# Table of Contents

Foreword ..............................................................................................................................................xxi

Preface ..................................................................................................................................................xxiii

Acknowledgment ................................................................................................................................xxvi

**Section 1**

**Access**

**Chapter 1**
The Digital Information Divide ..............................................................................................................1  
*Randall McClure, Georgia Southern University, USA*

**Chapter 2**
The Adoption and Sustainability of Technology-Enhanced Education in Higher Institutions of Learning in Africa ..........................................................................................................................19  
*Chijioke J. Evoh, New York City Department of Education, USA*

**Chapter 3**
Technological Infrastructure and Implementation Environments: The Case of Laptops for New Zealand Teachers ..............................................................................................................................40  
*Bronwen Cowie, University of Waikato, New Zealand*  
*Alister Jones, University of Waikato, New Zealand*  
*Ann Harlow, University of Waikato, New Zealand*

**Chapter 4**
Perceptions of Students and Teachers about the Use of E-Learning / Sharing Portal in Educational Activities ............................................................................................................................53  
*Azad Isik, Cybersoft Information Technologies Ltd. Co., Turkey*  
*Cengiz S. Askun, Middle East Technical University, Turkey*  
*M. Yasar Ozden, Middle East Technical University, Turkey*
Section 2
Enabling Students

Chapter 5
Student-Authored Textbooks: Why They’re Necessary and How They Can Be Done .................................. 76
Patrick M. O’Shea, Old Dominion University, USA
Jennifer K. Kidd, Old Dominion University, USA
Peter B. Baker, Old Dominion University, USA
Jamie A. Kaufman, Old Dominion University, USA
Dwight W. Allen, Old Dominion University, USA

Chapter 6
Say it Down! Scaffolding English Language Learners’ Academic Writing with Speech Recognition Technology ........................................................................................................... 87
Karen P. Kaun, Knowledge iTrust, USA

Chapter 7
Design and Development of Personalized Learning Environments ................................................................. 108
Raja Maznah Raja Hussain, University of Malaya, Malaysia

Chapter 8
Peer Assistance and Interaction in an Online Forum ......................................................................................... 118
Ugur Kale, West Virginia University, USA

Section 3
Enabling Communities

Chapter 9
Harnessing the Potential of Cooperative Interaction: Building Social & Physical Presence during Online Learning ................................................................. 131
Caroline L. Hilk, University of Minnesota - Twin Cities, USA
Michael C. Mensink, University of Minnesota - Twin Cities, USA

Chapter 10
Empowering Faculty Communities for Fostering and Assessing Student Performance in Virtual Landscapes ......................................................................................... 147
Holly Lynn Baumgartner, Lourdes College, USA
Garrick Ducat, Mercy College of Northwest Ohio, USA
Section 5
Training Teachers

Chapter 19
ICT Ecologies of Learning: Active Socially Engaged Learning, Resiliency and Leadership......... 332
Jenny Arntzen, University of British Columbia, Canada
Don Krug, University of British Columbia, Canada

Chapter 20
Exploring the Factors to Determine the Competence of Technology Integration
for Teacher Candidates........................................................................................................ 355
Hae Seong Park, Azusa Pacific University, USA
Joanne Gilbreath, Azusa Pacific University, USA
Daniel Lawson, Azusa Pacific University, USA
Helen Easterling Williams, Azusa Pacific University, USA

Chapter 21
Access and Advancement: Teacher Transformation and Student Empowerment
through Technology Mentoring ............................................................................................. 362
Steven D’Agustino, Fordham University, USA
Kathleen P. King, University of Southern Florida, USA

Chapter 22
Bringing the Village to the University Classroom: Uncertainty and Confusion in Teaching
School Library Media Students in the Design of Technology Enhanced Instruction.................. 381
Joette Stefel-Mabry, State University of New York - Albany, USA
William E. J. Doane, Bennington College, USA
Michael S. Radlick, Institute for Research on Learning Technology Visions, USA

Chapter 23
Preparing Teachers to Integrate Technology Effectively: The Case of Higher-Order
Thinking Skills (HOTS)..................................................................................................... 395
Drew Polly, University of North Carolina at Charlotte, USA

Chapter 24
Developing an Online Mentoring Program for Beginning Teachers ...................................... 410
Nancy K. Gagen Clouse, University of Montana, USA
Sandra R. Williams, University of Montana, USA
Roberta D. Evans, University of Montana, USA

Chapter 25
Electronic Portfolios in the Professional Development of Educators..................................... 429
Greg Sherman, Radford University, USA
Al Byers, National Science Teachers Association, USA