

# CONTENTS

## LIST OF CONTRIBUTORS

*ix*

### **PART I: ADOPTION OF WEB 2.0 AND BLENDED LEARNING TECHNOLOGIES**

#### **NOVEL APPROACHES IN HIGHER EDUCATION: AN INTRODUCTION TO WEB 2.0 AND BLENDED LEARNING TECHNOLOGIES**

*Patrick Blessinger and Charles Wankel*

*3*

#### **LEADERSHIP FROM ID (INSTRUCTIONAL DESIGN) FOR WEB 2.0 ADOPTION: APPROPRIATE USE OF EMERGING TECHNOLOGIES IN ONLINE COURSES**

*Marcia L. Ashbaugh*

*17*

### **PART II: APPLICATION OF WEB 2.0 AND BLENDED LEARNING TECHNOLOGIES**

#### **CONTROLLING ENGAGEMENT: THE EFFECTS OF LEARNER CONTROL ON ENGAGEMENT AND SATISFACTION**

*Michael N. Karim and Tara S. Behrend*

*59*

#### **INCREASING LEARNER ENGAGEMENT OF LEARNING TECHNOLOGIES AND SCIENCE TPACK THROUGH REPRESENTATIONAL CHALLENGES**

*Peter Hubber and Esther Loong*

*83*

|                                                                                                                                                                                      |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| FROM CONNECTIVITY TO CONNECTED<br>LEARNERS: TRANSACTIONAL DISTANCE AND<br>SOCIAL PRESENCE<br><i>David Starr-Glass</i>                                                                | 113 |
| PROMOTING LEARNER ENGAGEMENT AND<br>ACADEMIC LITERACIES THROUGH BLENDED<br>COURSE DESIGN<br><i>Cathy Gunn</i>                                                                        | 145 |
| ENGAGING LEARNERS AS MODERATORS IN AN<br>ONLINE MANAGEMENT COURSE<br><i>Kamna Malik</i>                                                                                              | 175 |
| ENGAGING ENTREPRENEURS WITH A BLENDED<br>PROBLEM-BASED LEARNING DEGREE<br>PROGRAMME<br><i>Patrick Lynch, Mary T. Holden, Anthony Foley,<br/>Denis Harrington and Jennifer Hussey</i> | 199 |
| ENGAGING DISTANCE AND BLENDED LEARNERS<br>ONLINE<br><i>Andrew Doig and Steve Hogg</i>                                                                                                | 229 |
| A PEDAGOGICAL FRAMEWORK FOR<br>COLLABORATIVE LEARNING IN A SOCIAL<br>BLENDED E-LEARNING CONTEXT<br><i>Martina A. Doolan</i>                                                          | 261 |
| DEVELOPING TECHNOLOGY AND<br>COLLABORATIVE GROUP WORK SKILLS:<br>SUPPORTING STUDENT AND GROUP SUCCESS<br>IN ONLINE AND BLENDED COURSES<br><i>Julia L. Parra</i>                      | 287 |

|                                                                                                                                                           |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| BALANCING STUDENTS' PRIVACY CONCERNS<br>WHILE INCREASING STUDENT ENGAGEMENT IN<br>E-LEARNING ENVIRONMENTS                                                 |     |
| <i>Lynne Siemens, Catherine Althaus and Charlotte Stange</i>                                                                                              | 339 |
| PROBLEM-BASED LEARNING IN HYBRID,<br>BLENDED, OR ONLINE COURSES: INSTRUCTIONAL<br>AND CHANGE MANAGEMENT IMPLICATIONS FOR<br>SUPPORTING LEARNER ENGAGEMENT |     |
| <i>Katerina Bohle Carbonell, Amber Dailey-Hebert,<br/>Maike Gerken and Therese Grohnert</i>                                                               | 359 |
| ABOUT THE AUTHORS                                                                                                                                         | 387 |
| AUTHOR INDEX                                                                                                                                              | 399 |
| SUBJECT INDEX                                                                                                                                             | 413 |