Preface

The constantly changing landscape of Professional Development and Workplace Learning makes it challenging for experts and practitioners to stay informed of the field’s most up-to-date research. That is why Business Science Reference is pleased to offer this three-volume reference collection that will empower students, researchers, and academicians with a strong understanding of critical issues within Professional Development and Workplace Learning by providing both broad and detailed perspectives on cutting-edge theories and developments. This reference is designed to act as a single reference source on conceptual, methodological, technical, and managerial issues, as well as provide insight into emerging trends and future opportunities within the discipline.

*Professional Development and Workplace Learning: Concepts, Methodologies, Tools and Applications* is organized into eight distinct sections that provide comprehensive coverage of important topics. The sections are:

1. Fundamental Concepts and Theories;
2. Development and Design Methodologies;
3. Tools and Technologies;
4. Utilization and Application;
5. Organizational and Social Implications;
6. Managerial Impact;
7. Critical Issues; and

The following paragraphs provide a summary of what to expect from this invaluable reference tool. Section 1, “Fundamental Concepts and Theories,” serves as a foundation for this extensive reference tool by addressing crucial theories essential to the understanding of Professional Development and Workplace Learning. Introducing the book is *A Short History of Instruction in the Use of Libraries* by Rosanne M. Cordell; a great foundation laying the groundwork for the basic concepts and theories that will be discussed throughout the rest of the book. Another chapter of note in Section 1 is titled *Program Administration and Implementation of an Online Learning Initiative at a Historically Black College University* by S. Suzan J. Harkness. Section 1 concludes, and leads into the following portion of the book with a nice segue chapter, *Professional Development for Teaching Writing in a Digital Age* by Victoria Gillis and Megan Marshall.

Section 2, “Development and Design Methodologies,” presents in-depth coverage of the conceptual design and architecture of Professional Development and Workplace Learning. Opening the section is
Professional Development 1.5: Two Models for Helping Teachers Implement Digital Tools in Writing Pedagogy by D. Bruce Taylor, Jean P. Vintinner, and Karen D. Wood. Through case studies, this section lays excellent groundwork for later sections that will get into present and future applications for Professional Development and Workplace Learning, including, of note: Developing a More Systematic Approach to Professional Development School Partnerships: The Case of PDS Efforts at a Large Urban University by Drew Polly, Melba Spooner, and Marvin Chapman; and Effective Online Learning Begins with Effective Teacher Preparation by Laura Corbin Frazier and Barbara Martin. The section concludes with an excellent work by Karen M. Trujillo, Karin Wiburg, Milos Savic, and Kerry McKee, titled Teachers Learn How to Effectively Integrate Mobile Technology by Teaching Students Using Math Snacks Animations and Games.

Section 3, “Tools and Technologies,” presents extensive coverage of the various tools and technologies used in the implementation of Professional Development and Workplace Learning. Section 3 begins where Section 2 left off, though this section describes more concrete tools at place in the modeling, planning, and applications of Professional Development and Workplace Learning. The first chapter, Teacher Development, Support, and Training with Mobile Technologies by Nance S. Wilson, Vassiliki (Vicky) I. Zygouris-Coe, and Victoria M. Cardullo, lays a framework for the types of works that can be found in this section. Section 3 is full of excellent chapters like this one, including such titles as Preparing Educators for Development of Innovative Teaching Using Mobile Technology by Deborah Wallington, Renee Murley, Annette Cornelius, and Torre Kelley; and Differentiation 2.0: Using the Tools of Technology to Meet the Needs of All Learners by Jennifer G. Beasley and Marcia B. Imbeau. The section concludes with Padlet Walls, Weebly, and Twitter: Incorporating Multimodal and Digital Literacies in the San Antonio Writing Project and in a Seventh-Grade English Language Arts Classroom by Shannon Blady and Roxanne Henkin. Where Section 3 described specific tools and technologies at the disposal of practitioners, Section 4 describes the use and applications of the tools and frameworks discussed in previous sections.

Section 4, “Utilization and Application,” describes how the broad range of Professional Development and Workplace Learning efforts has been utilized and offers insight on and important lessons for their applications and impact. The first chapter in the section is titled The Integration of Digital Tools during Strategic and Interactive Writing Instruction written by Jennifer Renée Kilpatrick, Rachel Saulsburry, Hannah M. Dostal, Kimberly A. Wolbers, and Steve Graham. This section includes the widest range of topics because it describes case studies, research, methodologies, frameworks, architectures, theory, analysis, and guides for implementation. The breadth of topics covered in the chapter is also reflected in the diversity of its authors, from countries all over the globe. Some chapters to note include: Social Inclusion and the Digital Divide: Case of Korea by Seang-Tae Kim; Barriers to Emerging Technology and Social Media Integration in Higher Education: Three Case Studies by Ana Adi and Christina Gasser Scott; and Challenges about MOOCs in Teacher Training: Differences between On-Site and Open University Students by Patricia Gómez Hernández, Carlos Monge López, and Alba García Barrera to name a few. The section concludes with Information Literacy Awareness, Perception and Skills Assessment Using Students of National Open University in Southwest Nigeria by Kingsley N. Igwe and Elizabeth O. Ndubuisi-Okoh, a great transition chapter into the next section.

Section 5, “Organizational and Social Implications,” includes chapters discussing the organizational and social impact of Professional Development and Workplace Learning. The section opens with Information Literacy Support for Online Students in Higher Education by Swapna Kumar and Kristin Heathcock. Where Section 4 focused on the broad, many applications of Professional Development and
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Workplace Learning technology, this section focuses exclusively on how these technologies affect human lives, either through the way they interact with each other, or through how they affect behavioral/workplace situations. Other interesting chapters of note include A Perfect Match: Partnering with Education Faculty for Pedagogical Professional Development by Hilary Kraus and Rudolf V. Kraus; and Distance Educators and Librarians: Partners in Student Success by James Thull. The section concludes with Keeping It Social: Transforming Workplace Learning and Development through Social Media by Helen M. Muyia and Fredrick Muyia Nafukho.

Section 6, “Managerial Impact,” presents focused coverage of Professional Development and Workplace Learning in a managerial perspective. This section serves as a vital resource for developers who want to utilize the latest research to bolster the capabilities and functionalities of their processes. The section begins with Workplace Learning: A Paradigm Shift to Improve the 21st Century Workforce by Victor C.X. Wang and Jeff Allen. The chapters in this section offer unmistakable value to managers looking to implement new strategies that work at larger bureaucratic levels. The section concludes with Preparing Tomorrow’s Library Managers: Exploring Leadership and Succession Planning at The University of the West Indies Libraries by Evadne McLean, Mark-Shane Scale, and Margaret D. Rouse-Jones.

Section 7, “Critical Issues,” presents coverage of academic and research perspectives on Professional Development and Workplace Learning tools and applications. The section begins with What Do Library Workers Want From Professional Conferences? by Samantha Schmehl Hines. Chapters in this section, such as Does Accredited Professional Development for Academics Improve Teaching and Learning in Higher Education? by Claire McAvinia, Roisin Donnelly, Orla Hanratty, and Jen Harvey and Zones of Intervention: Teaching and Learning at all Places and at all Times by Jonathan E. Taylor and Jonathan C. McKissack, will look into theoretical approaches and offer alternatives to crucial questions on the subject of Professional Development and Workplace Learning. The section concludes with What’s In It for Me?: Professional Development in Virtual Worlds by Esther Grassian and Rhonda Trueman.

Section 8, “Emerging Trends,” highlights areas for future research within the field of Professional Development and Workplace Learning, opening with Empires of the Future: Libraries, Technology, and the Academic Environment by Denise A. Garofalo. This section contains chapters like this one, Growing Library Leaders for the Future by Joanna Nelson and Katherine Johnson that look at what might happen in the coming years that can extend the already staggering amount of applications for Professional Development and Workplace Learning. The final chapter of the book looks at an emerging field within Professional Development and Workplace Learning, in the excellent contribution, Library Instruction in the 21st Century by Rosanne M. Cordell.

Although the primary organization of the contents in this multi-volume work is based on its eight sections, offering a progression of coverage of the important concepts, methodologies, technologies, applications, social issues, and emerging trends, the reader can also identify specific contents by utilizing the extensive indexing system listed at the end of each volume. As a comprehensive collection of research on the latest findings related to using technology to providing various services, Professional Development and Workplace Learning: Concepts, Methodologies, Tools and Applications, provides researchers, administrators and all audiences with a complete understanding of the development of applications and concepts in Professional Development and Workplace Learning. Given the vast number of issues concerning usage, failure, success, policies, strategies, and applications of Professional Development and Workplace Learning in countries around the world, Professional Development and Workplace Learning: Concepts, Methodologies, Tools and Applications addresses the demand for a resource that encompasses the most pertinent research in technologies being employed to globally bolster the knowledge and applications of Professional Development and Workplace Learning.

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