disorder is also linked to that of marginality, characteristic of the immigrant condition: the loss of cultural roots and the lack of integration in the new cultural context places immigrants in the margins of society. Instances of social problems resulting were reported news broadcasts of events occurring towards the end of 2008 in Italy which suddenly brought to light a series of similar events, evidencing ever more frequent occurrences of racism and xenophobia. The theoretical premises on which this case is based are those reported in victimology literature. It has been chosen for it’s similarity to other cases of xenophobia and because it brings new insights to present notions existing within criminology and applied victimology, (such as concepts of social disorder and social fear), and as such constitutes a significant contribution to this field of study.

Technologies for the Safety of Adolescent

ISBN: 9781615209514; © 2010; 10 pages
Author(s): Daniela Passaro (Suor Orsola Benincasa University of Naples, Italy)

The focus of this paper is to describe a case concerning the key role of security technologies to observe, describe and some way record teenagers’ behaviors and social action at school, at home and in the daily life as a whole. A kind of security “public eye” to protect/control them is pivotal especially according to some High School Policies in Italy aimed to cancel each “blind spot” or “black hole” from the youngsters’ daily life to facilitate cross double checking among parents, relatives, social networks and teachers. In Italy the deviance of youth is increasing and the crime cases involving very young boys, like baby gangs and teenagers working for organized crime are growing rapidly. The family plays a key role and inside it often baby gangsters, whose parents are completely unaware of what is happening in their children’s lives. “Between school and family” is a project that aspires at tracing a connection between the school and the family thanks to the influence of new technologies and the way in which they influence the interpersonal relationships. What will be, for example, if every school place a fingerprint reader?

Applied Criminology and Forensic Psychiatry

ISBN: 9781615209446; © 2010; 21 pages
Author(s): Augusto Balloni (University of Bologna, Italy); Roberta Bisi (University of Bologna, Italy)

This chapter suggests a theoretical and empirical approach that makes use of an integrated methodology from a criminological, sociological, psychological and psychiatric perspective, in order to analyze the personality of the perpetrator of the crime or to examine a witness in order to assess his credibility. After a close observation of the concepts of mental competence, imputability and social dangerousness, the chapter focuses on the analysis of some expert cases, by comparing different methods related to clinical psychology (interview, level test, personality psycho-diagnostic tests that can be used even in the criminological field, defined as applied, to which are attributed practical aims pursued with scientific means. Finally, it points out the importance of providing reliable, coherent and non labeling judgments about the subject who has been submitted to psychiatric expertise. To achieve this aim, the criminologist, with psychiatric or psychological training, has many rudiments at his disposal in order to make well-founded choices, by adopting a non judging scientific behavior, wondering both about the reason of the criminal’s behavior and the help that can be supplied in order to adopt a suitable conduct in future.
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Facilitating the Egyptian Uprising

ISBN: 9781466641112; © 2013; 27 pages
Author(s): Mariam Alkazemi (University of Florida, USA); Brian Bowe (Michigan State University, USA); Robin Blom (Michigan State University, USA)

It has been suggested that social media offers important organizing tools for activists in countries where free expression is curtailed and news outlets are handcuffed by government censorship. The 2011 revolution in Egypt offers an opportunity to examine the extent to which social media fulfills the role that free journalism plays in more democratic societies. By analyzing messages posted in Arabic by activists from one of the largest Egyptian opposition groups, this study attempts to see what role Facebook played in the revolution. This chapter aims to fill a gap in scholarly understanding of the event while simultaneously contributing to the understanding of the importance of social media tools for activists and organizers.

Enterprise 2.0 Impact on Company Performance in Developing Countries

ISBN: 9781466641082; © 2013; 26 pages
Author(s): Jacques Bughin (McKinsey and Company, Belgium, ECARES, ULB, ECORE (UCL, ULB), Brussels & KUL, Belgium)

This chapter draws on findings from a unique global survey to analyze how Enterprise 2.0 has been adopted in developing economies and how much it contributes to individual company performance. Two results stand out. While the use of social technologies by companies is gaining momentum, adoption remains patchy and still lags in developed countries. Nevertheless, clear evidence exists that Enterprise 2.0 in developing countries, when used at scale, lifts company performance, especially when integrated into workflows and when companies redefine their processes and operating models through social technologies.

Assessing E-Health in Africa

ISBN: 9781466641174; © 2013; 26 pages
Author(s): Alessia D’Andrea (IRPPS-CNR, Italy); Fernando Ferri (IRPPS-CNR, Italy); Patrizia Griffini (IRPPS-CNR, Italy)

The aim of this chapter is to discuss the e-health readiness assessment in Africa by analysing the ICT usage and the different barriers for the implementation of e-health technologies. Moreover, the chapter analyses the e-health prospective by describing three different e-health application areas: (1) electronic medical records, (2) telemedicine, and (3) e-commerce of health products.
The Role of Web 2.0 in the Arab Spring

ISBN: 9781466641051; © 2013; 33 pages
Author(s): Robert Crisp (Saint Louis University, USA); Mamoun Bennamoun (Saint Louis University, USA); Morris Kalliny (Saint Louis University, USA)

The Arab Spring seemed to give a renewed sense of promise to proponents of Web 2.0 as a force for democratization. However, a year on, throughout the Arab world the prospects for democracy are still far from certain. Our conclusion, based on an examination of the events in four countries—Egypt, Morocco, Bahrain, and Libya—is that Web 2.0 collaborative tools are without parallel in their ability to mobilize vast numbers of the public. In this study, the authors adapt the path dependency model of Douglass North and others to explain why, despite the huge popularity of Web 2.0 in the region, the growth of Arab e-democracy will be slow and uncertain.

Designing and Implementing Online Collaboration Tools in West Africa

ISBN: 9781466641037; © 2013; 28 pages
Author(s): Caitlin Bentley (Royal Holloway University of London, UK)

This chapter explores how the Web 2.0 principle of the Web as a platform was applied in the context of a development aid-funded project aimed to enhance online collaboration capacities of 17 Civil Society Organisations (CSOs) in five West African Nations. The main issues confronted in the project related to the linear project design and a misconceptualisation of technology as an input, thus separating the design and implementation processes from the ultimate collaboration aims that are desired outcomes. It is therefore argued that technology-mediated collaboration initiatives within development cooperation contexts can draw from underlying Web 2.0 principles, but that these principles could more usefully be linked to development concepts in order to further enable critical reflection by primary stakeholders, so as to include them in all aspects of technology design. By focusing less on technology provision and more on the capacity of users to assess their own emergent needs has potentially more important long-term collaboration impacts.

The Interplay between Practitioners and Technological Experts in the Design Process of an Archaeology Information System

Author(s): Tommaso Federici (Università degli Studi della Tuscia, Italy); Alessio Braccini (Università LUISS Guido Carli, Italy)

This case describes the design and development process of a computer-based information system for the management of archaeological finds and related documents. Adaptive Structuration Theory is used as the conceptual framework to analyse the role and actions of different people involved in the design and development process, during the different stages of the case. The case addresses key issues, such as an initiative taking place in an organizational context where users show different needs, profiles and levels of information technology literacy. It focuses primarily on the interactions between practitioners and technological experts during the design and development process. Another matter of interest comes from the fact that, in this sector, no other information system for finds management was already available.

Fire, Wind and Water

ISBN: 9781613503867; © 2011; 11 pages
Author(s): Mark Freeman (University of Wollongong, Australia)

This case examines the issue of increasing adoption of Social Networking Technologies (SNTs), particularly microblogging, for emergency management practices during natural disasters. This case presents the progression of how SNTs have replaced traditional methods of disaster communication including television and radio broadcasts. Particularly, this case presents examples of when and how SNTs were used in Australia between 2009 and 2011; these events are used as 'organization' for the paper. Unlike the traditional push communication strategies of television and radio broadcast alerts, SNTs are dynamic in their approach, allowing for knowledge sharing of all parties involved.

Socio-Economic Empowerment Through Technologies

ISBN: 9781466602199; © 2012; 8 pages
Author(s): Oluthepilie Modise (University of Botswana, Botswana); Rebecca Lekoko (University of Botswana, Botswana); Joyce Thobega (University of Botswana, Botswana)

The chapter presents a case of a community development project known as Lentswe La Oodi Weavers in a rural village, Oodi, in the Kgateng district of Botswana with a goal of socio-economic empowerment for women operating it and for the community. The project reinforces sentiments that technology works best for local communities if it is compatible with their ways of life. The women, who started the project almost 30 years ago, did not have any formal education and achieved their dignity in their own communities as women who are independent and have empowered themselves for better livelihoods and sustainable income, meager as it may be. Using their natural talent of weaving, they boost their productivity through compatible ICTs such as the spinning wheel, Bobbin wheel, and flat looms. While the women receive brief training to further develop their weaving skills and are able to sell their products internationally, they lack the formal education and skills which would enable them to manage their business properly and market their goods.

Cyberbullying

ISBN: 97814666503608; © 2011; 8 pages
Author(s): Michael Heymann (SUNY Plattsburgh, USA); Heidi Schnackenberg (SUNY Plattsburgh, USA)

Robert J. Mitchell Junior/Senior High School is a small institution located in central New York where cyberbullying is on the rise. One of the students, James, was recently a victim of cyberbullying when a picture of him was posted on a social networking site, initiating a barrage of cruel text messages and emails. Although James didn't tell anyone about the incident, another student was implicated in some of the bullying. Sarah, confessed to him. Sarah and James then went to their teacher, Mr. Moten, to tell him about the bullying and that they thought another student was responsible for creating the social networking site and posting the picture. Without the benefit of a school or district cyberbullying policy, Mr. Moten then attempts to figure out what to do to help James and stop the harassment.

The Misfortunes of “Criminology” in France

ISBN: 9781615209460; © 2010; 15 pages
Author(s): Laurent Mucchielli (CESDIP- CNRS, France)

The state of a discipline—or, more simply, the state of a discourse field and the related academic practices—cannot be understood outside the historical framework of its national genesis. According to Mucchielli (2004), this ‘broad picture view of France suggests a three-period split: (1) paradigmatic assertions and the impossible transdisciplinary dialogue typical of the years 1880-1940; (2) the normative context of the years 1945-1975, and (3) the renewed dissociation between professional rationales and transdisciplinary dialogue from the mid-1970s onwards, alongside the considerable development of social science research. Finally, the authors question the current situation and the renewed, politically motivated attempt at establishing criminology as a full discipline in France.

Budding Researchers in the Humanities

ISBN: 9781616922061; © 2010; 14 pages
Author(s): Vander Viana (Queen’s University Belfast, UK); Anna Cheshnokova (Kyiv National Linguistic University, Ukraine); Sonia Zyngier (Federal University of Rio de Janeiro, Brazil); Willie van Peer (Ludwig Maximilian University Munich, Germany)

This chapter aims at describing the networks within the Research and Development in Empirical Studies (REDES) Project, an intercultural enterprise aimed at preparing new researchers through online communication, the experience is believed to be scalable to other areas as it enables students to acquire the methodological techniques needed to undertake and carry out research in an environment totally different from the traditional university classroom. The chapter traces the history of the project from its foundation in 2002, explains in detail how it was set up, and evaluates the contributions of this joint effort. The problems met along the way are also pointed out and the chapter concludes with the challenges still to be faced. This case report stands as a proof of the impact of technology in preparing human resources for the Humanities.
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**Design of an Online Community of Practice to Support an Emerging Doctoral Culture**

*ISBN: 9781616921729; © 2010; 10 pages*

Author(s): James Monaghan (California State University, San Bernardino, USA)

During the initial accreditation process for California State University, San Bernardino (CSUSB)’s new doctorate in educational leadership, the accrediting body, the Western Association of Schools and Colleges (WASC), presented the institution with a serious concern. Reviewers of CSUSB’s proposal to offer their first doctorate indicated that the institution did not have a history of a doctoral culture. The challenge was how to acculturate students into a doctoral culture in the absence of an established doctoral culture. The university proposed to leverage their track record creating and nurturing departmental online communities of practice by creating and nurturing a similar community of practice for scholars in the doctoral program. This online community of practice was intended to provide scaffolding which was similar to that which occurs in full-time doctoral programs where faculty and students regularly interact in both formal and informal settings. In designing the online community of practice, the Office of Distributed Learning built upon the expertise developed in the successful implementation of similar communities of practice for numerous departments across the campus.

**Critical Thinking in Discussion**

*ISBN: 9781616921606; © 2010; 14 pages*

Author(s): Leonard Shedletsky (University of Southern Maine, USA)

This chapter explores the question: does online discussion produce critical thinking? It presents a selective review of the literature concerned with critical thinking and/or interaction during online discussion. It presents an experimental study of the effects of instructional media and instructional methods on critical thinking. The study tests the influence on critical thinking of online vs. face-to-face discussion, individual vs. group consensus in summarizing discussion, and discussion of examples of concepts vs. discussion of more abstract analysis. The purpose for reviewing the literature and carrying out the study is to increase awareness of variables that may influence the quality of discussion.

**Designing for Social Interaction and Social Competence in a 3D-VLE**

*ISBN: 9781616921545; © 2010; 15 pages*

Author(s): James Laffey (University of Missouri at Columbia, USA), Matthew Schmidt (University of Missouri at Columbia, USA), Janine Stichter (University of Missouri at Columbia, USA), Carla Schmidt (University of Missouri at Columbia, USA) and Danielle Oprean (University of Missouri at Columbia, USA)

The purpose of the iSocial project is to support the development and practice of social competence for individuals with Autism Spectrum Disorders (ASD) through a social-skills curriculum and online social interaction delivered via a 3D virtual learning environment (3D-VLE). This chapter describes the background and rationale for developing iSocial, gives an overview of the system, and reports some of the results from a field test of a partial system implementation. The field test provides lessons about the initial system design and recognition of challenges to be faced. The key challenges include (1) finding best approaches for adapting effective teaching approaches to a 3D-VLE, (2) supporting online social interaction for a target population challenged to be social, and (3) amplifying the engagement of youth in support of achieving desired learning outcomes.
University Branches in Prison

ISBN: 9781615209583; © 2010; 21 pages
Author(s): Daniela Ronco (University of Turin, Italy)

This chapter discusses the Italian experience about university study in prison. Since ten years many faculties all over the country signed cooperation agreements with penitentiary administrations to pursue and realize the prisoners’ right to study at the highest levels and warrant structural possibilities to study including quiet sections where prisoners can concentrate while preparing exams, entry license to professors and didactic materials, and personnel engaged in monitoring detainees programs of rehabilitation through study. This paper offers a national survey about these experiences and concentrates on a specific case: the University of Turin inside the local prison, where Faculties of Law and Political Sciences have been involved in providing lectures and exams inside the prison since 1998. The aim is to examine how academic studies may be considered as a specific opportunity to put the rehabilitation ideal into practice, as the article 27 of the Italian Constitution asserts (“punishment must aim to re-education”).

Teaching Criminology to Police Officers

ISBN: 9781615209576; © 2010; 14 pages
Author(s): Andrea Piselli (University of Bologna and Bologna Local Police, Italy)

This article introduces the main division within the police corps in Italy and explains some historical reasons and their different tasks. It also discusses the recent change of the local police from political evolution of the State and new tasks established by law in which many changes brought about new training of policemen and various institutional changes occurring within a few years. While analyzing what happened in these years and which choices were made, it is argued that local police well adapted to their new roles with flexible cultural instruments. Main schools swore organized to satisfy the need of standard training, but corps independence allowed allowed for the realization of single efficient projects particularly needed. The conclusion is an appreciation of free training method for police subjects.

The Professional Training of the Italian Surveillance Magistracy

ISBN: 9781615209569; © 2010; 22 pages
Author(s): Giovanna Fanci (University of Macerata, Italy)

The Italian prison system is characterized by a sort of schizophrenia (Ferrajoli, 2000) due to two opposite principles of legal framework: the certainty of sentence and the re-educative purpose of imprisonment. The action of the Surveillance Judge (Magistrato di sorveglianza) – a relevant authority for the enforcement of a criminal judgment – takes its place in the heart of such tension. In fact, he must ensure a right implementation of the sentence and, at the same time, he has to attend that the sentence serving is realized in accordance with penal rules and, particularly, with the re-educative aim. Therefore, this study will highlight the importance of professional training for serving sentences judges whose educational programming would provide for inputs of criminology and victimology studies. They supply the Surveillance Magistracy (Magistratura di sorveglianza) with cognitive tools to identify the right treatment program for the convicted personality and to promote a mediation process between offenders and victims.

A Close Look at Online Collaboration

ISBN: 9781609603937; © 2010; 22 pages
Author(s): Kris Markman (University of Memphis, USA)

This chapter employs a conversation analytic approach to the study of group interaction in synchronous chat. Chat has been used in educational settings as an adjunct to traditional face-to-face classes and as part of distance learning. This case study examines how chat was used for virtual team meetings by specifically focusing on the structural features of chat conversation as they relate to various aspects of online teamwork. Chat conversations are characterized by disrupted turn adjacency, multiple conversational threads, requiring participants to adapt different strategies to maintain coherence. The advantages and disadvantages of using chat for group work are discussed, and suggestions for implementing chat in education settings are presented.

Victims of Trafficking and Sexual Exploitation

ISBN: 9781615209521; © 2010; 18 pages
Author(s): Silvia Lucchi (University of Bologna, Italy)

This chapter shows the production of a video documentary intended to deepen the knowledge about actual interventions to assist the victims of the trafficking of women for purposes of sexual exploitation. The video documentary has been made in a restricted area of Northern Italy, the Emilia-Romagna region, where particularly widespread is the phenomenon and the heterogeneity of interventions brought against. The dynamics of trafficking and exploitation are described as well as the legislation on them and the interventions brought about in order to give the victims the chance to redeem from the condition of sexual exploitation. This part is accompanied with the step-by-step explanation of how the video documentary has been made. The relevant objective is to define the modalities used to set up the video, in order to examine part of the actual interventions aimed to defend the victims, and to underline how it represents a useful effective document for teaching the dynamics associated with this particular kind of crime.

Getting on the “E” List

ISBN: 9781609603465; © 2010; 17 pages
Author(s): Craig Scott ( Rutgers University, USA); Laurie Lewis (Rutgers University, USA); Scott D’Urso (Marquette University, USA)

This case examines how a community of organizations providing service to people experiencing homelessness made use of an electronic mail list. Current economic conditions have encouraged organizations in various sectors—including nonprofits—that might normally compete for scarce resources to collaborate with one another to increase their chances of survival. An examination of this community’s email list use over a three-year period suggests a somewhat complex picture regarding technology use. More specifically, some issues both constrain and enable use. Additionally, seemingly basic and minimal uses of the list provided not only the greatest functionality for the users, but also led to several unanticipated consequences for those involved.

Teaching Criminology and Police Science for Postgraduate Students at the Ruhr- University Bochum, Germany

ISBN: 9781615209545; © 2010; 17 pages
Author(s): Diana Ziegleder (Ruhr-University Bochum, Germany); Felix Feldmann-Hahn (Ruhr-University Bochum, Germany)

This case study looks at the postgraduate program in Criminology and Police Science at the Ruhr- University Bochum, Germany. This practice-oriented course of study is designed as a distance learning course (blended learning) and therefore focuses on techniques of e-learning. The case study describes the history of origins and examines the educational situation before this master’s program was established and how an idea became reality. It is one of the very few possibilities in Germany to receive a deeper insight into criminology and police science. Despite the fact, that the students are all professionals and thus working mostly full time, the technical premises make a discourse possible as in on-campus programs. It is our aim to provide insight into how a master’s program could be set up and to promote new concepts of e-learning in the field of criminology.

Change Talk at iVillage.com

ISBN: 9781609603458; © 2010; 15 pages
Author(s): Jolane Flanagan (University of Massachusetts Amherst, USA)

With the growing number of women going online, women-centered Internet sites have become more abundant. This case focuses on social support offered by relationship message board members at Village.com, a popular and pioneering site for women. Findings suggest that community members promote a form of individualism that reflects a dominant United States (US) cultural understanding of self. Read against research that suggests US females tend to have a more relational than individual sense of self, the promotion of an individual self may be an unhelpful aspect of the social support given on the relationship boards.
B-Log on Social Change and Educational Reform

ISBN: 9781609603432; © 2010; 18 pages
Author(s): Eleni Sideri (University of Thessaly, Greece)

This case will argue for the use of blogs as a teaching method in the Greek education system. The use of blogs can play a positive role in an education system burdened by the gradual increase of its student population, restricted funding and infrastructural problems. Blogs may also act as an arena that encourages critical reflection and discussion regarding courses, educators and students. The author’s personal engagement in blogging as part of her teaching methods coincided with a major social and political unrest in Greece, conditions that affected the ways students related to their blogs as a form of communication. This case will argue how blogs could play a role in the democratisation of the assessment methods by enhancing classroom’s dynamics and the interaction between educators and students, consider how blogs may contribute to student and faculty engagement in social and political thinking, and in the formation of more active citizens.

What We Do Online Everyday

ISBN: 9781609603449; © 2010; 20 pages
Author(s): Judith Lapadat (University of Northern British Columbia, Canada); Maureen Atkinson (University of Northern British Columbia, Canada); Willow Brown (University of Northern British Columbia, Canada)

This chapter addresses the collaborative participatory nature of online interactivity within the range of social networking spaces afforded by Web 2.0 (O’Reilly, 2005). Each individual, through his or her situated usage patterns and choices, creates a unique digital fingerprint or electronic biography. Using a multiple case study method including children and youth ranging in age from five to fifteen years of age, the authors examined children’s online interactivity through their electronic biographies. This case report focuses on the children’s experiences of online interaction as a seamless component of their literacy (Thomas, 2007) and presents a profile of each young person that characterizes his or her unique online fingerprint. The findings provide insight into how children learn online interactivity, and their communities of practice at different stages of development. The results of this study have implications for educators, parents, social scientists, and policy makers, and in particular, raise concerns about the commodification of childhood and how commercial interests have shaped sites used by children.

Classrooms Without Walls

ISBN: 9781609603328; © 2010; 17 pages
Author(s): Lesley Withers (Central Michigan University, USA); Lynnette Leonard (University of Nebraska at Omaha, USA); John Sherblom (University of Maine, USA)

Second Life—an online, three-dimensional, virtual world—offers educators and students the opportunity to enter a virtual classroom, participate in synchronous online discussion and decision making, and engage in group projects with teams of students located in geographically distant universities. The free basic account and portability of the program provides a cost effective way to offer students an enriched educational experience. The present case study examines the communication challenges and achievements of a collaborative classroom group project in which students from three different, geographically dispersed universities worked together and responded to each other’s work to reach a group outcome. Technological and communication concerns are addressed and recommendations are made for motivating students in ways that prepare them to become involved with and focused on achieving the group project goals.

Teaching Criminology

ISBN: 9781615209453; © 2010; 12 pages
Author(s): Jean-Michel Bessette (University of Franche-Comté, France)

The field of study (and the teaching) of the criminal sociology presents multiple aspects and shows itself at various levels, the methods to implement for the exploration of the numerous research leads that it conceals are multiple and varied as well. This case, as a rough guide, proposes some modalities of approach in this domain.

Using Trigger That Instant Messaging to Improve Stakeholder Communications

ISBN: 9781613500200; © 2010; 17 pages
Author(s): Joan Richardson (RMIT University, Australia); Brian Corbitt (RMIT University, Australia)

This case describes the key issues when an instant messaging prototype called TriggerThat was piloted and reviewed in a university environment and includes the functionality and tested trigger words used. Short Messaging Service (SMS) was a popular technology amongst students and had previously been used in the university sector to push information to students (McCrindle 2006). This prototype and pilot conducted provided a more flexible use of SMS technology, enabling two-way push-pull SMS information transfer between academics and students. The push facility was used by academics to send assessment reminders, marks and alerts to their classes. Students were given the option of registering into TriggerThat to enable receipt of SMS reminders for information available on the university intranet. Surveys and focus groups were used to provide a comprehensive description of student uptake and usage of the technology. Review data and project documentation was used to create models to predict uptake and usage costs. Through the use of role plays in focus groups, which included all stakeholders, upgrades to system features, such as trigger words, were recommended.

Democratic Deliberation in Online Consultation Forums

ISBN: 9781609603427; © 2010; 19 pages
Author(s): Kevin Wang (University of Minnesota-Twin Cities, USA)

This case examines the extent to which the Internet can represent a place for negotiation, consensus building, and civic participation using Singapore’s online consultation portal and the debate over the decision to build the nation’s first casino resort as a case study. The structural design of the consultation portal and the entire content of a discussion thread with 508 posts were analyzed with a conceptual framework drawn from previous studies of democratic deliberation. Findings suggest that while the forum reflects some criteria for deliberation, the lack of transparency and government participation raises the question over the quality of the discourse and overall effectiveness of this online medium. Current challenges, recommendations, and directions for future research and development are discussed.
Investigating the Online Interactions of a Team of Test Developers Working in a Wiki Environment

ISBN: 9781609603380; © 2010; 18 pages
Author(s): Anna Filipi (Australian Council for Educational Research); Sophie Lissonnet (Australian Council for Educational Research)

This chapter reports an investigation of online interactions occurring in the context of the development of a suite of foreign language tests known as the Assessment of Language Competence (ALC) (http://www.acr.ac.edu.au/alc/). The interactions took place in a wiki environment from 2007 to 2009. The aim of the investigation was two-fold: the first was to identify the features of the organization of online postings in an asynchronous online environment and to compare them with the organization of face-to-face interaction and the second was to examine how expertise is invoked in interactions centered on the vetting of test items. The chapter uses selected findings from Conversation Analysis and applies them to the postings on the wiki. Findings from the analysis include the rarity of self-repair, similarities in the organization of sequence structure and the same orientations to affiliative behavior found in conversation.

De-Coupling Groups in Space and Time

ISBN: 9781609603359; © 2010; 18 pages
Author(s): Kevin Burden (The University of Hull, UK); Simon Atkinson (Massey University, New Zealand)

Prior to the Web, we had hundreds of years of experience with broadcast media, from printing presses to radio and TV. Prior to email, we had hundreds of years experience with personal media – the telegraph, the telephone. But outside the Internet, we had almost nothing that supported conversation among many people at once. The radical change was de-coupling groups in space and time. To get a conversation going around a conference table or campfire, you need to gather everyone in the same place at the same moment. By undoing those restrictions, the Internet has ushered in a host of new social patterns, from the mailing list to the chat room to the weblog. (Shirky, 2003)

Does Online Discussion Produce Increased Interaction and Critical Thinking?

ISBN: 9781609603298; © 2010; 38 pages
Author(s): Leonard Shedletsky (University of Southern Maine, USA)

This chapter explores the question: Does online discussion increase critical thinking and interaction? It presents a selective review of the literature concerned with critical thinking and/or interaction during online discussion. It reports a program of 5 studies on the effects of instructional media and instructional methods on critical thinking and interaction. The evidence suggests that it is easier to influence students to interact than to think critically. The chapter offers some suggestions on how to increase student-to-student interaction and critical thinking.

Training in Technologically Enabled Environments

ISBN: 9781609607173; © 2010; 10 pages
Author(s): Ahmad Rafi (Multimedia University Cyberjaya, Malaysia); Khairulanuar Samsudin (Sultan Idris University of Education, Malaysia)

The paper reports the findings from an experimental research study based on the pretest–posttest control group design, which examined the different outcomes of spatial ability training attributed to training condition and gender. The study sample was comprised of 98 eighth graders (36 girls, 62 boys). The first experimental group (EG1) trained in interaction condition, the second experimental group (EG2) trained in animation condition, and the control group (CG) used printed materials. The groups underwent eight 2-hour weekly sessions, and the Spatial Visualization test and a survey questionnaire were used to collect the research data. Data were analyzed using the SPSS version 16.0. The findings reveal that spatial ability can be trained and interaction is the most effective condition. An interaction effect is observed with boys, who attained performance gains differentially, whereas girls are condition-neutral.

Collaborative Student Groups and Critical Thinking in an Online Basic Communication Course

ISBN: 9781609603304; © 2010; 27 pages
Author(s): Roy Schwartzman (The University of North Carolina at Greensboro, USA); Megan Morrissey (The University of Colorado at Boulder, USA)

This chapter examines discussion board postings of ten undergraduate student groups (n = 45 students) who participated in collaborative problem-solving in a fully online, introductory communication course. Postings during a full academic year—three sections offered during three consecutive 15-week trimesters—reveal that student usage of the online format did not exhibit progressive development of critical thinking. Few student posts exhibited qualities of interrogation, exploration, convergence, or application that constitute the reflective thought process. Instead, students used threaded discussions primarily as forums for personal assertions, relational maintenance, and summaries of research. The study suggests that concepts of critical thinking require adaptation to an online environment that diverges from the linear cognitive process assumed in traditional approaches to critical inquiry. The online learning environment must reconcile the strong need to establish group cohesion with the impetus toward groupthink that limits critical thinking.
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