Keengwe Book Summaries

Cross-Cultural Considerations in the Education of Young Immigrant Learners

http://www.igi-global.com/book/cross-cultural-considerations-education-young/78946

Immigrant learners are the fastest growing segment in the U.S. young population. In states like California, 1 in 5 children in public schools are immigrants (Capps et. al, 2006). The changing school demographics as well the challenges reported in dealing with immigrant learners in many U.S. classrooms call for a better understanding of the needs of this unique segment of the school population. Therefore, Cross-Cultural Considerations in the Education of Young Immigrant Learners highlights cross-cultural perspectives, challenges as well as opportunities pertaining to educating young immigrant learners.

Literacy Enrichment and Technology Integration in Pre-Service Teacher Education

http://www.igi-global.com/book/literacy-enrichment-technology-integration-pre/78945

Standards-driven instruction, high-stakes testing, and accountability pressure in public schools implies that teachers ought to be highly skilled practitioners now more than ever before in history. In a digital age, technology integration also continues to inform pre-service teacher preparation in teacher education classrooms. Even so, there is a pressing need for college faculty not only to prepare current and future teachers for the demands of 21st century classrooms, but also to address the core academic readiness skills of their students to succeed in their programs. Therefore, Literacy Enrichment and Technology Integration in Pre-Service Teacher Education highlights the issues, perspectives, and challenges faced in teacher preparation and professional development programs.

Promoting Active Learning through the Flipped Classroom Model

http://www.igi-global.com/book/promoting-active-learning-through-flipped/84096

The flipped classroom is an instructional approach that educators use to turn traditional classroom lecture model to a more active learning classroom. For instance, students are assigned short video tutorials with necessary resources and interactive exercises on the content area for homework as preparation for class. In class, the teacher reviews the materials and apprentices them through hands activities – the classroom, therefore, becomes a place for active learning, questions, collaboration and discussion and completing assignments. Therefore, Promoting Active Learning through The Flipped Classroom Model examines the benefits, shortcomings, perceptions, and academic results of this teaching method as well suggestions for enhancing classroom instruction through flipped classroom model to enhance student learning.
Cross-Cultural Online Learning in Higher Education and Corporate Training

http://www.igi-global.com/book/cross-cultural-online-learning-higher/84170

University classes and corporate training sessions have become increasingly culturally diverse. This diversity has increased exponentially with the rapid growth in online learning opportunities usually targeting global participation afforded by colleges and corporate training entities. Therefore, Cross-Cultural Online Learning in Higher Education and Corporate Training helps to advance dialogue on the intersection between culture and online/virtual learning in college and corporate training settings, covering instructor’s online cross-cultural competence, cross-cultural instructional design, and instructional delivery considerations.

Pedagogical Applications and Social Effects of Mobile Technology Integration

http://www.igi-global.com/book/pedagogical-applications-social-effects-mobile/70782

Rapid technology developments, increased investments in emerging technology tools, and the digital nature of learning environments have changed not only the face of education, but also necessitates a change in how technology tools are used in education to enhance student learning. Majority of our students are also different from the ones our educational system was designed to teach. To respond to the need to provide for digital natives and learning environments, more teachers are striving to incorporate mobile learning devices into their instruction. Therefore, Pedagogical Applications and Social Effects of Mobile Technology Integration highlights the significance of mobile technologies in education as well as the need to identify appropriate mobile technology integration practices, and sound pedagogical applications to enhance effective teaching and learning.

Research Perspectives and Best Practices in Educational Technology Integration

http://www.igi-global.com/book/research-perspectives-best-practices-educational/70783

Technology may challenge the entire approach to the classroom experience, the essence of teaching, and the purpose of a school, but as tools, it presents great opportunities to support student learning (Keengwe, Onchwari, & Wachira, 2008). Further, “it seems reasonable that teachers will be more likely to help their students learn with technology if the teachers can draw on their own experiences in learning with technology” (Grabe & Grabe, 2008, p. 4). The critical role of technology tools and applications in education imply the urgent need for educators to review appropriate and effective ways to integrate these tools into the teaching and learning process to maximize student learning. Therefore, Research Perspectives and Best Practices in Educational Technology Integration offers best practices, challenges, and opportunities in the process of incorporating learning technologies into classroom instruction to enhance student active student learning.
Virtual Mentoring for Teachers: Online Professional Development Practices
http://www.igi-global.com/book/virtual-mentoring-teachers/64903

A growing demand for online courses implies that participating institutions provide faculty with appropriate professional development programs to ensure the design and delivery of quality online courses. Professional development programs for online instructors have mostly consisted of one-time face-to-face workshops. However, recently, faculty members are voluntarily or at the request of their institutions turning to workshops delivered online. There is need for dialogue on how online training programs might influence online teaching and learning and whether faculty offering online courses should be required to have online certification prior to teaching. Therefore, Virtual Mentoring for Teachers: Online Professional Development Practices highlights the issues, challenges, and online engagement experiences to enhance effective teaching and learning in online learning environments.

Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes
http://www.igi-global.com/book/adult-learning-digital-age/8

What knowledge is most important for adults to know? What are the best ways to transmit that knowledge from one person (a teacher) to another (a student)? What are the best ways to represent and display knowledge so that it is both understandable and learnable? It’s not surprising that these questions are at the forefront for instructors who strive to create high quality learning experiences for adult learners. However, the most important question remains: How do we best confront these questions and produce solutions for the adult learners in the digital age? Therefore, Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes contains a wide range of examples, guidelines, stories, and models aimed at improving teaching practices for adult learners. Further, this volume provides a comprehensive framework of trends and issues related to adult learning to enhance authentic learning in the digital era.