Table of Contents

Preface .................................................................................................................................................. xvi

Section 1
Digital Literacy and Culture

Chapter 1
Beyond Babel: Multiliteracies in Digital Culture ................................................................................. 1
Monica Fantin, Universidade Federal de Santa Catarina (UFSC), Brazil

Chapter 2
Formalized Informal Learning: ICT and Learning for the 21st Century ........................................ 7
Karin Tweddell Levinsen, Aarhus University, Denmark
Birgitte Holm Sørensen, Aarhus University, Denmark

Chapter 3
Reconciling Culture and Digital Literacy in the United Arab Emirates ............................................. 28
Tony Jewels, Zayed University, UAE
Rozz Albon, Sharjah Higher Colleges of Technology, UAE

Section 2
Digital Literacy Evaluation and Development in Students, Teachers, and Adults

Chapter 4
Transformation of Individual Learning through Informatics and Information Technology Activities in Primary School ................................................................. 42
Valentina Dagiene, Vilnius University, Lithuania
Vaiva Grabauskiene, Vilnius University, Lithuania
Chapter 5
Digital Literacy and Competence in Students Attending a Faculty of Humanities ................................................. 55
*Antonio Cartelli, University of Cassino, Italy*
*Angela Di Nuzzo, University of Cassino, Italy*

Chapter 6
Development of ICT Competency in Pre-Service Teacher Education ................................................................. 65
*Valentina Dagienė, Vilnius University, Lithuania*

Chapter 7
Technological Literacy in the Profile of Skills of University Professor in the New European Higher Education System ................................................................................................................................. 76
*Antonella Nuzzaci, University of Valle d’Aosta, Italy*

Chapter 8
Developing and Managing Digital/Technology Literacy and Effective Learning Skills in Adult Learners .................................................................................................................................................................. 94
*Jeffrey Hsu, Fairleigh Dickinson University, USA*
*Zhongxian Wang, Montclair State University, USA*
*Karin Hamilton, Fairleigh Dickinson University, USA*

Section 3
Digital Technologies, Blended Learning, and Reflecting Competences

Chapter 9
Good Teaching Practice and Quality Indicators for Virtual and Blended Learning: Project M.A.T.R.I.X ...................................................................................................................................................... 115
*M. Esther del Moral Pérez, University of Oviedo, Spain*
*Lourdes Villalustre Martinez, University of Oviedo, Spain*

Chapter 10
Blended Collaborative Learning through a Wiki-Based Project: A Case Study on Students’ Perceptions ........................................................................................................................................................................ 130
*Dimitrios Roussinos, University of Peloponnese, Greece*
*Athanassios Jimoyiannis, University of Peloponnese, Greece*

Chapter 11
Developing a Reflective Competence for a Master’s Level Programme on E-Learning: The Leonardo Project REFLECT ...................................................................................................................................................... 146
*Antonella Nuzzaci, Université de la Vallée d’Aoste, Italy*
Section 4
Digital Technologies and Competences for Education and Communication

Chapter 12
Educators’ Expectations on Technology Enhanced Education (TEE): Should and Could they be Modified? 
Carlo Giovannella, University of Rome Tor Vergata, Italy
Claudia Di Lorenzo, University of Rome Tor Vergata, Italy
Simona Scarsella, University of Rome Tor Vergata, Italy
Corrado Amedeo Presti, University of Rome Tor Vergata, Italy

Chapter 13
Benefits and Risks of Social Networking Sites: Should they also be Used to Harness Communication in a College or University Setting? 
Angelina I. T. Kiser, University of the Incarnate Word, USA

Chapter 14
Using Precision Teaching Method to Improve Foreign Language and Cognitive Skills in University Students 
Francesca Cuzzocrea, University of Messina, Italy
Anna Maria Murdaca, University of Messina, Italy
Patrizia Oliva, University of Messina, Italy

Section 5
Digital Technologies and Literacy

Chapter 15
Use of the Internet by Medical Practitioners in Private Hospitals in Warri, Delta State, Nigeria 
Esharenana E. Adomi, Delta State University, Nigeria
Ericson Egbaivwie, Petroleum Training Institute, Owerri, Nigeria
Jonathan C. Ogugua, Federal University of Technology, Owerri, Nigeria

Chapter 16
Literacy and Space Technology In Nigeria 
Christopher Babatunde Ogundemi, Joseph Ayo Babalola University, Nigeria