Table of Contents

Foreword .............................................................................................................................................. xi
Preface ................................................................................................................................................ xiv
Acknowledgment ........................................................................................................................... xxii

Section 1
Implementing Blended Learning Technologies

A: Programs/Environments

Chapter 1
The Nature of Complex Blends: Transformative Problem-Based Learning and Technology in Irish Higher Education .......................................................................................................................... 1
Roisin Donnelly, Dublin Institute of Technology, Ireland

Chapter 2
Experiences and Perceptions of Learner Engagement in Blended Learning Environments: The Case of an Australian University ........................................................................................................ 23
Linda De George-Walker, University of Southern Queensland, Australia
Abdul Hafeez-Baig, University of Southern Queensland, Australia
Raj Gururajan, University of Southern Queensland, Australia
Patrick, A. Danaher, University of Southern Queensland, Australia

Chapter 3
Instructional Leadership and Blended Learning: Confronting the Knowledge Gap in Practice ........ 44
Martin R. Reardon, Virginia Commonwealth University, USA

Chapter 4
Blended Learning in a Creative Writing Program: Lessons Learned from a Two-Year Pilot Study ............................................................................................................................... 63
Chris Morgan, Southern Cross University, Australia
Janie Conway-Herron, Southern Cross University, Australia
Chapter 5
Blended Learning for Adaptation to Needs ................................................................. 76
Joan E. Aitken, Park University, USA

B: Courses

Chapter 6
Virtual Reality or Virtually Real: Blended Teaching and Learning in a Master’s Level
Research Methods Class ............................................................................................. 91
John Lidstone, Queensland University of Technology, Australia
Paul Shield, Queensland University of Technology, Australia

Chapter 7
Teaching Online: What Does Blended Learning Require? ........................................ 112
P. Toyoko Kang, University of Guam, Guam

Chapter 8
The Perfect Blend?: Online Blended Learning from a Linguistic Perspective .............. 132
Roberto Di Scala, University of Modena and Reggio Emilia, Italy

Chapter 9
Reflections: Two Years after Implementing a Blended Educational Research Course ........ 145
Yukiko Inoue, University of Guam, Guam

Section 2
Integrating Online Learning Technologies

A: Programs/Environments

Chapter 10
A Case of Using Wikis to Foster Collaborative Learning: Pedagogical Potential
and Recommendations ................................................................................................... 167
Hong Lin, Oklahoma State University, USA
Kathleen D. Kelsey, Oklahoma State University, USA

Chapter 11
Virtual Organizing Professional Learning Communities through a Servant-Leader Model
of Appreciative Coaching ............................................................................................ 183
Kam Hou Vat, University of Macau, Macau
B: Courses

Chapter 12
Bothering with Technology: Building Community in an Honors Seminar ........................................... 208
   John J. Doherty, Northern Arizona University, USA

Chapter 13
Online Materials for Teaching Japanese ........................................................................................................... 227
   Kai Masumi, University of Guam, Guam

Chapter 14
Composition Goes Online: How a Small Pacific Island is Blogging into the Future .............................. 249
   Michelle Bednarzyk, University of Guam, Guam
   Merissa Brown, University of Guam, Guam

Chapter 15
Integrating Classroom and Online Instruction in an Introductory American Government Course .......................................................... 283
   Richard Engstrom, Georgia State University, USA

Compilation of References .......................................................................................................................... 296

About the Contributors .............................................................................................................................. 313

Index......................................................................................................................................................... 318