Foreword .................................................................................................................................................. xvii

Preface .................................................................................................................................................. xix

Acknowledgment .................................................................................................................................. xxv

Section 1
Blended Learning Environments

Chapter 1
Beyond Control: Will Blended Learning Subvert National Curricula? ..................................................... 1
*Peter Williams, University of Hull, UK*

Chapter 2
Perspectives on Blended Open Distance Education Learning and Teaching in a South African Context.......................................................... 20
*Shawren Singh, University of South Africa, South Africa*
*Hsuan Lorraine Liang, University of South Africa, South Africa*

Chapter 3
Enhancing Student Learning through Blending Varied Learning and Assessment Experiences.......................................................... 50
*Paula Hodgson, University of Hong Kong, Hong Kong*

Chapter 4
Implementing and Promoting Blended Learning in Higher Education Institutions: Comparing Different Approaches .......................................................... 70
*Lixun Wang, The Hong Kong Institute of Education, Hong Kong*
Section 2
Blended Learning Practices

Chapter 5
Student Profile and Its Effects on Online and Hybrid Courses
Seta Boghikian-Whitby, University of La Verne, California, USA
Yehia Mortagy, University of La Verne, California, USA

Chapter 6
Using Action Research to Assess Student Performance in Traditional vs. E-Learning Formats
Retta Guy, Tennessee State University, USA
Craig Wishart, Fayetteville State University, USA

Chapter 7
Examining Individual Students’ Perceptions of Curiosity Utilizing a Blend of Online and Face-to-Face Discussions: A Case Study
Ronnie H. Shroff, The Hong Kong Institute of Education, Hong Kong

Chapter 8
Online Discussion and E-Mentoring Strategies in Blended Continuing Education Courses
Lung-Hsiang Wong, National Institute of Education, Singapore
Chee-Kit Looi, National Institute of Education, Singapore

Chapter 9
A Case Study of Infusing Web 2.0 Tools for Blended Learning: Virtual Presentations as an Alternative Means of Assessment
Yiu Chi Lai, The Hong Kong Institute of Education, Hong Kong
Eugenia M. W. Ng, The Hong Kong Institute of Education, Hong Kong

Chapter 10
Reflective Practice, Professional Learning, and Educational Partnerships: Effecting Change in Classroom Settings
Chris Brook, Curtin University of Technology, Australia
Graeme Lock, Edith Cowan University, Australia

Chapter 11
Allegheny Women’s Biotechnology Workforce Collaborative: Investing in Disadvantaged Populations with Technology
Michelle Zuckerman-Parker, Allegheny-Singer Research Institute, USA
Christine Compliment, Allegheny-Singer Research Institute, USA
Megan Rodella, Allegheny-Singer Research Institute, USA
Garth Ehrlich, Allegheny-Singer Research Institute, USA
J. Christopher Post, Allegheny-Singer Research Institute, USA
Allysen Todd, Community College of Allegheny County, USA
James Schreiber, Duquesne University, USA
Chapter 12
Blending Classroom Activities with Multi-User Virtual Environment for At-Risk Primary School Students in an After-School Program: A Case Study ..................................................... 231

Lee Yong Tay, Beacon Primary School, Singapore
Cher Ping Lim, Edith Cowan University, Australia

Chapter 13
Comparing Face-to-Face with Blended Learning in the Context of Foreign Language Education ........................................................................................................................................ 250

Kosmas Vlachos, Hellenic Open University, Greece

Section 3
Cultural Differences Studies

Chapter 14
When Cultures Meet in Blended Learning: What Literature Tells Us ................................................................................................................................................... 278

Chun Hu, University of Sydney, Australia

Chapter 15
Online Literacy among Students and Faculty: A Comparative Study between the United States and Eastern European Countries .............................................................................. 301

Plamen Miltenoff, St. Cloud State University, USA
John H. Hoover, St. Cloud State University, USA
Galin Tzokov, Paisii Khilendarski University, Bulgaria

Chapter 16
The Efficacy of Security Awareness Programs from a Cross-Cultural Perspective .............................................. 323

B. Dawn Medlin, Appalachian State University, USA
Charlie C. Chen, Appalachian State University, USA

Section 4
Cross-Disciplinary Studies

Chapter 17
Cross Disciplinary Learning in Distance Higher Education: Empowerment for Sustainable Research Prowess among Professionals in the African Sub-Region .................. 345

Jonathan O. Osiki, National University of Lesotho, Southern Africa
Chapter 18
Comparing IT and Non-IT Faculty and Students’ Perceptions on Blended Learning .................. 365
Eugenia M. W. Ng, Hong Kong Institute of Education, Hong Kong

Compilation of References .............................................................................................................. 389

About the Contributors ................................................................................................................... 425

Index................................................................................................................................................... 433