



Book Series

Current Perspectives on Applied Information Technologies

Series Editors

Charalambos Vrasidas, *Centre for the Advancement of Research & Development in Educational Technology*; Gene V Glass, *Arizona State University*

(Published in Cooperation with the Center for the Application of Information Technologies?CAIT? Western Illinois University)

Series Mission Statement: To conduct and disseminate research on the value and efficacy of using information and communication technologies to improve education and training. To contribute to the body of knowledge in the field of educational technology. This series will provide a forum for researchers around the world to share their knowledge and expertise with the general education community.

Books in this series:

- Mobile Makes Learning Free
- ICT for Education, Development, and Social Justice
- Online Professional Development for Teachers
- Preparing Teachers to Teach with Technology
- Distance Education and Distributed Learning

Special Paperback Set Price:

\$36.50 per book + FREE SHIPPING when you order the complete series.

To view this series online visit:

<http://www.infoagepub.com/series/Current-Perspectives-on-Applied-Information-Technologies>

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com



Mobile Makes Learning Free Building Conceptual, Professional and School Capacity

Boris Handal, The University of Notre Dame, Australia

2015. Paperback 9781681232836 \$45.99. Hardcover 9781681232843 \$85.99. eBook 9781681232850 \$65.

The book provides new conceptual frameworks to understand good practice in the field of mobile learning. The book fills a gap in the current literature by drawing on examples of best practice from leading schools in the United States, Canada and Australia.

The author visited thirty educational sites and interviewed over 100 eminent teachers, principals, district superintendents and academics in the three aforementioned countries to study the implementation of mobile devices such as smartphones and tablets in teaching and learning.

During that period evidence and exemplars on issues that currently challenge educators worldwide such as modern pedagogies, digital citizenship, institutional change, equity and professional development were collected. The book presents a large number of case studies illustrating an effective integration of mobile learning and other technologies into the curriculum.

The contents include topics that are at the core of current attempts by educators to meet the demands of 21st century learning.

The book

- Addresses issues related to the delivery of mobile learning (e.g., smartphones, tablets)
- Presents real life scenarios from leading practitioners in the United States, Canada and Australia
- Introduces a four-conversion model for whole-school school transformation
- Provides principals with practical strategies to create effective communities of practice
- Provides teachers with best practice examples and recommendations for using mobile devices in teaching and learning
- Suggests practical activities and insights as to how to implement digital citizenship in schools

CONTENTS: The Long Road to Mobile Learning. The Grasshopping Mind. The Ecology of Mobile Learning: What Are the Competing Agendas?. The BYOD Game: How Much Freedom Should Students Have?. Mobile Learning Strategies. Mobile Learning Wraps. Digital Citizenship - the New Citizenship. The Four School Conversions - the KITE Model. Kids as Players and Collaborators. Interest Groups as Community Mobilizers. Teachers as Learning Professionals. Executives as Change-Enablers. Putting it All Together.



ICT for Education, Development, and Social Justice

Charalambos Vrasidas, Centre for the Advancement of Research & Development in Educational Technology; Michalinos Zembylas, Intercollege, Cyprus and Michigan State University; Gene V Glass, Arizona State University

2009. Paperback 978-1-60752-021-4 \$45.99. Hardcover 978-1-60752-022-1 \$85.99. eBook 9781607528821 \$65.

This volume provides examples of current developments on the role of ICT for education, development, and social justice within an international context. Chapters draw on advanced contemporary thinking from scholars and practitioners in the field to present case studies of how ICT can be used to promote sustainable development and social justice. Social justice is understood in a wide sense as the pursuit of democracy, justice and development in the struggle against any form of oppression; it is within this context that ICT is explored as a tool for social change.

The objectives of this book are:

- To analyze the philosophical, historical, political, and cultural backgrounds and contexts that are constitutive of contemporary challenges and tensions in the role of ICT for education, development, and social justice around the world;
- To appreciate the contextual and international dimensions of the tensions and challenges faced by educators around the world and contribute to ongoing efforts to sketch a vision for addressing their needs;
- To explore ways in which ICT in education can promote social justice and contribute toward sustaining communities around the world

CONTENTS: CONTENTS: PART 1: OVERVIEW. ICT for Development: Challenges and Possibilities, *Charalambos Vrasidas, Michalinos Zembylas, and Gene V Glass*. ICT for Education, Development, and Social Justice: Some Theoretical Issues, *Michalinos Zembylas*. **PART 2: ICT FOR DEVELOPMENT.** E-Hopes and Public Education in Latin America, *Gustavo E. Fischman and José Luis Ramírez Romero*. The Expansion of Higher Education in the Developing World: The Contribution of Distance Education, *Sir John Daniel*. Role of ICT in Bridging The Digital Divide in a High-Poverty School District, *Amy S. C. Leh, Lee Grafton, and Sylvester Robertson*. Is There a Role for Information and Communications Technologies in the Education and Development of Disadvantaged Rural Communities? *Tom Power, Kimberley Porteus, Brian Ramadiro, Nomakholwa Tshume, Shumi Makalema, and Rhodri Thomas*. Open Resources for Sustainable Education, *Marina Stock McIsaac and António Moreira*. **PART 3: ICT FOR INCLUSION.** Mobile Technologies: Current Practices, Future Possibilities, *Tom Power and James Sankale*. The Digital Divide in Disability and Education, *Jason Brent Ellis, Carla Abreu-Ellis, and Amber Ricker*. School-Community ICT-Mediated Linkages: The Southeast Asian Experience, *Cher Ping Lim and John Hedberg*. **PART 4: ICT FOR CULTURAL UNDER-STANDINGS.** Online Gaming: Building Bridges that Enhance Cultural Understandings, *Mary A. Kayler, Debra Sprague, and Chris Dede*. Computer-Supported Collaborative Inter-cultural Education: Creating Bridges for Palestinians and Jews in Conflict, *Zvi Bekerman and Gabriel Horenczyk*. ICT for Peace and Reconciliation: Constraints and Possibilities in Cambodia and Tibet, *Edward J. Brantmeier and Jayson W. Richardson*. Social Networking Applications, Social Justice, and Multicultural Understanding, *Carrie O'Connor and Rebecca Skulnick*.

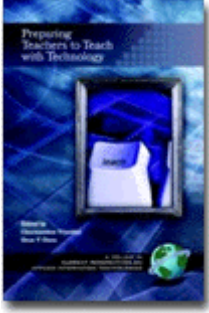


Online Professional Development for Teachers

Gene V Glass, Arizona State University; Charalambos Vrasidas, Centre for the Advancement of Research & Development in Educational Technology

2006. Paperback 1-59311-203-3 978-1-59311-203-5 \$45.99. Hardcover 1-59311-159-2 978-1-59311-159-5 \$85.99. eBook 9781607529248 \$65.

CONTENTS: Issues and Trends, *Charalambos Vrasidas & Gene V Glass*. Online Conferences for Professional Development, *Terry Anderson and Jo-An Christiansen*. Developing Teacher Knowledge and Pedagogy in a Large-Scale, Electronic Conference Environment, *Jenny Leach, Bob McCormick, Bob Moon, & David Harrison*. A Computer-Mediated Community of Learners in Teacher Education, *Carol Greene and Susan Magliaro*. Faculty Incentives and Development for Online Learning, *Susan Haag, Leah Folkestad, and Suzanne Dietrich*. Science Inquiry in the Online Environment, *Wynne Harlen and Susan Doubler*. Emerging and Experienced Professional Selves in Cyber Discourse, *Irit Kupferberg and Miriam Ben Peretz*. The MEPP Faculty Experience, *Greg Kearsley*. Using Web-Based Pedagogical Tools to Support Student Self-Regulation, *Anastasia Kitsantas and Nada Dabbagh*. Technology Enhancements Across Cultures in Higher Education, *Madeline Burgess, Jan Currie, and Dorit Maor*. Online Professional Development of Teachers through the Schools Around the World (SAW) Program, *May-hung Cheng, Carol Stoel, and Erma Anderson*. Preparing Teachers for e-Teaching via e-Learning, *Michal Zeller Mayer, Nili Mor, and Ida Heilweil*. Opportunities with e-Learning: Changing Teachers' Pedagogies, *Dorit Maor*. Applying Progressive Educational Principles Online, *Carla Payne*. A Pioneers' View on Teachers' Professional Development, *Sanne Akkerman, Ineke Lam, and Wilfried Admiraal*. A Peer-Learning Community Model for Professional Development, *Xun Ge and Scot McAdoo*. Shifting the Teaching Paradigm, *Rigmor George, Denise Wood, and Dale Wache*. Understanding Cognitive Transactions in Teaching and Learning within Virtual Communities, *Neil Schwartz and Maria Beatrice Ligorio*. Developing Online Teacher Video Cases for Learning Technology Integration, *Wilhelmina Savenye, Thomas Brush, James Middleton, Ann Igoe, & Terri Kurz*.



Preparing Teachers to Teach with Technology

Gene V Glass, Arizona State University; Charalambos Vrasidas, Centre for the Advancement of Research & Development in Educational Technology

2005. Paperback 1-59311-160-6 978-1-59311-160-1 \$45.99. Hardcover 1-59311-161-4 978-1-59311-161-8 \$85.99. eBook 9781607527596 \$65.

Teacher preparation programs in the United States and around the world have finally begun to address this deficiency in their programs. The realization that technology is a powerful driving force in education coupled with a renewed emphasis on teacher preparation by governments have resulted in some dramatic changes in teacher preparation programs. I believe that we have just begun to see changes in teacher preparation and that the pace of change will continue to accelerate. This volume covers some of the more exciting developments in the field, including the emergence of wireless computing in the classroom and the preparation of teachers in an online environment. In short, I am optimistic. For those of you who are also in the field, I think you will agree. For those who are just entering the field, this book is a great place to start as you change education. Finally, while this book is the last book of the three part series that we at CAIT conceptualized with Charalambos Vrasidas and Gene Glass, it is also the beginning of a new relationship. We are excited to join with a new partner, CARDET, to present this book. Over many years in the education and R&D field, I have come to realize the value of partnerships and relationships. I want to thank both Charalambos and Gene for making this series a reality and such a success. We are looking forward to working with them and CARDET in the near future.

CONTENTS: Foreword, *Michael Dickson*. Foreword, *Vincent Quah and Greg Butler*. Preface, *Gabriel Salomon*. Factors Influencing Technology Integration into Classroom Teaching, *Charalambos Vrasidas and Gene V Glass*. **Part I: In-service Teacher Education.** Within and Beyond the K-12 Classroom: The Social Contexts of Students' Technology Use, *Tara Brown-L'Bahy*. Tracking the Arc of New Teachers Technology Use, *Michael Russell, Damian Bebell and Laura M. O'Dwyer*. Learning in a Wireless Environment: The Successes and Challenges of Ubiquitous Computing in a School, *Janette R. Hill, Thomas C. Reeves, Michael M. Grant, Seungyeon Han, and Shiang-Kwei Wang*. Multiple Strategies for Fostering Teacher Learning with Technology, *Margaret Riel, Marty DeWindt, Susan Chase, and Jason Askegreen*. Introducing ICT in the Learning Context of Traditional School: What is Transformed and Why, *Stavros Demetriadis, Alexandros Barbas, Dimitris Psillos, and Andreas Pombortsis*. The Multiplying Effects of Technology Coaching on Teacher Practices, *Robert W. Maloy, Paul Oh, and Ruth-Ellen Verock-O'Loughlin*. Facilitating Use of Technology in Urban Classrooms: Principles for Effective Professional Development, *Chrystalla Mouza*. The Use of Video for Teacher Education and Professional Development: Past Experiences and Future Directions, *Rossella Santagata, Ronald Gallimore, and James W. Stigler*. Benchmarks for Teacher Education with Respect to ICT, *Paul A. Kirschner and Michelle Selinger*. **Part II: Pre-service Teacher Education.** Integrated Field-Based Models for Technology Preparation, *Krista Glazewski and Thomas A. Brush*. Learning to Teach with Technology: Designing and Implementing Technology-Enhanced Curriculum During Teacher Preparation, *Belinda Gimbert and Dean Cristol*. Technology in Education, Technology in Life: Toward a Holistic Perspective on Integration in Preparing Tomorrow's Teachers at the University of Illinois, *Cynthia Carter Ching, James D. Basham and Evangeline S. Pianfetti*. Evaluation of Mathematical Inquiry in Commercial Rational Number Software: Pre-service Teachers' Criteria and Choices. *Battey, D. S., Kafai, Y. B., & Franke, M. L.* The Technology Mentor Model: Infusing Technology into Student Teaching Placements, *Louanne I. Smolin, Kimberly A. Lawless, and Joshua Radinsky*. Facing the Challenge of Preparing Science Teachers to Use Simulations, *Miky Ronen and Dorothy Langley*. Conceptual Change in Pre-service Teacher Technology Preparation, *William A. Sadera and Constance P. Hargrave*. Preparing Pre- and In-service Teachers to Teach High School Science in a Technology-Rich Environment, *Yehudit Judy Dori, Miri Barak, Orit Herscovitz and Miriam Carmi*. **Part III: Teacher Educators.** Mentoring a Teacher Preparation Faculty Toward Technology Integration, *Judith A. Duffield*. An Effective Model of Professional Development in Technology for Multiple Constituencies: The Technology Leadership Cadre, *Mary Phillips Manke, Gayle Ward, and Mary A. Lundeborg*. Bridging and Closing Technology Gaps: Why Both are Important, *Vivian H. Wright*. Collaborative Curriculum Design as a Vehicle for Professional Development, *Joshua Radinsky, Louanne I. Smolin, and Kimberly A. Lawless*.



Distance Education and Distributed Learning

Charalambos Vrasidas, Centre for the Advancement of Research & Development in Educational Technology; Gene V Glass, Arizona State University

2002. Paperback 1-931576-88-2 978-1-931576-88-8 \$45.99. Hardcover 1-931576-89-0 978-1-931576-89-5 \$85.99. eBook 9781607528531 \$65.



Book Order Form

IAP - Information Age Publishing, Inc.
Special Sale Price: \$39.99 for each paperback and \$69.99
for each hardcover (plus s/h)

Special Paperback Set Price: \$36.50 per book + FREE SHIPPING when you order the complete series.

Title	Qty	\$ Paperback	\$ Hardcover
Mobile Makes Learning Free			
ICT for Education, Development, and Social Justice			
Online Professional Development for Teachers			
Preparing Teachers to Teach with Technology			
Distance Education and Distributed Learning			

*Standard Shipping and Handling for Books:
\$7.50 handling fee on U.S. orders; \$9.00 for the rest of the world
plus \$3.00 shipping per book
Online shopping available at www.infoagepub.com*

Subtotal: _____
 Handling: _____
 Shipping: _____
 Order Total: _____

Card Number: _____ Exp. Date: _____ CVV2 Code: _____

Name on card: _____

Signature: _____

Billing Address: _____

Shipping Address: _____

City: _____ State/Province: _____ Postal Code: _____ Country: _____

Phone: _____ Fax: _____ Email: _____

IAP - Information Age Publishing Inc., PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com URL: www.infoagepub.com