# Table of Contents

Preface.................................................................................................................................................... iii

Volume I

## Section 1

**Fundamental Concepts and Theories**

This section opens with a discussion of information and communication technologies in K-12 education. In the modern age of digital technologies, students are increasingly familiar with networked and electronic modes of communication, and to be truly effective, education must adapt to match this trend. This section prepares instructors for the challenges of integrating digital tools, communication technologies, and virtual learning environments in their classrooms. In the opening 14 chapters of this extensive reference source, readers will obtain a clear understanding of the fundamental concepts and theories integral to the field of K-12 Education.

### Chapter 1

ICT in the Classroom: New Learning Environment ................................................................. 1  
*Floriana Falcinelli, Università degli Studi di Perugia, Italy*  
*Chiara Laici, Università degli Studi di Perugia, Italy*

### Chapter 2

Using Digital Tools to Teach Writing in K-12 Classrooms .................................................. 10  
*Rebecca S. Anderson, The University of Memphis, USA*  
*Gretchen S. Goode, The University of Memphis, USA*  
*Jessica S. Mitchell, The University of Memphis, USA*  
*Racheal F. Thompson, The University of Memphis, USA*

### Chapter 3

Integrated Technology for Culturally Competent Communication in Urban Schools ........... 27  
*Maura Wechsler Linas, University of Kansas, USA*  
*Joan E. Aitken, Park University, USA*

### Chapter 4

Technology Integration in UAE Schools: Current Status and Way Forward .......................... 41  
*Rana Tamim, Zayed University, UAE*
Chapter 5
Communication Technology Integration in the Content Areas for Students with High-Incidence Disabilities: A Case Study of One School System ................................................................. 58
Anna S. Evmenova, George Mason University, USA
Michael M. Behrmann, George Mason University, USA

Chapter 6
An Overview of Inclusive Education in the United States ........................................................... 86
Mokter Hossain, University of Dhaka, Bangladesh & University of Nevada, Reno, USA

Chapter 7
Education for Inclusion Using Virtual Worlds: An Experience Using OpenSim ............................ 111
Juan Mateu, Universidad Autónoma de Madrid, Spain
María José Lasala, IES Ernest Lluch, Spain
Xavier Alamán, Universidad Autónoma de Madrid, Spain

Chapter 8
Meeting the Needs of Exceptional Students: The Importance of Technology in Teaching and Implementing Universal Design for Learning Principles .................................................. 136
Timothy J. Frey, Kansas State University, USA
E. Ann Knackendoffel, Kansas State University, USA

Chapter 9
Librarians’ Roles in Informatics to Support Classroom Incorporation of Technology .................. 153
Lesley S. J. Farmer, California State University Long Beach, USA

Chapter 10
Grappling with Change: Web 2.0 and Teacher Educators ............................................................ 172
Janice W. Butler, University of Texas at Brownsville, USA

Chapter 11
Virtually Unprepared: Examining the Preparation of K-12 Online Teachers .............................. 187
Michael K. Barbour, Wayne State University, USA
Jason Siko, Grand Valley State University, USA
Elizabeth Gross, Wayne State University, USA
Kecia Waddell, Wayne State University, USA

Chapter 12
High School Students’ Argument Patterns in Online Peer Feedback ......................................... 209
Lisbeth Amhag, Malmö University, Sweden

Chapter 13
A State of the Art Cart: Visual Arts and Technology Integration in Teacher Education .............. 222
Valerie Nguyen, Pacific University, USA
Mark Szymanski, Pacific University, USA
Section 2
Development and Design Methodologies

This section focuses on curriculum development in K-12 Education, with emphasis on the use of learning technologies in the classroom. Building lesson plans around the use of digital devices, applications, and tools is a crucial first step in integrating technology in classroom activities. Specific topics covered in this section include serious games, web applications, and digital simulations. The 13 chapters that make up this section explore the development and design methodologies that bridge the gap between fundamental concepts and real-world applications in K-12 Education.

Chapter 15
Elements of Game Design: Developing a Meaningful Game Design Curriculum for the Classroom

Danielle Herro, Clemson University, USA

Chapter 16
Personalized, Adaptive Digital Educational Games using Narrative Game-Based Learning Objects

Stefan Göbel, Technische Universität Darmstadt, Germany
Florian Mehm, Technische Universität Darmstadt, Germany

Chapter 17
Ethical Considerations for Learning Game, Simulation, and Virtual World Design and Development

Scott Warren, University of North Texas, USA
Lin Lin, University of North Texas, USA

Chapter 18
Assessment in Authentic Environments: Designing Instruments and Reporting Results from Classroom-Based TPACK Research

Thomas C. Hammond, Lehigh University, USA
R. Curby Alexander, University of North Texas, USA
Alec M. Bodzin, Lehigh University, USA

Chapter 19
Effectiveness of International Distance Education in High School between Thailand and Japan

Natcha Pavasajjanant, University of Hyogo, Japan
Chapter 20
Enhancing Pedagogy with mLearning ................................................................. 350
Damon Thomas, University of Tasmania, Australia
Angela Thomas, University of Tasmania, Australia
Andrew Fluck, University of Tasmania, Australia

Chapter 21
Integrating Accessible Multiplication Games into Inclusive Classrooms ....................... 364
Cindy L. Anderson, Roosevelt University, USA

Chapter 22
Implementing Common Core State Standards using Digital Curriculum .................................. 383
Michelle Rutherford, Apex Learning, USA

Chapter 23
Physics and Creative Thinking Connected by “Bit” ..................................................................... 390
Silva Pavani, Liceo Statale Balzan Badia Polesine Rovigo, Italy

Chapter 24
Reification of Five Types of Modeling Pedagogies with Model-Based Inquiry (MBI) Modules for High School Science Classrooms ................................................................. 401
Todd Campbell, University of Massachusetts Dartmouth, USA
Phil Seok Oh, Gyeongin National University of Education, Korea
Drew Neilson, Logan High School, USA

Chapter 25
Developing a Web Application for the Integration of Real-World, Scientific, Problem-Solving into the Secondary Classroom ................................................................. 422
Susan E. Gill, Stroud Water Research Center, USA
Nanette Marcum-Dietrich, Millersville University of Pennsylvania, USA
John Fraser, New Knowledge Organization, USA

Chapter 26
Generating Transferable Skills in STEM through Educational Robotics ..................................... 433
Carl A. Nelson, University of Nebraska-Lincoln, USA

Chapter 27
Developing and Evaluating a Web-Based, Multi-Platform Curriculum for After-School Robotics .................................................................................................................. 445
Fred G. Martin, University of Massachusetts Lowell, USA
Michelle Scribner-MacLean, University of Massachusetts Lowell, USA
Sam Christy, Machine Science Inc., USA
Ivan Rudnicki, Machine Science Inc., USA
Section 3
Tools and Technologies

This section explores the software, equipment, and devices used to augment the learning process in K-12 Education. Digital technologies have become an integral part of many fields, and education is no exception, making knowledge of twenty-first century technologies an imperative for teachers at all levels. Some of the tools described in this section include robotics, interactive whiteboards, mobile applications, and online games, among other programs and digital devices. With 18 chapters, this section offers a broad treatment of some of the many tools and technologies within K-12 Education.

Chapter 28
Robotics and Problem-Based Learning in STEM Formal Educational Environments ......................463

Neal Grandgenett, The University of Nebraska at Omaha, USA
Elliott Ostler, The University of Nebraska at Omaha, USA
Neal Topp, The University of Nebraska at Omaha, USA
Robert Goeman, The University of Nebraska at Omaha, USA

Chapter 29
Core Math Tools: Supporting Equitable Implementation of the Common Core State Standards for Mathematics ...................................................................................................................................489

Christian Hirsch, Western Michigan University, USA
Brin Keller, Michigan State University, USA
Nicole Fonger, Western Michigan University, USA
Alden Edson, Western Michigan University, USA

Chapter 30
The Impact of Investigations and the Interactive Whiteboard on Students’ Mathematical Practice in Investigations Classrooms .................................................................510

Linda Boland, Pearson Education Inc., USA

Chapter 31
Learning in the Primary School Classroom using the Interactive Whiteboard ..........................526

Damian Maher, University of Technology, Sydney, Australia

Chapter 32
Aligning iPad Applications with Evidence-Based Practices in Inclusive and Special Education ....539

Therese Cumming, University of New South Wales, Australia
Cathi Draper Rodríguez, California State University – Monterey Bay, USA
Iva Strnadová, University of New South Wales, Australia
Chapter 33
Games Improving Disorders of Attention Deficit and Hyperactivity .............................................................. 563

Andreia Espírito Santo, Computer Science and Communication Research Centre,
Polytechnic Institute of Leiria, Portugal
Rui Rijo, Computer Science and Communication Research Centre, Polytechnic Institute of
Leiria, Portugal & Institute for Systems and Computers Engineering at Coimbra, Portugal
João Monteiro, Computer Science and Communication Research Centre, Polytechnic
Institute of Leiria, Portugal
Inês Henriques, Computer Science and Communication Research Centre, Polytechnic Institute
of Leiria, Portugal
Ana Matos, Computer Science and Communication Research Centre, Polytechnic Institute
of Leiria, Portugal
Carina Rito, Computer Science and Communication Research Centre, Polytechnic Institute
of Leiria, Portugal
Paulo Costa, Serviço de Pediatria do Hospital de Santo André, Portugal
Luís Marcelino, Computer Science and Communication Research Centre, Polytechnic Institute
of Leiria, Portugal

Volume II

Chapter 34
Enhancing Adaptive Learning and Assessment in Virtual Learning Environments with
Educational Games ............................................................................................................................................. 578

Ángel del Blanco, Universidad Complutense de Madrid, Spain
Javier Torrente, Universidad Complutense de Madrid, Spain
Pablo Moreno-Ger, Universidad Complutense de Madrid, Spain
Baltasar Fernández-Manjón, Universidad Complutense de Madrid, Spain

Chapter 35
Online Games for Children .............................................................................................................................. 598

Li Lei, Nanyang Technological University, Singapore
Shen Wanqiang, Nanyang Technological University, Singapore
Edwin Tan Seng Tat, Nanyang Technological University, Singapore

Chapter 36
A MUVEing Success: Design Strategies for Professional Development in the Use of Multi-User
Virtual Environments and Educational Games in Science Education ............................................................... 614

Shannon Kennedy-Clark, University of Sydney, Australia
Kate Thompson, University of Sydney, Australia
Chapter 37
The Incorporation of Geometer’s Sketchpad in a High School Geometry Curriculum ................. 639
Lisa Ames, Wood-Ridge High School, USA
Heejung An, William Paterson University, USA
Sandra Alon, William Paterson University, USA

Chapter 38
Supporting Teachers’ Instrumental Genesis with Dynamic Mathematical Software ...................... 647
Sandra Madden, University of Massachusetts Amherst, USA

Chapter 39
Modeling Online Teaching and Learning to Pre- and In-Service Teachers through the use of the
Web 2.0 Social Networking Tool NING ........................................................................................................ 671
Kelly L. Unger, Wayne State University, USA
Monica W. Tracey, Wayne State University, USA

Chapter 40
Using WEDPI Learning Package to Upgrade Teacher’s Skills on Information Technology ........... 688
Johan Eddy Luaan, Universiti Teknologi MARA, Malaysia
Sabariah Shariff, Universiti Malaysia Sabah, Malaysia
Zulkifli Mohamed, Universiti Malaysia Sabah, Malaysia

Chapter 41
Technology Toolbox for the K-12 Literacy Teacher .............................................................................. 701
James R. Stachowiak, University of Iowa, USA
Liz Hollingworth, University of Iowa, USA

Chapter 42
Technology-Based Literacy Approach for English Language Learners .............................................. 723
Erin L. White, Purdue University North Central, USA

Chapter 43
Reading Beyond the Borders: Observations on Digital eBook Readers and Adolescent Reading
Practices ................................................................................................................................................................. 741
Jason T. Edwards, University of Arkansas, USA

Chapter 44
Knock Down the Walls, Open the Doors: How Hybrid Classrooms can Improve Education .......... 766
Kristen G. Taggart, University of Delaware
Chapter 45
The Writing-Pal: Natural Language Algorithms to Support Intelligent Tutoring on Writing Strategies

Danielle S. McNamara, Arizona State University, USA
Roxanne Raine, The University of Memphis, USA
Rod Roscoe, Arizona State University, USA
Scott A. Crossley, Georgia State University, USA
G. Tanner Jackson, Arizona State University, USA
Jianmin Dai, Arizona State University, USA
Zhiqiang Cai, The University of Memphis, USA
Adam Renner, The University of Memphis, USA
Russell Brandon, Arizona State University, USA
Jennifer L. Weston, Arizona State University, USA
Kyle Dempsey, Mississippi University for Women, USA
Diana Carney, The University of Memphis, USA
Susan Sullivan, The University of Memphis, USA
Loel Kim, The University of Memphis, USA
Vasile Rus, The University of Memphis, USA
Randy Floyd, The University of Memphis, USA
Philip M. McCarthy, The University of Memphis, USA
Arthur C. Graesser, The University of Memphis, USA

Section 4
Utilization and Application

This section presents some of the various means by which information and communication technologies can be used in K-12 Education settings. The tools described in the previous section are ineffective without an understanding of how to use them, and this section provides educators with just that. From storytelling and service dogs to iPads and computer modeling, the cases and examples in this section encompass a wide variety of potential solutions to common teaching problems. The 19 chapters in this section provide an in-depth examination of the utilization and application of the fundamental principles of K-12 Education.

Chapter 46
The Impact of Blogging and Scaffolding on Primary School Pupils’ Narrative Writing: A Case Study

Ruth Mei Fen Wong, National Institute of Education, Singapore
Khe Foon Hew, National Institute of Education, Singapore

Chapter 47
Proverbial Storytelling and Lifelong Learning in the Home-School Dialogue

Mara Theodosopoulou, Researcher, Greece
Vana Papalois, Researcher, UK
Chapter 48
A Furry Partnership ................................................................. 823
	Mary L. Hall, Bedford Public Library, USA

Chapter 49
Using Games for Primary School: Assessing its Use with Flow Experience .................. 840
	Steven Lopes Abrantes, Polytechnic Institute of Viseu, Portugal
	Luis Borges Gouveia, University Fernando Pessoa, Portugal

Chapter 50
Enhancing Nutritional Learning Outcomes within a Simulation and Pervasive Game-Based
Strategy ................................................................. 853
	Mark McMahon, Edith Cowan University, Australia

Chapter 51
Incorporating the Game of Geocaching in K-12 Classrooms and Teacher Education Programs ...... 862
	Jeffrey Hall, Mercer University, USA
	Lucy Bush, Mercer University, USA

Chapter 52
Case Study of Game-Based Learning in a Citizenship Education K-12 Classroom: Opportunities
and Challenges .................................................. 881
	Venus Olla, University of Nottingham, UK

Chapter 53
An Enquiry into the use of Technology and Student Voice in Citizenship Education in the K-12
Classroom ................................................................. 892
	Venus Olla, University of Nottingham, UK

Chapter 54
The History of Religions as a Tool for Citizenship Education of Children: An Experience in a
Primary School ................................................................. 914
	Mariachiara Giorda, Università di Torino, Italy
	Giulia Nardini, Università di Roma Tre, Italy
	Beatrice Nuti, Università La Sapienza di Roma, Italy

Chapter 55
Integrating Learning Management Systems in K-12 Supplemental Religious Education .......... 923
	Dana C. Hackley, Indiana University of Pennsylvania, USA
	Mary Beth Leidman, Indiana University of Pennsylvania, USA

Chapter 56
Technologizing Teaching: Using the WebQuest to Enhance Pre-Service Education ............... 940
	Joseph M. Piro, Long Island University, USA
	Nancy Marksbury, Long Island University, USA
Chapter 57
Technology-Enhanced Learning: The Introduction and Use of Information and Communication Technology in Special Education

Adrian F. Ashman, The University of Queensland, Australia

Chapter 58
The iPad in the Classroom: Three Implementation Cases Highlighting Pedagogical Activities, Integration Issues, and Teacher Professional Development Strategies

Nathaniel Ostashewski, Curtin University, Australia
Doug Reid, Grant MacEwan University, Canada

Chapter 59
Solving Equations is All about Balance: Using Virtual Manipulatives in the Middle School Classroom

Robin Magruder, University of Kentucky, USA
Margaret Mohr-Schroeder, University of Kentucky, USA

Chapter 60
INFOhio Transforms Content Delivery for PreK-12 Students: From Physical Classrooms to Virtual SchoolRooms

Theresa M. Fredericka, INFOhio- The Information Network for Ohio Schools, USA
Jennifer Schwelik, INFOhio- The Information Network for Ohio Schools, USA

Chapter 61
3D Modeling in a High School Computer Visualization Class: Enacting a Productive, Distributed Social Learning Environment

Rebecca M Combs, Humana Inc., USA
Joan Mazur, University of Kentucky, USA

Chapter 62

Elisabeth McGrath, Stevens Institute of Technology, USA
Susan Lowes, Teachers College, Columbia University, USA
Mercedes McKay, Stevens Institute of Technology, USA
Jason Sayres, Stevens Institute of Technology, USA
Peiyi Lin, Teachers College, Columbia University, USA

Chapter 63
In and out of the School Activities Implementing IBSE and Constructionist Learning Methodologies by Means of Robotics

G. Barbara Demo, University of Torino, Italy
Michele Moro, University of Padova, Italy
Alfredo Pina, Public University of Navarra, Spain
Javier Arlegui, Public University of Navarra, Spain
Chapter 64
Online Learning Communities in UAE Schools: Opportunities and Challenges ......................... 1094
   Alia Fares, Al Foah Primary School, UAE

Section 5
Critical Issues

This section evaluates the use of technologies in the classroom and how this impacts the effectiveness of K-12 Education. As with any modern scientific developments, educational technologies can do more harm than good in the wrong hands, which is why teacher training and experience are so important in online and blended classrooms. The following chapters evaluate topics such as using Facebook in classroom environments, providing students with devices such as laptops and iPads, and encouraging the use of m-learning and serious games as tools to enhance student learning and engagement. In this section, 16 chapters explore some of the critical issues driving advances in K-12 Education.

Chapter 65
Weebly, Wikis, and Digital Storytelling: The Potential of Web 2.0 Tools in Writing Classrooms ........................................................................................................................................ 1104
   Brian Kissel, University of North Carolina at Charlotte, USA

Chapter 66
Fostering Mathematical Competence through Technology-Enhanced Interactive Environments .................................................................................................................................. 1115
   Azita Manouchehriazi, The Ohio State University, USA
   Jennifer Czocher, Texas State University-San Marcos, USA
   Ravi Somayajulu, Eastern Illinois University, USA
   Yating Liu, Old Dominion University, USA
   Pingping Zhang, The Ohio State University, USA
   Jenna Tague, The Ohio State University, USA

Volume III

Chapter 67
The TPACK of Dynamic Representations ................................................................................... 1139
   Lynn Bell, University of Virginia, USA
   Nicole Juersivich, Nazareth College, USA
   Thomas C. Hammond, Lehigh University, USA
   Randy L. Bell, University of Virginia, USA

Chapter 68
Should Traditional Classrooms Have Formal Facebook Groups? ........................................... 1172
   Mark Hart, University of Florida, USA
Chapter 69
Using Device Detection Techniques in M-Learning Scenarios................................. 1188
   Ricardo Queirós, CRACS and ESEIG/IPP, Porto, Portugal
   Mário Pinto, ESEIG/IPP, Porto, Portugal

Chapter 70
Evaluating iPad Applications: Are They Readable?.................................................. 1204
   Jean Kiekel, University of St. Thomas – Houston, USA
   E.E. Kirk, Concordia University Chicago, USA

Chapter 71
Evaluating Games in Classrooms: A Case Study with DOGeometry.......................... 1220
   Günter Wallner, University of Applied Arts Vienna, Institute of Art & Technology, Austria
   Simone Kriglstein, University of Vienna, Faculty of Computer Science, Austria
   Johannes Biba, University College of Teacher Education Vienna/Krems, Austria

Chapter 72
Going 1:1 with Laptop Computers in an Independent, Co-Educational Middle and High School............................... 1235
   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 73
Do Technologies Support the Implementation of the Common Core State Standards in Mathematics of High School Probability and Statistics?.......................... 1254
   Woong Lim, Kennesaw State University, USA
   Dong-Gook Kim, Dalton State College, USA

Chapter 74
Parental Communication about the Needs of Their Children: As Expressed in an Online Support Group................................................................. 1270
   Joan E. Aitken, Park University, USA

Chapter 75
What are Alberta’s K-12 Students Saying about Learning with Technologies?................... 1282
   Bette Gray, Alberta Education, Canada
   Karen Andrews, Alberta Education, Canada
   Susan Schroeder, Learning Cultures Consulting Inc., Canada
Chapter 76
The Study of the Relationship among Learner-Content Interaction, Learning Performance, and Learner Satisfaction in a Blended Learning English Class in a Rural High School .......................... 1307
Jiyou Jia, Peking University, China
Zhuhui Ding, Peking University, China
Yuhao Chen, Peking University, China
Xuemei Cui, No. 1 High School of Huojia County, China

Chapter 77
The Learning Effect of Using a Blended Learning Design in K12 Science Teaching ................. 1324
Paul-Erik Lillholm Rosenbaum, University of Bergen, Norway & Sjukehusapoteka Vest, Norway
Øyvind Mikalsen, University of Bergen, Norway
Otto Grahl-Nielsen, University of Bergen, Norway

Chapter 78
Designing Evaluations for K-12 Robotics Education Programs ......................................................... 1342
Kristen Stubbs, Electra Studios, formerly of iRobot Corporation*, USA
Jennifer Casper, The MITRE Corporation*, USA
Holly A. Yanco, University of Massachusetts Lowell, USA

Chapter 79
Integrated Projects and the Development of Interdisciplinary Problem-Solving Strategies .......... 1365
Paul C. King, New York City College of Technology, City University of New York, USA

Chapter 80
Issues and Challenges in Preparing Teachers to Teach in the Twenty-First Century .................... 1388
Susan Gibson, University of Alberta, Canada

Section 6
Emerging Trends
This section completes the work with an investigation into some of the latest developments in K-12 Education pedagogy and practice. As the educational landscape evolves and shifts away from traditional, face-to-face classrooms toward blended or online environments, new teachers must be trained to keep pace. Some areas of instruction include learning in virtual classrooms, integrating digital technologies in real-world classrooms, and the use of Web 2.0 in educational settings. The final 18 chapters of this extensive 3-volume reference conclude with a detailed look at emerging trends in the field of K-12 Education.

Chapter 81
Training Teachers for a Virtual School System: A Call to Action .................................................... 1398
Michael K. Barbour, Wayne State University, USA

Chapter 82
Pre-Service Teacher Education for the Management of Actual and Virtual Classes .................. 1416
Ken Stevens, Memorial University of Newfoundland, Canada
Chapter 83
Through the Looking Glass to Ourselves: Developing Self-Understanding in the Online Multicultural and Bilingual Teacher Education Classroom ............................................................... 1423
  Gwen Stowers, National University, USA
  Kenneth Fasching-Varner, Louisiana State University, USA
  Mark Brimhall-Vargas, University of Maryland, College Park, USA
  Christine Clark, University of Nevada, Las Vegas, USA

Chapter 84
The Student with Complex Education Needs: Assistive and Augmentative Information and Communication Technology in a Ten-Week Music Program ............................................................ 1436
  Helen J. Farrell, The University of Melbourne, Australia

Chapter 85
Music Composition for Creative Thinking: An Educational Experience based on Creative Process ............................................................................................................................................... 1473
  Maria Maddalena Erman, C.I.D.M. NaturalMenteMusica, Italy

Chapter 86
Integrating Technology in Teacher Education Programs ................................................................. 1488
  James N. Oigara, Canisius College, USA

Chapter 87
Overcoming the Tensions and Challenges of Technology Integration: How Can We Best Support our Teachers? .......................................................................................................................... 1504
  Erica C. Boling, Rutgers, USA
  Jeanine Beatty, Rutgers, USA

Chapter 88
Acer: European Schoolnet Pilot Netbook Project .............................................................................. 1525
  Séraphine Francoise Altamura, Istituto Superiore Statale Vittorio Gassman, Italy
  Alessandra Cannelli, Istituto Comprensivo Largo Castelseprio, Italy
  Roberta Maria Delle Monache, Istituto Magistrale “S.Rosa da Viterbo”, Italy

Chapter 89
Embedded Librarianship: A High School Case Study ...................................................................... 1538
  Buffy J. Hamilton, Creekview High School, USA

Chapter 90
Integrating Game-Enhanced Mathematics Learning into the Pre-Service Training of Teachers ............................................................................................................................................. 1555
  Maria Meletiou-Mavrotheris, European University Cyprus, Cyprus
Chapter 91
STEM Academic Enrichment and Professional Development Programs for K-12 Urban Students and Teachers .......................................................... 1576
  Cecelia Wright Brown, University of Baltimore, USA
  Kevin A. Peters, Morgan State University, USA

Chapter 92
Hands-On Math in Kindergarten ........................................................................ 1604
  Helga Fiorani, Primary School Teacher, Italy

Chapter 93
Next Generation Science Assessment: Putting Research into Classroom Practice ................. 1615
  Edward G. Lyon, Arizona State University, USA

Chapter 94
Teaching Basic Software Engineering to Senior High School Students ............................. 1634
  Barbara Köhler, Technische Universität München, Germany
  Michaela Gluchow, Technische Universität München, Germany
  Bernd Brügge, Technische Universität München, Germany

Chapter 95
iPods, Internet and Apps, Oh My: Age Appropriate Technology in Early Childhood Educational Environments .......................................................... 1650
  Sally Blake, Flagler College, USA
  Denise L. Winsor, The University of Memphis, USA
  Candice Burkett, The University of Memphis, USA
  Lee Allen, The University of Memphis, USA

Chapter 96
Digital Structures and the Future of Online Leadership .................................................. 1669
  Moses Wolfenstein, University of Wisconsin – Extension, USA

Chapter 97
Learning on the Move in the Web 2.0: New Initiatives in M-Learning................................ 1693
  Carlos Baladrón, Universidad de Valladolid, Spain
  Javier M. Aguiar, Universidad de Valladolid, Spain
  Lorena Calavia, Universidad de Valladolid, Spain
  Belén Carro, Universidad de Valladolid, Spain
  Antonio Sánchez-Esguevillas, Universidad de Valladolid, Spain

Chapter 98
The Next Frontier in Public Education: Cyber Charter Schools ........................................ 1715
  Belinda M. Cambre, University of New Orleans, USA

Index ............................................................................................................................. xxviii