Table of Contents

Preface ................................................................................................................................................xxvii

Volume I

Section 1
Fundamental Concepts and Theories

This section serves as a foundation for this exhaustive reference tool by addressing underlying principles essential to the understanding of Professional Development and Workplace Learning. Chapters found within these pages provide an excellent framework in which to position Professional Development and Workplace Learning within the field of information science and technology. Insight regarding the critical incorporation of global measures into Professional Development and Workplace Learning is addressed, while crucial stumbling blocks of this field are explored. With 19 chapters comprising this foundational section, the reader can learn and choose from a compendium of expert research on the elemental theories underscoring the Professional Development and Workplace Learning discipline.

Chapter 1
A Short History of Instruction in the Use of Libraries ................................................................. 1
   Rosanne M. Cordell, Northern Illinois University, USA

Chapter 2
Information Literacy and Lifelong Learning: A Review of Literature ....................................... 11
   Tella Adeyinka, University of Ilorin, Nigeria

Chapter 3
Informal Individual Learning via Virtual Professional Development: A Proposal for Massive
Open Online Professional Informal Individual Learning (MOOPIL) ........................................ 23
   Beverly J. Irby, Texas A&M University, USA
   Kara L. Sutton-Jones, Texas A&M University, USA
   Rafael Lara-Alecio, Texas A&M University, USA
   Fuhui Tong, Texas A&M University, USA

Chapter 4
Teachers as Researchers and Instructional Leaders ................................................................. 36
   Crystal Loose, Penn State University, USA
Chapter 5
The Benedum Collaborative: Evaluating a Strategic Plan for Simultaneous Renewal................................. 52
   Sarah Steel, West Virginia University, USA
   Neal Shambaugh, West Virginia University, USA
   Reagan Curtis, West Virginia University, USA
   Lynne Schrum, West Virginia University, USA

Chapter 6
Transformative Professional Development: A Professional Development Team Learns from Students Who Write across the Curriculum ................................................................. 73
   Brian T. Kissel, University of North Carolina – Charlotte, USA
   Kateri Thunder, James Madison University, USA
   Linde Rickert Tassell, Village School, USA
   Jane Hansen, University of Virginia, USA

Chapter 7
Information as a Human Right.................................................................................................................. 88
   Lesley Farmer, California State University, USA

Chapter 8
Program Administration and Implementation of an Online Learning Initiative at a Historically Black College University .......................................................... 104
   S.Susan J. Harkness, University of the District of Columbia, USA

Chapter 9
Professional Development Needs and Resources for Government Document Librarians.................. 117
   Susanne Caro, University of Montana, USA

Chapter 10
Homeland Security Information Technology and Engineering (ITE) Professional Development Training for Educators in Urban High Schools........................................... 134
   Cecelia Wright Brown, University of Baltimore, USA

Chapter 11
The Professional Development School: Fertile Ground for Service-Learning Initiatives ................. 150
   Tracy Rock, University of North Carolina at Charlotte, USA
   Tina L. Heafner, University of North Carolina at Charlotte, USA

Chapter 12
Outlining the Value of Cognitive Studies in Increasing the Strategic Management within Organizations ........................................................................................................ 174
   Aida Varela Varela, Federal University of Bahia, Brazil
   Marilene Lobo Abreu Barbosa, Federal University of Bahia, Brazil
   Maria Giovanna Guedes Farias, Federal University of Bahia, Brazil
Chapter 13
Optimizing Conditions for Learning and Teaching in K-20 Education

Christina De Simone, University of Ottawa, Canada
Teresa Marquis, University of Ottawa, Canada
Jovan Groen, University of Ottawa, Canada

Chapter 14
Overview of Theory and Practice in Library and Information Science Research in Asia-Oceania

Jia Tina Du, University of South Australia, Australia
Qinghua Zhu, Nanjing University, China
Andy Koronios, University of South Australia, Australia

Chapter 15
Getting the Context Right for Quality Teaching and Learning

Lynne Hunt, University of Southern Queensland, Australia & University of Western Australia, Australia
Michael Sankey, University of Southern Queensland, Australia

Chapter 16
Hard to Believe It All Started on a Napkin! Anatomy of a Long-Term School-University Partnership to Create and Evaluate Effective Practice

Lynn Ahlgrim-Delzell, University of North Carolina at Charlotte, USA
Tracie-Lynn Zakas, Charlotte-Mecklenburg Schools, USA
Diane Browder, University of North Carolina at Charlotte, USA
Jane Rhyne, Charlotte-Mecklenburg Schools, USA

Chapter 17
Teaching and Assessing Problem Solving in Online Collaborative Environment

Yigal Rosen, University of Haifa, Israel
Rikki Rimor, Open University of Israel, Israel

Chapter 18
LIS Undergraduate Education in New Zealand: Development and Contemporary Issues

Amanda Cossham, Open Polytechnic of New Zealand, New Zealand
Peta Wellstead, Open Polytechnic of New Zealand, New Zealand
Sarah Welland, Open Polytechnic of New Zealand, New Zealand

Chapter 19
Professional Development for Teaching Writing in a Digital Age

Victoria Gillis, University of Wyoming, USA
Megan Marshall, University of Wyoming, USA
Section 2
Development and Design Methodologies

This section provides in-depth coverage of conceptual architecture frameworks to provide the reader with a comprehensive understanding of the emerging developments within the field of Professional Development and Workplace Learning. Research fundamentals imperative to the understanding of developmental processes within Professional Development and Workplace Learning are offered. From broad examinations to specific discussions on methodology, the research found within this section spans the discipline while offering detailed, specific discussions. From basic designs to abstract development, these chapters serve to expand the reaches of development and design technologies within the Professional Development and Workplace Learning community. This section includes 13 contributions from researchers throughout the world on the topic of Professional Development and Workplace Learning.

Chapter 20
Professional Development 1.5: Two Models for Helping Teachers Implement Digital Tools in Writing Pedagogy ................................................................. 314
  D. Bruce Taylor, University of North Carolina at Charlotte, USA
  Jean P. Vintinner, University of North Carolina at Charlotte, USA
  Karen D. Wood, University of North Carolina at Charlotte, USA

Chapter 21
Incorporating Information Literacy into Instructional Design within Pre-Service Teacher Programs ................................................................. 336
  Lesley Farmer, California State University – Long Beach, USA

Chapter 22
Co-Development of Professional Practice at a Professional Development School through Instructional Rounds and Lesson Study .................................................. 354
  Jennifer M. Suh, George Mason University, USA
  Lesley A. King, George Mason University, USA
  Andrea Weiss, George Mason University, USA

Chapter 23
Developing a More Systematic Approach to Professional Development School Partnerships: The Case of PDS Efforts at a Large Urban University .................................................. 367
  Drew Polly, University of North Carolina at Charlotte, USA
  Melba Spooner, University of North Carolina at Charlotte, USA
  Marvin Chapman, University of North Carolina at Charlotte, USA

Chapter 24
The Networked Learning Framework: A Model for Networked Professional Learning Utilizing Social Networking Sites .................................................. 375
  Nathaniel Ostashewski, Athabasca University, Canada
  Doug Reid, Wayfinder Education Group, Canada

Chapter 25
Development of a Technology Plan .............................................................................. 394
  Melinda Bynog, Acadiana Technical College, USA
Chapter 26
Development Curriculum for Knowledge-Based Organizations Lessons from a Learning Network

Hanna Toiviainen, University of Helsinki, Finland
Hannele Kerosuo, University of Helsinki, Finland

Chapter 27
Didactical Design for Online Process-Based Assessment in Teacher Education: Making the Informal Formal

Peter Bergström, Umeå University, Sweden

Chapter 28
Teaching MSE Students to Teach: A Design-Based Research Model for Introducing Professional Skills into the Technical Curriculum

Catherine G.P. Berdanier, Purdue University, USA
Tasha Zephirin, Purdue University, USA
Monica F. Cox, Purdue University, USA
Suely M. Black, Norfolk State University, USA

Chapter 29
Effective Online Learning Begins with Effective Teacher Preparation

Laura Corbin Frazier, Mount St. Mary’s University, USA
Barbara Martin Palmer, Mount St. Mary’s University, USA

Chapter 30
Promoting Multiculturalism in Technology Based-Education: A Framework for the Improvement of Compatibility between Educators of Special Groups and their Learners and a Case Study on Educators of Roma in Greece to Prove its Efficiency

Maria Pavlis-Korres, University of Alcalá, Spain
Elena García Barriocanal, University of Alcalá, Spain

Chapter 31
Leveraging Asynchronous Online Instruction to Develop Elementary School Mathematics Teacher-Leaders

Drew Polly, University of North Carolina at Charlotte, USA

Volume II

Chapter 32
Teachers Learn How to Effectively Integrate Mobile Technology by Teaching Students Using Math Snacks Animations and Games

Karen M. Trujillo, New Mexico State University, USA
Karin Wiburg, New Mexico State University, USA
Milos Savic, New Mexico State University, USA
Kerry McKee, New Mexico State University, USA
Section 3
Tools and Technologies

This section presents an extensive coverage of various tools and technologies available in the field of Professional Development and Workplace Learning that practitioners and academicians alike can utilize to develop different techniques. These chapters enlighten readers about fundamental research on the many tools facilitating the burgeoning field of Professional Development and Workplace Learning. It is through these rigorously researched chapters that the reader is provided with countless examples of the up-and-coming tools and technologies emerging from the field of Professional Development and Workplace Learning. With 20 chapters, this section offers a broad treatment of some of the many tools and technologies within the Professional Development and Workplace Learning field.

Chapter 33
Teacher Development, Support, and Training with Mobile Technologies ........................................ 556
Nance S. Wilson, State University of New York at Cortland, USA
Vassiliki I. Zygouris-Coe, University of Central Florida, USA
Victoria M. Cardullo, Auburn University, USA

Chapter 34
Developing Faculty to Effectively Use Mobile Learning Technologies in Collegiate Classes: A Guide for Department Chairs.............................................................................................................. 581
Richard E. Newman, University of Arkansas, USA
Michael T. Miller, University of Arkansas, USA
Kenda S. Grover, University of Arkansas, USA

Chapter 35
It’s Not All Fun and Games: A Games-Based Learning Project with Interdisciplinary Teams .......... 594
Hope Kelly, University of Florida, USA
Margeaux Johnson, University of Florida, USA

Chapter 36
Information Literacy: A Tool of Empowerment for the People of India, Nepal, and Bangladesh ..... 613
Subhajit Choudhury, IIT Guwahati, India
Sudhir Kumar, Vikram University, India
Chitresh Kala, Vikram University, India

Chapter 37
YouTube as a Teacher Training Tool: Information and Communication Technology as a Delivery Instrument for Professional Development................................................................. 632
Jenna Copper, Slippery Rock, USA
George Semich, Robert Morris University, USA

Chapter 38
Preparing Educators for Development of Innovative Teaching Using Mobile Technology ............ 643
Deborah Watlington, The University of Memphis, USA
Renee Murley, The University of Memphis, USA
Annette Cornelius, The University of Memphis, USA
Torre Kelley, The University of Memphis, USA
Chapter 39
Introduction to Technology Integration and Leadership........................................................................666
Taralynn Hartsell, The University of Southern Mississippi, USA
Shuyan Wang, The University of Southern Mississippi, USA

Chapter 40
Planning for and Managing iPads in a PreK-4th Grade Independent, Co-Educational Elementary
School .............................................................................................................................................. 683
Natalie B. Milman, George Washington University, USA
Angela Carlson-Bancroft, George Washington University, USA
Amy E. Vanden Boogart, George Washington University, USA

Chapter 41
MOOCs in Initial Teacher Training: Perspectives and Learning-Teaching Needs ..................... 702
Carlos Monge López, University of Alcalá, Spain
Patricia Gómez Hernández, University of Alcalá, Spain
David Montalvo Saborido, University of Alcalá, Spain

Chapter 42
Exploring the Use of Technology, Multimodal Texts, and Digital Tools in K-12 Classrooms .......... 728
Salika A. Lawrence, William Paterson University, USA

Chapter 43
Integrating Computing Across the Curriculum: Incorporating Technology into STEM
Education ............................................................................................................................................ 753
Alia Carter, University of Alabama – Birmingham, USA
Shelia R Cotten, Michigan State University, USA
Philip Gibson, University of Alabama – Birmingham, USA
LaToya J. O’Neal, University of Alabama – Birmingham, USA
Zachary Simoni, University of Alabama – Birmingham, USA
Kristi Stringer, University of Alabama – Birmingham, USA
Leticia S. Watkins, University of Alabama – Birmingham, USA

Chapter 44
Google Scholar as the Co-Producer of Scholarly Knowledge ..................................................... 781
José van Dijck, University of Amsterdam, The Netherlands

Chapter 45
Differentiation 2.0: Using the Tools of Technology to Meet the Needs of All Learners............. 798
Jennifer G. Beasley, University of Arkansas, USA
Marcia B. Imbeau, University of Arkansas, USA

Chapter 46
Clinical Virtual Worlds The Wider Implications for Professional Development in Healthcare .... 817
LeRoy Heinrichs, Stanford University, USA
Li Fellander-Tsai, Karolinska Institutet, Sweden
Dick Davies, Ambient Performance, UK
Chapter 47
Green Computing through Virtual Learning Environments ................................................................. 837
  Rochell R. McWhorter, The University of Texas at Tyler, USA
  Julie A. Delello, The University of Texas at Tyler, USA

Chapter 48
Digital Library in a Collaborative Context: Romania and Norway 2003-2012................................. 865
  Angela Repanovici, Transilvania University – Brasov, Romania
  Ane Landoy, University of Bergen, Norway

Chapter 49
Using Second Life to Support Student Teachers’ Socio-Reflective Practice: A Mixed-Method Analysis................................................................................................................................. 879
  Melissa L. Burgess, American Public University System, USA

Chapter 50
Going 1:1 with Laptop Computers in an Independent, Co-Educational Middle and High School ........................................................................................................................................... 895
  Natalie B. Milman, George Washington University, USA
  Marilyn Hillarious, George Washington University, USA
  Vince O’Neill, George Washington University, USA
  Bryce Walker, George Washington University, USA

Chapter 51
The Use of Digital Resources to Support Elementary School Teachers’ Implementation of the Common Core State Standards ........................................................................................................... 914
  Amy Jensen Lehew, Charlotte-Mecklenburg Schools, USA
  Drew Polly, UNC Charlotte, USA

Chapter 52
Padlet Walls, Weebies, and Twitter: Incorporating Multimodal and Digital Literacies in the San Antonio Writing Project and in a Seventh-Grade English Language Arts Classroom ......................... 921
  Shannon Blady, San Antonio Writing Project, USA
  Roxanne Henkin, The University of Texas at San Antonio, USA

Section 4
Utilization and Application

This section discusses a variety of applications and opportunities available that can be considered by practitioners in developing viable and effective Professional Development and Workplace Learning programs and processes. This section includes 22 chapters that review topics from case studies to best practices and ongoing research. Further chapters discuss Professional Development and Workplace Learning in a variety of settings. Contributions included in this section provide excellent coverage of today’s IT community and how research into Professional Development and Workplace Learning is impacting the social fabric of our present-day global village.
Chapter 53
The Integration of Digital Tools during Strategic and Interactive Writing Instruction .......................... 941

Jennifer Renée Kilpatrick, University of Tennessee, USA
Rachel Saulsbury, University of Tennessee, USA
Hannah M. Dostal, University of Connecticut, USA
Kimberly A. Wolbers, University of Tennessee, USA
Steve Graham, Arizona State University, USA

Chapter 54
Assessing a Statewide Professional Development Effort ................................................................. 961

Michael A. Crumpton, University of North Carolina at Greensboro, USA

Chapter 55
Health Information Literacy and the Experience of 65 to 79 Year Old Australians ......................... 982

Ian Stoodley, Queensland University of Technology, Australia
Christine Bruce, Queensland University of Technology, Australia
Helen Partridge, Queensland University of Technology, Australia
Sylvia Lauretta Edwards, Queensland University of Technology, Australia
Helen Cooper, Griffith University, Australia

Chapter 56
Clever Health: A Study on the Adoption and Impact of an eHealth Initiative in Rural Australia ................................. 1005

Patrice Braun, University of Ballarat, Australia

Chapter 57
Contemporary Challenges and Preschool Teachers’ Education in Croatia: The Evaluation of the New Study Program of Early/Preschool Care and Education at Faculty of Teacher Education in Rijeka ................................................................. 1024

Sanja Tatatoivić Vorkapić, University of Rijeka, Croatia
Lidija Vujčić, University of Rijeka, Croatia
Željko Boneta, University of Rijeka, Croatia

Chapter 58
Social Inclusion and the Digital Divide: Case of Korea ................................................................ 1043

Seang-Tae Kim, Sungkyunkwan University, Korea

Chapter 59
Removing Barriers: Using a PDS Model to Enable Collaborative Community and School Partnerships to Serve At-Risk Students ................................................................. 1062

S. Michael Putman, University of North Carolina at Charlotte, USA
Jerrell C. Cassady, Ball State University, USA
Lawrence L. Smith, Ball State University, USA
Monica L. Heller, Ball State University, USA
Volume III

Chapter 60
Network-Based Continuous Education Opportunities: Case of X Medical University in Lithuania

_Editā Butrimè, Lithuanian University of Health Sciences, Lithuania_
_Vaiva Zavevičiūtė, Mykolas Romeris University, Lithuania_

Chapter 61
The Nature of a Successful Online Professional Doctorate

_Gordon Joyes, University of Nottingham, UK_
_Tony Fisher, University of Nottingham, UK_
_Roger Firth, University of Nottingham, UK_
_Do Coyle, University of Nottingham, UK_

Chapter 62
Twitter Chat as an Informal Learning Tool: A Case Study using #sachat

_Kevin R. Guidry, Indiana University, USA_
_Laura A. Pasquini, University of North Texas, USA_

Chapter 63
Challenging Traditions: Constructing an Identity through Innovative Teaching Practices

_Magdalena De Stefani, Universidad ORT, Uruguay_

Chapter 64
Barriers to Emerging Technology and Social Media Integration in Higher Education: Three Case Studies

_Ana Adi, Bournemouth University, UK_
_Christina Gasser Scotte, Lancaster University, UK_

Chapter 65
Promoting Collaborative Learning in Online Teacher Education

_Vassiliki I. Zygouris-Coe, University of Central Florida, USA_

Chapter 66
International Student Collaboration and Experiential Exercise Projects as a Professional, Inter-Personal and Inter-Institutional Networking Platform

_José G. Vargas-Hernández, University of Guadalajara, Mexico_

Chapter 67
Evaluation of a Hybrid Mathematics Methods Course for Novice Teachers

_Christopher J. Johnston, American Institutes for Research, USA_

Chapter 68
Blended Learning Over Two Decades

_Yu Zhonggen, Hohai University, China & Zhejiang Yuexiu University of Foreign Languages, China_
Chapter 69
Challenges about MOOCs in Teacher Training: Differences between On-Site and Open University Students

Patricia Gómez Hernández, University of Alcalá, Spain
Carlos Monge López, University of Alcalá, Spain
Alba García Barrera, Open University of Madrid, Spain

Chapter 70
Nurses Using Social Media and Mobile Technology for Continuing Professional Development: Case Studies from Australia

Carey Mather, University of Tasmania, Australia
Elizabeth Cummings, University of Tasmania, Australia

Chapter 71
Information Literacy among Undergraduate Students in Nigeria

Stella E. Igun, Delta State University, Nigeria
Jessa Precious Odafe, Delta State University, Nigeria

Chapter 72
Convergence at What Cost? A Quasi Experiment of Professional Identity under the Bologna Process

Daniel A. Glaser-Segura, Texas A&M University – San Antonio, USA
Suzanne D. Mudge, Texas A&M University – San Antonio, USA
Constantin Bratianu, Bucharest University of Economic Studies, Romania
Ivona Orzea, Bucharest University of Economic Studies, Romania

Chapter 73
Cross-Sectional Evaluation of Distance Education Students’ Learning Styles and Critical Thinking Dispositions in Turkey

İsmail Yüksel, Eskişehir Osmangazi University, Turkey
Ercüment Türkses, Kirklareli University, Turkey

Chapter 74
Information Literacy Awareness, Perception and Skills Assessment Using Students of National Open University in Southwest Nigeria

Kingsley N. Igwe, Akanu Ibiam Federal Polytechnic Unwana, Nigeria
Elizabeth O. Ndubuisi-Okoh, Akanu Ibiam Federal Polytechnic Unwana, Nigeria

Section 5
Organizational and Social Implications

This section includes a wide range of research pertaining to the social and behavioral impact of Professional Development and Workplace Learning around the world. Chapters introducing this section critically analyze and discuss trends in Professional Development and Workplace Learning. Also investigating a concern within the field of Professional Development and Workplace Learning is research which discusses the effect of user behavior on Professional Development and Workplace Learning. With 11 chapters, the discussions presented in this section offer research into the integration of global Professional Development and Workplace Learning as well as implementation of ethical and workflow considerations for all organizations.
Chapter 75
Information Literacy Support for Online Students in Higher Education
Swapna Kumar, University of Florida, USA
Kristin Heathcock, Hillsborough Community College, USA

Chapter 76
International School Teachers’ Professional Development in Response to the Needs of Third Culture Kids in the Classroom
Margaret Carter, James Cook University, Australia
Yvonne McNulty, Singapore Institute of Management University, Singapore

Chapter 77
Social Bookmarking Pedagogies in Higher Education: A Comparative Study
Nashrawan Taha, The University of Jordan, Jordan
Jamie Wood, University of Lincoln, UK
Andrew Cox, The University of Sheffield, UK

Chapter 78
Pre-Service Teachers Engaging with Twitter as a Professional Online Learning Environment
Narelle Lemon, La Trobe University, Australia

Chapter 79
A Perfect Match: Partnering with Education Faculty for Pedagogical Professional Development
Hilary Kraus, Johnson & Wales University, USA
Rudolf V. Kraus II, Rhode Island College, USA

Chapter 80
Nurturing Teacher Development and Promoting Student Academic Achievement through a Reciprocal Learning Experience
Tina L. Heafner, University of North Carolina at Charlotte, USA
Melba Spooner, University of North Carolina at Charlotte, USA

Chapter 81
Distance Educators and Librarians: Partners in Student Success
James Thull, Montana State University, USA

Chapter 82
Teachers’ Use of Social Networking Sites for Continuing Professional Development
Daniel Xerri, University of Malta, Malta

Chapter 83
Leveraging a Professional Development School Project to Address Students’ Learning in Elementary School Mathematics
Drew Polly, University of North Carolina at Charlotte, USA
Chapter 84
Sharing PDS Teacher Expertise with Pre-Service Teachers through Videos
Cathy J. Siebert, Ball State University, USA
Vanessa L. Wyss, Ball State University, USA
Tiffany Jackson, Anderson High School, USA

Chapter 85
Keeping It Social: Transforming Workplace Learning and Development through Social Media
Helen M. Muyia, Texas A&M University, USA
Fredrick Muyia Nafukho, Texas A&M University, USA

Section 6
Managerial Impact

The 10 chapters within this section present contemporary coverage of the social implications of Professional Development and Workplace Learning, more specifically related to the corporate and managerial utilization of information sharing technologies and applications, and how these technologies can be extrapolated to be used in Professional Development and Workplace Learning. Equally as crucial, chapters within this section discuss how leaders can utilize Professional Development and Workplace Learning applications to get the best outcomes from their governors and their citizens.

Chapter 86
Workplace Learning: A Paradigm Shift to Improve the 21st Century Workforce
Victor C. X. Wang, Florida Atlantic University, USA
Jeff Allen, University of North Texas, USA

Chapter 87
Strategic Management of Workplace E-Learning
Jason G. Caudill, King University, USA
Barry Reeves, Tadano Mantis Corporation, USA

Chapter 88
Exploring Workplace Experiences of Information Literacy through Environmental Scanning Process
Xue Zhang, Nanyang Technological University, Singapore
Shaheen Majid, Nanyang Technological University, Singapore
Schubert Foo, Nanyang Technological University, Singapore

Volume IV

Chapter 89
The Roles of Professional Organizations in School Library Education
Lesley Farmer, California State University, USA
Chapter 90
Impact of Social Media on Information Professionals: Prospects and Challenges
Priti Jain, University of Botswana, Botswana

Chapter 91
Cultivating Leaders from Within: Transforming Workers into Leaders
Carlise Womack Wynne, University of North Georgia, USA

Chapter 92
An Honor to Train: The Professional Identity of Army Trainers
Steven Schmidt, East Carolina University, USA

Chapter 93
Interventions for Learning at Global Workplaces
Hanna Toiviainen, University of Helsinki, Finland

Chapter 94
Using Technology to Address Workforce Readiness Skills
Thomas G. Reio Jr., Florida International University, USA
Chaundra L. Whitehead, Florida International University, USA

Chapter 95
Preparing Tomorrow’s Library Managers: Exploring Leadership and Succession Planning at The University of the West Indies Libraries
Evadne McLean, The University of the West Indies – Mona Campus, Jamaica
Mark-Shane Scale, The University of the West Indies – Mona Campus, Jamaica
Margaret D. Rouse-Jones, The University of the West Indies – St. Augustine Campus, Trinidad and Tobago

Section 7
Critical Issues

This section contains 13 chapters, giving a wide variety of perspectives on Professional Development and Workplace Learning and its implications. Within the chapters, the reader is presented with an in-depth analysis of the most current and relevant issues within this growing field of study. Crucial questions are addressed and alternatives offered along with theoretical approaches discussed.

Chapter 96
What Do Library Workers Want From Professional Conferences?
Samantha Schmehl Hines, University of Montana-Missoula College, USA

Chapter 97
Global Literacy Skills and Collaborative Strategies for Enhancing Professional Development for Teachers and Educators
Philliph Masila Mutisya, North Carolina Central University, USA
Jerono P. Rotich, North Carolina A&T State University, USA
Chapter 98
Influence of Globalisation on Teaching and Learning: What is the Stance of Information Literacy in Nigerian Tertiary Institutions? .......................................................... 1795
A. O. Issa, University of Ilorin, Nigeria
Kingsley N. Igwe, Akanu Ibiam Federal Polytechnic, Nigeria

Chapter 99
The University Partnerships for Critical Reflection by Teacher Trainers ......................... 1806
Eda Üstünel, Muğla Sıtkı Koçman University, Turkey
Kenan Dikilitaş, Gediz University, Turkey

Chapter 100
Quality Preparation of Mathematics and Science Teachers to Integrate ICT: Lessons from Learner-Centered Teacher Professional Development Approach ..................................... 1822
John Njoroge Mungai, Syracuse University, USA

Chapter 101
Does Accredited Professional Development for Academics Improve Teaching and Learning in Higher Education? .......................................................... 1847
Claire McAvinia, Dublin Institute of Technology, Ireland
Roisin Donnelly, Dublin Institute of Technology, Ireland
Orla Hannatty, Dublin Institute of Technology, Ireland
Jen Harvey, Dublin Institute of Technology, Ireland

Chapter 102
Toward Web 2.0 Integration in Indonesian Education: Challenges and Planning Strategies .... 1867
Agus Mutohar, The University of Texas at Austin, USA
Joan E. Hughes, The University of Texas at Austin, USA

Chapter 103
Zones of Intervention: Teaching and Learning at all Places and at all Times ...................... 1885
Jonathan E. Taylor, Troy University, USA
Jonathan C. McKissack, Troy University, USA

Chapter 104
Global Examples of Approaches to Teacher Education in the 21st Century: Creating Theory-Practice Nexus through Collaboration ................................................. 1898
Catherine McLoughlin, Australian Catholic University, Australia
Prathiba Nagabhushan, Australian Catholic University, Australia

Chapter 105
Preschool Teacher Identity ......................................................................................... 1914
Sanja Tatalović Vorkapić, University of Rijeka, Croatia
Lidija Vujčić, University of Rijeka, Croatia
Renata Čepić, University of Rijeka, Croatia
Chapter 106
Information Literacy Research: The Evolution of the Relational Approach........................................1943
   Lyndelle Gunton, Queensland University of Technology, Australia
   Christine Bruce, Queensland University of Technology, Australia
   Kate Davis, Queensland University of Technology, Australia

Chapter 107
Reference and Instruction Services as an Integrated Approach......................................................1964
   Rosanne M. Cordell, Northern Illinois University, USA

Chapter 108
What’s In It for Me? Professional Development in Virtual Worlds..................................................1974
   Esther Grassian, University of California, Los Angeles, USA
   Rhonda Trueman, Northwest Florida State College, USA

Section 8
Emerging Trends

This section highlights research potential within the field of Professional Development and Workplace Learning while exploring uncharted areas of study for the advancement of the discipline. Introducing this section are chapters that set the stage for future research directions and topical suggestions for continued debate, centering on the new venues and forums for discussion. A pair of chapters on space-time makes up the middle of the section of the final 10 chapters, and the book concludes with a look ahead into the future of the Professional Development and Workplace Learning field. In all, this text will serve as a vital resource to practitioners and academics interested in the best practices and applications of the burgeoning field of Professional Development and Workplace Learning.

Chapter 109
   Denise A. Garofalo, Mount Saint Mary College, USA

Chapter 110
Early Childhood Programs as Professional Development Schools..............................................2021
   Linda K. Taylor, Ball State University, USA
   Patricia Clark, Ball State University, USA

Chapter 111
Teacher Training and Technology: Current Uses and Future Trends ...........................................2031
   Jeremy Dickerson, Coastal Carolina University, USA
   Joseph Winslow, Coastal Carolina University, USA
   Cheng Yuan Lee, Coastal Carolina University, USA

Chapter 112
Teacher Professional Development: Remote Podcasting and Metacognitive Strategies ..............2045
   Tsung-Jui Tsai, National Dong Hwa University, Taiwan
   Ya-Chun Shih, National Dong Hwa University, Taiwan
Chapter 113
Commitment to Change and Action: A Holistic and Transformative PDS Partnership ................. 2075
   Linda A. Catelli, Dowling College, USA
   Valerie Jackson, Belmont Elementary PDS, USA
   Judith Marino, North Babylon School District, USA
   S. Marshall Perry, Dowling College, USA

Chapter 114
Growing Library Leaders for the Future .................................................................................... 2100
   Joanna Nelson, Pikes Peak Library District, USA
   Katherine Johnson, Douglas County Libraries, USA

Chapter 115
Technology Expanding Horizons in Teacher Education: Transformative Learning Experiences ........................................................................................................... 2117
   Darrell Hucks, Keene State College, USA
   Matthew Ragan, Keene State College, USA

Chapter 116
The Development and Change of Teachers’ Strategic Knowledge in Teachers’ Online Community of Practice .................................................................................................................. 2136
   Tao Feng, Capital Normal University, China
   Lu Wang, Capital Normal University, China
   MengYa Zhou, Boston University, USA

Chapter 117
Library Science and Technology in a Changing World ................................................................ 2145
   Lesley Farmer, California State University – Long Beach, USA

Chapter 118
Library Instruction in the 21st Century .......................................................................................... 2157
   Rosanne M. Cordell, Northern Illinois University, USA

Index .................................................................................................................................................. xxx