Contents

Foreword	V
Preface for teacher educators and professional learning leaders	Х
Contributors	xii
cknowledgements	xvii
Chapter 1 Why focus on big issues and critical questions? Michael Henderson and Geoff Romeo	1
Section 1 Being critical of our assumptions: learners, learning and digital technologies	9
Chapter 2 Digital natives and other myths Nicola F Johnson	11
Chapter 3 Learning, teaching, technology: confusing, complicated and contested! <i>Geoff Romeo</i>	22
Chapter 4 Balancing risks and growth in a digital world Jennifer Masters	35
Chapter 5 Digital technologies and equity: gender, digital divide and rurality Neil Anderson	46
Chapter 6 Using digital technologies with Aboriginal and Torres Strait Islander students Glenn Auld and Lena Diabibba	57

Section 2 Technological affordances: what's acoped all about digital technologies?	71
Chapter 7 Computational thinking: philosophy and practice Andrew Fluck and Matt Bower	73
Chapter 8 Creativity, visualisation, collaboration and communication Glenn Finger	89
Chapter 9 Breaking boundaries Chris Campbell	104
Chapter 10 Using social media: assumptions, challenges and risks <i>Michael Henderson</i>	115
Chapter 11 Gamification and digital games-based learning in the classroom Sue Gregory, Torsten Reiners, Lincoln C Wood, Hanna Teräs, Marko Teräs and Michael Henderson	127
Chapter 12 Mobile learning: what is it and what are its possibilities? Mark Pegrum	142
Section 3 Policy: curriculum, values and agendas	155
Chapter 13 Considering the history of digital technologies in education Sarah K Howard and Adrian Mozejko	157
Chapter 14 Digital technologies in the curriculum: national and international Jason Zagami	169
Chapter 15 Never believe the hype: questioning digital 'disruption' and other big ideas Neil Selwyn	182
Section 4 Student learning	195
Chapter 16 When does technology improve learning? C Paul Newhouse	197
Chapter 17 Making learning visible through digital forms of assessment <i>C Paul Newhouse</i>	214

Chapter 18 Learning with digital technologies Peter Albion	229
Chapter 19 Project-, problem-, and inquiry-based learning Peter Albion	240
Chapter 20 Numeracy and technology Donna Gronn and Ann Downton	253
Chapter 21 Digital literacy in theory, policy and practice: old concerns, new opportunities Scott Bulfin and Kelli McGraw	266
Chapter 22 Digital technologies in early childhood education Susan Edwards	282
Section 5 Professional learning	293
Chapter 23 National and international frameworks for teacher competency Margaret Lloyd	295
Chapter 24 Teachers: technology, change and resistance Sarah K Howard and Adrian Mozejko	307
Chapter 25 Digital technology integration Michael Phillips	318
Chapter 26 Ongoing professional learning Kathryn Holmes and Nicole Mockler	332
Index	346