Constructing Electronic Games Using Excel: The Endless Possibilities ............................................ 2085
Margaret McGregor, Chicago Public Schools/National-Louis University, USA

Using Social Networking Software to Increase Students’ Participation in a Virtual Classroom 2091
Fariel Mohan, University of Trinidad & Tobago, Trinidad And Tobago

eAssessment: 'Phone a friend' ........................................... 2099
Greg Neal, Victoria University, Australia
Developing a hierarchy of clicker use for teaching and learning from models of dialogue analysis
Michael O'Donoghue, Richard Jardine, Geoff Rubner, University of Manchester, UK, UK

Technology in the Creative and Participatory Literacy Practices of a Second Grade Classroom
Justin Olmanson, Yun Soon Kim, Woon Hee Sung, Chung-Kai Huang, Yu-Hui Chen, University of Texas at Austin, USA

Assessing a new methodology for using video-lectures
Marco Ronchetti, University of Trento, Italy

Students use of Laptops in Large Lecture Classes: Distraction, Partial Attention or Productive Use?
Diane Salter, University of Hong Kong, Hong Kong; Peter Purgathofer, Vienna University of Technology, Austria

Consider about teacher training and support following ICT use situation
Yu Taizan, Graduate school of Kansai University, Japan; Haruo Kurokami, Kansai University, Japan

Using Power Point to Create E-portfolios and Digital Texts
Judy Tarbox, Southern Connecticut State University, USA

Student-Teacher Interaction on Facebook: What Teachers Find Appropriate
Berhane Teclehaimanot, Torey Hickman, University of Toledo, USA

Using Simulation to Train Science and Special Education Teachers
Tandra Tyler-Wood, Sita Periathiruvadi, University of North Texas, USA

How Teachers Take up Classroom Blogging: An Investigation of 60 K-12 Classroom Blogs
Ting Yuan, Hui Soo Chae, Gary Natrielio, Zhou Zhou, George Nantwi, The EdLab, Teachers College, Columbia University, USA

Improving Teacher's Teaching with Communication Technology
Li-Ling Chen, California State University at East Bay, USA

Plain Language: Why does it work and how do we use it in our online courses?
Jolynne Berrett, Utah State University, USA

Building Capacity for Change to Support Higher Education Reform in Instructional Technology Initiatives
Marvin Britto, Central Washington University, USA

Classroom Coaching: Mentoring Online Employees and Educators in a virtual environment
Lisa Gerardy, Carrie Wells, Kaplan University, USA

A Journey Toward Inter-cultural Awareness
Debra Greig, ShirWin Knowledge & Learning Systems Inc., Canada

Enhancing use of Blackboard by part-time Seneca College Faculty of Continuing Education and Training Instructors
Ann Hersch, Seneca College, Canada; Mumbi Kariuki, Nipissing University, Canada

A Simple Solution: Tracking, Troubleshooting and Resolving Faculty Training Needs
Romana Hughes, Kerrie Conover, Texas Christian University, USA

Introducing instructors to Information and Communications Technologies (ICT) in Education: The Stages of Concerns of Nigerian Tertiary Education Instructors towards ICT Innovations
Diane Igoche, University of Georgia Doctoral Student, USA; Robert Maribe Branch (Dr), University of Georgia, USA

Evaluation of Preservice Teachers' Technology Acceptance
Valerie Irvine, Cathryn Connelly, Christine Beer, University of Victoria, Canada

Training Faculty for Multiple LMS Platforms
John Jeanguenat, Saint Leo University, USA; John Cain, SaintLeo University, USA

You want me to teach what and when?
Teresa Kelly, Kaplan University, USA

“Smiles of Gods”: Japanese Schoolteachers’ Interpersonal Metamorphism of Technologies into Pre-technological Instructional Settings
Takashi Otani, Nagoya University, Japan
The Role of Technology Leaders in Schools .......................................................... 2240
Lisa Palmieri, George Semich, John Graham, Robert Morris University, USA

Using Multimedia to Engage Faculty in Development Opportunities: A Project for Incorporating
Reading Comprehension Across Disciplines ......................................................... 2248
Sunay Palsole, Beth Brunk-Chavez, Vinayak Melarkod, Steven Varela, The University of Texas at El Paso, USA
Nine Recommendations for Enhancing e-Moderation Skills by Utilisation of Videoconferencing
within an e-Tutoring Curriculum ........................................................................... 2258
Gergely Rakoczii, Ilona Herbst, Franz Reichl, Vienna University of Technology, Austria

Online Learning Networks in Higher Education: A Case Study of the Brock Learning Network 2267
Camille Rutherford, Candace Figg, Brock University, Canada

Teacher Education for Digital Age Teachers ......................................................... 2275
Kathryn Smith, Edu Works, USA

Do the traditional classroom-based motivational methods work in e-learning community? .... 2279
Furukawa Takayuki, Kouki Hoshi, Aya Aida, Sachiko Mitsuhashi, Hiromi Kamoshida, Katsuya In, Benesse Corporation
Tokyo Head Office, Japan

Moving Mentoring to Collegial Relationships: A Lead Manager’s Approach .................. 2285
Lisa Thomas, Francisco Brizuela, Graceland University, USA

Are Secondary Preservice Teachers Well Prepared to Teach with Technology? A Case Study of a
Chinese Teacher Education Program .................................................................... 2291
George Zhou, Zuochen Zhang, University of Windsor, Canada; Yueke Li, Liaocheng University, China; Zhenkun Zhao,
Xinjiang Provincial Center for Educational Technology, China

The role of ICT in the pedagogical transformation of primary teachers: Dream, aspiration, reality 2301
Frank Bate, Murdoch University, Australia

Video Game Violence and Interactivity: Good News for the Classroom ......................... 2307
Patricia Boechler, Martin Mravik, University of Alberta, Canada; Rebecca Watchorn, University of Alberta, Canada;
Rebecca Georgiou, Karon Dragon, University of Alberta, Canada

Blogging as Professional Development: A Collaborative Self-Study between Two Beginning
Academics .............................................................................................................. 2313
Shawn Bullock, University of Ontario Institute of Technology, Canada; Jason Ritter, Duquesne University, USA

An Andragogical Approach to the Design of an E-Training Solution for Healthcare Professionals 2319
Lorraine Carmody, Elizabeth Sherry, John Cardiff, ITT Dublin, Ireland

Pedagogical Evaluation of Online Courses ............................................................ 2324
Shelley Cobbett, Dalhousie University, Canada

Integrating Feminist Pedagogy on-line: Contradictions of Teaching within a Culture of Entitlement
Learning ................................................................................................................. 2330
Elaine Correa, Medaille College, USA

A Comparative Study of Partial Credit Assessment and Computer-Based Testing ........... 2335
Marjorie Darrah, Edgar Fuller, David Miller, West Virginia University, USA

Covert and Overt Instructor Guidance in Online Debates ......................................... 2341
Gayle V. Davidson-Shivers, Joyce M. Guest, W. Darlene Gray, University of South Alabama, USA

Student teachers’ perceptions of knowledge and knowledge of perception ........................ 2351
Janaina Minelli de Oliveira, Universitat Rovira i Virgili, Spain; Marc Romero, Universitat Oberta de Catalunya, Spain

Looking to Transform Learning: From Social Transformation in the Public Sphere to Authentic
Learning ................................................................................................................. 2357
Donna Decennaro, Tricia Kress, University of Massachusetts Boston, USA

Impact of Discussion Structure on Student Participation in Online Discussions ................ 2364
Holly Howard Ellis, University of West Florida, USA; Gayle V. Davidson-Shivers, University of South Alabama, USA

The Candy Shop Challenge: Reflections on Working with Teachers and Educational Technology 2373
Stephanie Fisher, Laura Mae Lindo, York University, Canada

Changing Learning with Mobile, Paperless eBooks ................................................. 2379
Don Green, Jeff Kissinger, Florida State College Jacksonville, USA

Moral Issues in the Teaching of Digital Literacy .................................................... 2385
Jim Greenlaw, University of Ontario Institute of Technology, Canada

Teaching TPCK ....................................................................................................... 2391
Michael Hardy, Saint Xavier University, USA

Supporting Student Initiative and Learner-Created Content in Blended Courses ............ 2399
Pentti Hietala, University of Tampere, Finland
Understanding Social Media Ecologies for an Emergent Art Education through the Modeling of a Facebook Community

Heather Hughes, Penn State University, USA

Wikis: Reflexivity, Processuality and Participation

Stefan Iske, Universität zu Köln, Germany; Winfried Marotzki, Otto-von-Guericke Universität Magdeburg, Germany

A Structural Analysis of Effect Factors on Academic Achievement

Kyu Dong Kim, Inwooq Park, Yujung Ko, Sujuan Jung, Minjung Cha, Korea University, Korea (South)

In-service Teachers' Beliefs and Concerns about Family Involvement

Mi Song Kim, NTU, Singapore

Media Literacy Levels of Turkish High School Students and Their Tendencies to Media Violence: A Descriptive Study

Remzi Y. Kincal, Akan Deniz Yazgan, Canakkale Onsekiz Mart University, Turkey

Social Network Site Usage and Social Participation

Sonia Lara, Concepción Naval, Universidad de Navarra, Spain

University Teachers' Perceptions and Use of ICT – Match or Mismatch?

Hwee Hoon Lee, Nanyang Technological University, Singapore

Effective Primary Teachers' Views and Uses of Technology to Teach Literacy

Pamela Leslein-Yoshihiro, Knowledge Builders Hawaii, USA; Andrea Bartlett, University of Hawai’i at Manoa, USA

Web 2.0 in Higher Education: blurring social networks and learning networks

Lori Lockyer, University of Wollongong, Australia; Shane Dawson, Elizabeth Heathcote, University of British Columbia, Canada

Is There a Difference in Student Achievement Based on the Delivery Method in an Undergraduate Assessment Course: A Comparison of Face-to-Face, Hybrid, and Online Sections

J. Jeannette Lovern, Eastern Kentucky University, USA

Educational technology graduate programs

Patricia McGee, The University of Texas at San Antonio, USA; Leah Wickersham, Texas A&M at Commerce, USA

Designing effective teaching and learning scenarios for Health Education in Virtual Worlds

Penny Neuendorf, Colin Simpson, Canberra Institute of Technology, Australia

Impact of Web-Authoring Tools on Literacy and Learning in the K-8 Classroom

Barbara O'Byrne, Stacey Murrell, Diana Bailey, Marshall University Graduate College, USA

Relationship between Affect and Learning in an Online Course

Brenda Cecilia Padilla Rodriguez, Universidad Autónoma de Nuevo León (UANL), Mexico

Towards a generalised conceptual framework for learning: the Learning Environment, Learning Processes and Learning Outcomes (LEPO) framework

Rob Phillips, Educational Development Unit, Murdoch University, Australia; Carmel McNaught, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong, Hong Kong; Gregor Kennedy, Melbourne Medical School, The University of Melbourne, Australia

By Quantity or Quality? Note Writing Assessment in Online Discourse

Mingzhu Qiu, University of Toronto, Canada

Online Subgroup Configuration: Strategies and Recommendations

Mingzhu Qiu, University of Toronto, Canada

Online Versus Face-to-Face Subgroup Discussions: Advantages and Disadvantages

Mingzhu Qiu, University of Toronto, Canada

The Voice of Learners to Understand ICTs Usages in Learning Experiences: a Quanti-qualitative Research Project in Ticino (Switzerland)

Emanuele Rapetti, Samanta Ciannames, Lorenzo Cantoni, Stefano Tardini, New Media in Education Lab, Switzerland

Deep Learning Design for Technology Enhanced Learning

Andrew Ravenscroft, Tom Boyle, Learning Technology Research Institute, London Met University, UK

d course delivery mentorship via videoconferencing in K-12 classrooms

Doug Reid, 2Learn.ca Education Society, Canada; Nathaniel Ostashewski, Athabasca University, Canada; Jocelyn Littlefair, Catherine Macklam, 2Learn.ca Education Society, Canada

Collaboration in a Team of Facilitators in a Mixed Course: A Case Study

Ma. Concepción Rodríguez Nieto, Victor Manuel Padilla Montemayor, Facultad de Psicología, Universidad Autónoma de Nuevo León, Mexico

Technology Metaphors of Prospective Teachers

Ozden Sahin Izmirli, Sercan Izmirli, Anadolu University, Turkey

Approaches to Teaching and Technology Use Among International Award Winning University Teachers

Diane Salter, Joy Lam Lai Ki, University of Hong Kong, Hong Kong
Gender Differences in the Use of Computers, Programming, and Student Interactions in Computer Science Classrooms

Dorian Stoilescu, Gunawardena Egodawatte, Univ of Toronto, Canada

The Digital Technology in the Learning of Students with Autism Spectrum Disorders (ASD) in Applied Classroom Settings

Kathleen Tanner, Roselyn Dixon, University of Wollongong, Australia

High school students' conceptions of learning via educational games in Taiwan

Sheng-Chau Tseng, Chin-Chung Tsai, National Taiwan University of Science and Technology, Taiwan; Yu-Fang Yang, Jen-Teh Junior College of Medicine, Nursing and Management, Taiwan

Emerging Research-Pathways: Assessing Teacher Technology Literacy and Student Interest in Engineering and Technology in K-12 Education

Geoff Wright, Ron Terry, Brigham Young University, College of Engineering, USA

Interactive Whiteboards: Interactivity, Activity and Literacy Teaching

Kris Wrona, NSW Department of Education & Training, Australia; Pauline Jones, Lisa Kervin, University of Wollongong, Australia

A Guide to Japanese Lesson Study

Denise (LeGrand) Landreth, University of Arkansas at Little Rock, USA

Practical Advice for Implementing High Impact Blended Learning Strategies for Soft-skills Development in the Workplace

Jean Adams, Schulich School of Business, York University, Canada

Tension between Traditional and Modern Teaching-Learning

Geto Aknaw Belihu, Nurture Education and Development (NED), Ethiopia

Tedious Assignments Made Interesting and Enjoyable: Multiple Methods to Increase Engagement with a Mundane Accounting Task

Paul Blayney, University of Sydney, Australia

Ecosystem scavenger hunt using cell phones and Flickr

Cathy Brandt, Lin Muilenburg, St. Mary's College of Maryland, USA

Learning Style Index for Students who Study at a Distance: Identifying Effective Tools and Strategies

Christine Brown, Ryerson University, Canada

Program Development for Holistic Thinking Skill

Sumalee Chanchalor, King Mongkut University of Technology Thonburi, Thailand; Tarinee Thummarat, Kmutt, Thailand

Integrating Information Technology into Science Problem-Based Learning for Elementary Students

Miao-Li Changlai, Center for General Education, China University of Technology, Taiwan; Kun-Yuan Yang, Graduate School of Education, Chung Yuan Christian University, Taiwan

Evaluation of Three Audio Feedback Methods

I-Chant Chiang, Aberystwyth University, UK

Lessons Learned from Conducting Collaborative Immersive Learning

C. Candace Chou, Rama Hart, University of ST. Thomas, USA

Outreach is as easy as 1,2,3,5,8

Jody DeKorte, Heather Johnson, Kaplan University, USA

An Embodied Approach to the Instruction of Conditional Logic in Video Game Programming

Cameron L. Fudjo, Chun-Hao Chang, JeeHye Hong, John B. Black, Teachers College, Columbia University, USA

New challenge for teachers: dealing with soft skills in multinational environments

Luis Fernandez-Sanz, Dept. Computer Science, Universidad de Alcala, Spain; Jose Antonio Gutierrez de Mesa, Jose Ramon Hileria, Dept. Computer Science, Universidad de Alcala, Spain; Raquel LaCuesta, Guillermo Palacios, Universidad de Zaragoza, Spain; Juan Jose Cuadrado, Dept. Computer Science, Universidad de Alcala, Spain

Analogy-Integrated e-Learning Module: Facilitating Students' Conceptual Understanding

Jennifer Florida, La Consolacion College Manila, Philippines

Self-Paced Delivery Model: Pearl or Dud?

Catherine Flynn, Kaplan University, USA

Digital Windows into Elementary Mathematics: Performing Images of Mathematicians using New Media Tools

George Gadainidis, Faculty of Education, University of Western Ontario, Canada

Exploring the Teaching and Learning Methods for Data Structure Courses

Salvador Garcia-Martinez, van Thiel Alain, Concordia University, Canada

Case Management at a Distance: Educating the Counselor Educators

William Garner, University of Arkansas at Little Rock, USA
New Teachers' Roles in Web Conference Classrooms - Results From a Brazilian Case Study ............................................... 2722
Francisco Garonce, Gilberto Santos, Universidade de Brasília, Brazil

Implementation of Computer-Based Instruction Simulations (CBIS) to Increase Secondary Students' Comprehension of the Biology Concept of Cell Structure and Function across Low Socio-Economic Language Environments ................................................................. 2732
Ralph Gdovin, Theresa De Hoyos, Virginia Olague, Timothy Yuen, University of Texas at San Antonio, USA

The Students' Voice: What Do Computer Science Students Expect From Their University Degree 2737
Sonja Kabicher, Renate Motschnig-Pitrik, University of Vienna, Austria

Problem-Solving in Engineering: Is Multimedia Learning Effective? ................................................................. 2747
Natalia Kapli, Michael Gooseff, Roxanne Toto, The Pennsylvania State University, USA

Best Practices for Delivering Effective Instruction in Virtual Classrooms ................................................................. 2749
Robin Kay, University of Ontario Institute of Technology, Canada

Universal Design and Technology for Students with Disabilities in STEM Fields ................................................................. 2755
Maria Kaylor, The University of Texas at San Antonio, USA

Integrating Science Content into Video Game Design ................................................................................................. 2760
Neda Khalili, Asia Williams, George Mason University, USA; Melanie Stegman, Federation of American Scientists, USA; Kevin Clark, Kimberly Sheridan, George Mason University, USA

Enhancing Online Teaching Strategies through Digital Storytelling ................................................................................... 2765
Linda Koechli, Daniil Novikov, The Chang School, Ryerson University, Canada

Powerpoints to Podcasts: Students' Use of Web 2.0 in Course Assessments in Higher Education 2766
Swapna Kumar, Christopher Sessums, University of Florida, Gainesville, USA

Active methodologies for improving development of graduate students' competences: a four year study .............................................................................................................................................. 2772
Sonia Lara, Sonia Rivas, Universidad de Navarra, Spain

xviii