Table of Contents

Preface .................................................................................................................................................. xvii

Introduction: The Digital Learner – Towards a Reflexive Pedagogy .............................................. xviii

Chapter 1
Digital Communication: Information Communication Technology (ICT) Usage for Teaching and Learning ................................................................................................................................................ 1
Gedala Mulliah Naidoo, Department of Communication Science, University of Zululand, South Africa

Chapter 2
Impact of Innovative and Interactive Instructional Strategies on Student Classroom Participation .... 20
Ankit Dhamija, Amity University, Gurgaon, India
Deepika Dhamija, Amity University, Gurgaon, India

Chapter 3
Learner-Active, Technology-Infused Classroom: A Qualitative Case Study Exploring the Learning and Success in a 3rd Grade LATIC Curriculum ................................................................. 38
Aubrey Statti, The Chicago School of Professional Psychology, USA

Chapter 4
Facebook Page as a Digital Pedagogical Tool in the Business Studies Class ................................ 57
Helgaardt Hannes Meintjes, Carolina Akademiese Skool, South Africa
Micheal M van Wyk, University of South Africa, South Africa

Chapter 5
Educators as Digital Learners: A Social Innovation Collaborative Experience ............................ 75
Diego Galego, University of Aveiro, Portugal
Marta Ferreira Dias, GOVCOPP, DEGEIT, University of Aveiro, Portugal
Marlene Amorim, GOVCOPP, DEGEIT, University of Aveiro, Portugal
Mara Madaleno, GOVCOPP, DEGEIT, University of Aveiro, Portugal
Gladys Jimenez, Pontifical Catholic University of Valparaíso, Chile
Camila Zamora Osorio, Pontifical Catholic University of Valparaíso, Chile
Chapter 6
Learners as Meaning Makers

Petrilson Pinheiro, University of Campinas in Brazil, Brazil

Chapter 7
Digital Muslimahs: ICTs and Changes of Minority Women in Greek Thrace

Keratso Georgiadou, Democritus University of Thrace, Greece

Chapter 8
A Study on the Democratization of Knowledge Promoted by E-Learning in China

Xin-Bin Xe, School of Education at South China Normal University, China

Chapter 9
Online Language Learning: Understanding and Supporting the Contemporary Digital Multilingual Learner

Anastasia Olga Tzirides, University of Illinois at Urbana-Champaign, USA

Chapter 10
The Path to Digitalisation in ELT Classes: An Insight Into the Social Nature of Web-Based Language Learning

Ömer Eren, Hatay Mustafa Kemal University, Turkey

Chapter 11
Valuing Technology in the L2 Classroom: Student and Teacher Perceptions, Preferences, and Digital Identity

Chesla Ann Lenkaitis, Binghamton University, USA

Chapter 12
MOOCs Learners: Self-Motivation and Success in Online Learning

Tabassum Amina, University of Illinois at Urbana-Champaign, USA

Chapter 13
The Development of Massive Scale Learning and Its Implications for the Digital Learner

Samaa Haniya, University of Illinois Urbana Champaign, USA

Chapter 14
Self-Directed Learning in Cooperative Online Networks: Faux Learning or Genuine Education?

Vanessa Camilleri, University of Malta, Malta

Chapter 15
The Contribution of the Technology Acceptance Model for an Active Teaching and Learning Process in Higher Education: A Bibliometric Analysis

Paula Faustino, University of Aveiro, Portugal
Dora Simões, University of Aveiro, Portugal
Chapter 16
Beyond Acceptance: A New Model for Technology Engagement in 21st Century Learning................. 262
Ibrahim Hakki Bulut, Istanbul Medeniyet University, Turkey
Ömer Delialioğlu, Middle East Technical University, Turkey
H. Chad Lane, University of Illinois at Urbana-Champaign, USA

Chapter 17
ISTE Standards for Students, Digital Learners, and Online Learning................................................284
Mila Thomas Fuller, University of Illinois at Urbana-Champaign, USA

Chapter 18
I Am the Institution: A Personal Learning Environment.......................................................................291
Matthew Montebello, University of Malta, Malta

Chapter 19
The Invisible Breadcrumbs of Digital Learning: How Learner Actions Inform Us of Their Experience.......................................................................................................................... 302
Luc Paquette, University of Illinois at Urbana-Champaign, USA
Nigel Bosch, University of Illinois at Urbana-Champaign, USA

Chapter 20
Artificial Intelligence Assisted Learning (AIAL) Blueprint............................................................... 317
Alexiei Dingli, University of Malta, Malta
Lara Caruana Montalto, University of Malta, Malta

Compilation of References .................................................................................................................... 339

About the Contributors ......................................................................................................................... 387

Index................................................................................................................................................... 393