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Editors

Second Handbook of Information Technology in Primary and Secondary Education

With 69 Figures and 44 Tables

 Springer

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Preface

Major changes have taken place in the landscape of information technology in educational research, policy, and practice since the publication of the first edition of the *Handbook of Information Technology in Primary and Secondary Education* in 2008. The primary aim of the second edition of this *Handbook* is to update our knowledge of the field since 2008 and synthesize research about Information Technology in education from a broad international perspective. This second edition has 88 chapters written by 138 different authors. The authors come from 27 different countries and span five continents.

Consensus on the focus and structure of the *Handbook* was reached among the twenty (section) editors during a joint meeting at the headquarters of the United Nations Educational Scientific and Cultural Organization (UNESCO) in Paris in 2016. The editors decided to keep the same structure of the *Handbook* as in the first edition and organized the *Handbook* around two main themes: (1) the potential of information technology (IT) to improve teaching and learning in primary and secondary education; and (2) the support that is required to successfully implement IT in educational practice. These two themes are addressed in the 12 sections of the *Handbook*. Most of the sections in the first edition were kept (often with a slightly different titles) and three new sections were added. These new sections focused on the use of technology in assessment, mobile learning, and game- and simulation-based learning and teaching. The *Second Handbook of Information Technology in Primary and Secondary Education* provides an updated in-depth overview of research to date in the field of information technology in education.

In this introduction chapter of the *Handbook*, the editors-in-chief provide an overview of the main themes of this second edition and highlight the developments in the field since the publication of the first edition of the *Handbook* in 2008. Then in each section, there are between five and seven chapters addressing themes pertinent to a subfield of IT in education. After a brief summary of the chapters in the section, the section editor(s) provide an introduction of the research in their specific field in an overview chapter.

As editors-in-chief, we would like to express our gratitude to the section editors for their valuable contributions to the *Handbook* and their constructive collaboration throughout the editorial process. We also wish to thank all the authors for their efforts in contributing chapters to the *Handbook*, as well as the reviewers of these chapters. As our host at UNESCO, we wish to thank Mariana Patru for her generous hospitality.

Finally, we thank Springer, in particular Yoka Janssen, Audrey Wong-Hillmann, and Sindhu Ramachandran for their support and trust.

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Contents

Volume 1

Section I Introduction	1
1 Developing an Understanding of the Impact of Digital Technologies on Teaching and Learning in an Ever-Changing Landscape	3
Joke Voogt, Gerald Knezek, Rhonda Christensen, and Kwok-Wing Lai	
Section II Curricular Challenges of the Twenty-First Century	13
2 Section Introduction: Curricular Challenges of the Twenty-First Century	15
Joke Voogt and Ola Erstad	
3 The Twenty-First Century Curriculum: Issues and Challenges ...	19
Ola Erstad and Joke Voogt	
4 New Literacies: Curricular Implications	37
Lotta Larson, Elena Forzani, and Donald J. Leu	
5 Digital Citizenship and Social Media: A Curriculum Perspective	53
Nancy Law, Siu-Lun Chow, and King-Wa Fu	
6 Students and Their Computer Literacy: Evidence and Curriculum Implications	69
John Ainley	
7 Computer Science and Computational Thinking in the Curriculum: Research and Practice	89
Aman Yadav, Phil Sands, Jon Good, and Alex Lishinki	

8	Dissolving the Digital Divide: Creating Coherence in Young People's Social Ecologies of Learning and Identity Building	107
	Kristiina Kumpulainen, Anna Mikkola, and Antti Rajala	
Section III The Learner and the Learning Process		121
9	Section Introduction: The Learner and the Learning Process	123
	Kwok-Wing Lai and Keryn Pratt	
10	The Learner and the Learning Process: Research and Practice in Technology-Enhanced Learning	127
	Kwok-Wing Lai	
11	Information and Communication Technologies, and Learning Theories: Putting Pedagogy into Practice	143
	Vanessa P. Dennen, Kerry J. Burner, and Michelle L. Cates	
12	Developing Scientific Inquiry in Technology-Enhanced Learning Environments	161
	Carol K. K. Chan and Yuqin Yang	
13	Cultural and Social Issues in Using Social Media to Support Learning	181
	Royce Kimmons and Olga Belikov	
14	Bridging Formal and Informal Learning Through Technology in the Twenty-First Century: Issues and Challenges	199
	Cathy Lewin and Amina Charania	
15	Computer-Supported Collaborative Learning: Mediated and Co-Present Forms of Learning Together	217
	Lara Johanna Schmitt and Armin Weinberger	
Section IV Attitudes, Competencies, and Dispositions for Teaching and Learning with Information Technology		233
16	Section Introduction: Attitudes, Competencies, and Dispositions for Teaching and Learning with Information Technology	235
	Gerald Knezek and Rhonda Christensen	
17	The Evolving Role of Attitudes and Competencies in Information and Communication Technology in Education	239
	Gerald Knezek and Rhonda Christensen	
18	Information and Communication Competences for Students	255
	Koen Aesaert and Johan van Braak	

19	The Influence of Information and Communication Technology Use on Students’ Information Literacy	271
	Akira Sakamoto	
20	The Interaction of Psychological Constructs with Information Technology-Enhanced Teaching and Learning	293
	Yaacov J. Katz	
21	Information and Communication Technology Dispositional Factors and Relationship to Information and Communication Technology Practices	309
	Anne T. Ottenbreit-Leftwich, Theodore J. Kopcha, and Peggy A. Ertmer	
22	Instructional Technology Integration Models and Frameworks: Diffusion, Competencies, Attitudes, and Dispositions	335
	Dale S. Niederhauser and Denise L. Lindstrom	
23	Measuring Teacher Attitudes, Competencies, and Pedagogical Practices in Support of Student Learning and Classroom Technology Integration	357
	Rhonda Christensen and Gerald Knezek	
Section V	Professional Learning and Development of Teachers	375
24	Section Introduction: Professional Learning and Development of Teachers	377
	Peter R. Albion and Jo Tondeur	
25	Information and Communication Technology and Education: Meaningful Change Through Teacher Agency	381
	Peter R. Albion and Jo Tondeur	
26	Knowledge Base for Information and Communication Technology in Education	397
	Charoula Angeli and Nicos Valanides	
27	Preparing Preservice Teachers to Transform Education with Information and Communication Technologies	415
	Alona Forkosh-Baruch	
28	Teachers as Drivers of Their Professional Learning Through Design Teams, Communities, and Networks	433
	Sarah Prestridge and Katherine Main	
29	Connecting Research and Practice: Teacher Inquiry and Design-Based Research	449
	Susan McKenney and Natalie Pareja Roblin	

30	Professional Development for Online and Mobile Learning: Promoting Teachers' Pedagogical Inquiry	463
	Evrin Baran	
Section VI The Role of Leadership for Information Technology in Education		479
31	Section Introduction: The Role of Leadership for Information Technology in Education	481
	Sara Dexter	
32	The Role of Leadership for Information Technology in Education: Systems of Practices	483
	Sara Dexter	
33	A Distributed Leadership Perspective on Information Technologies for Teaching and Learning	499
	Richard Halverson	
34	Leaders Fostering Teachers' Learning Environments for Technology Integration	515
	Sarah K. Howard, Jen Scott Curwood, and Kelli McGraw	
35	Technology Integration, Leadership, and Organizational Support Frameworks for Instructional Improvement with Information Technology	535
	Scott McLeod	
36	Leading Information Technology via Design Thinking	543
	John B. Nash	
37	Appreciative Inquiry: Building on Strengths for Integrating Information Technology in Schools	549
	Megan Tschannen-Moran and Mark Hofer	
38	Teaching as a Design Science: Teachers Building, Testing, and Sharing Pedagogic Ideas	557
	Diana Laurillard	
39	Improvement Science Through Networked Improvement Communities: Leadership of Continuous Improvement with, of, and Through Information Technology	567
	David H. Eddy-Spicer	

Section VII Using Information Technology for Assessment: Issues and Opportunities 575

40 Section Introduction: Using Information Technology for Assessment: Issues and Opportunities 577
 Mary Webb and Dirk Ifenthaler

41 Assessment as, for, and of Twenty-First Century Learning Using Information Technology: An Overview 581
 Mary Webb and Dirk Ifenthaler

42 Formative Assessment and Feedback Using Information Technology 601
 Fabienne van der Kleij and Lenore Adie

43 Progress and Challenges for Automated Scoring and Feedback Systems for Large-Scale Assessments 617
 Denise Whitelock and Duygu Bektik

44 Assessing Problem-Solving Skills in Game-Based Immersive Environments 635
 Valerie J. Shute and Benjamin Emihovich

45 Making Use of Data for Assessments: Harnessing Analytics and Data Science 649
 Dirk Ifenthaler, Samuel Greiff, and David Gibson

46 A Futures Perspective on Information Technology and Assessment 665
 Jason M. Lodge

Volume 2

Section VIII Flexible, Distance, and Open Learning in the Twenty-First Century 679

47 Section Introduction: Flexible, Distance, and Open Learning in the Twenty-First Century 681
 Roumen Nikolov and Kwok-Wing Lai

48 Distance and Flexible Learning in the Twenty-First Century 685
 Roumen Nikolov, Kwok-Wing Lai, Evgenia Sendova, and Herma Jonker

49 Virtual Schools: A Global Perspective 701
 Niki E. Davis and Richard E. Ferdig

50	Open Education Resources, Massive Open Online Courses, and Online Platforms for Distance and Flexible Learning	719
	Jon Dron and Gerald Arditio	
51	Online Learning Communities in K-12 Settings	737
	Seng Chee Tan and Alwyn Vwen Yen Lee	
52	Designing Blended, Flexible, and Personalized Learning	759
	Keryn Pratt and Eugenia Petrova Kovatcheva	
Section IX	Mobile Learning	777
53	Section Introduction: Mobile Learning	779
	Elliot Soloway and Cathleen Norris	
54	From Engagement to Empowerment: The Evolution of Mobile Learning in the United States	785
	Julie A. Evans	
55	Barriers to Mobile Learning Advancements in the United Kingdom	807
	David Whyley	
56	The Implementation of Mobile Learning in Asia: Key Trends in Practices and Research	817
	Daniel Churchill, Mark Pegrum, and Natalia Churchill	
57	Mobile Learning in K-12: Roadblocks to Adoption	859
	Cathleen Norris and Elliot Soloway	
Section X	Game and Simulation-Based Learning and Teaching	877
58	Section Introduction: Games, Simulations, and Emerging Technologies	879
	David Gibson and Hiroaki Ogata	
59	Guiding Questions for Game-Based Learning	887
	Karen Schrier	
60	Evaluating Games for Classroom Use	907
	Katrin Becker	
61	Toward Creator-Based Learning: Designs That Help Student Makers Learn	921
	Chen-Chung Liu	
62	Trends and Opportunities in Online Learning, MOOCs, and Cloud-Based Tools	935
	Vanessa Chang, Christian Gütl, and Martin Ebner	

63	Educational Opportunities for Immersive Virtual Reality	955
	Richard E. Ferdig, Enrico Gandolfi, and Zachary Immel	
64	Educational Opportunities for Augmented Reality	967
	Enrico Gandolfi, Richard E. Ferdig, and Zachary Immel	
Section XI Issues and Challenges Related to Digital Equity		981
65	Section Introduction: Issues and Challenges Related to Digital Equity	983
	Thérèse Laferrière and Paul Resta	
66	Issues and Challenges Related to Digital Equity: An Overview ...	987
	Paul Resta, Thérèse Laferrière, Robert McLaughlin, and Assetou Kouraogo	
67	Information and Communication Technology Revitalizing Cultural Identity and Diversity	1005
	Paul Resta, Miri Shonfeld, Manal Yazbak Abu Ahmad, and Denelle L. Wallace	
68	A Sociocritical Perspective on the Integration of Digital Technology in Education	1015
	Jean Gabin Ntebutse and Simon Collin	
69	Learning Differences and Digital Equity in the Classroom	1025
	Jutta Treviranus	
70	Organizing Learning Environments for Relational Equity in New Digital Media	1047
	William R. Penuel and Daniela K. DiGiacomo	
71	Technology and Equity in Education	1063
	Mark Warschauer and Ying Xu	
72	Advancing Equity Through Educational Technology: Promising Practices for Adoption, Integration, and Use in K-12	1081
	Molly B. Zielezinski and Linda Darling-Hammond	
Section XII Paradigms for Researching Information Technology in Education		1099
73	Section Introduction: Paradigms for Researching Information Technology in Education	1101
	Margaret J. Cox and Joke Voogt	
74	Researching Information Technology in Education: Meeting the Challenges of an Ever-Changing Environment	1105
	Margaret J. Cox	

75	Meta-analyses of Large-Scale Datasets: A Tool for Assessing the Impact of Information and Communication Technology in Education	1125
	Yuen-Kuang Cliff Liao and Wan-Ching Lai	
76	Researching the Design and Evaluation of Information Technology Tools for Education	1143
	Eric Bruillard and Georges-Louis Baron	
77	International Large-Scale Computer-Based Studies on Information Technology Literacy in Education	1161
	Julian Fraillon	
78	Measuring the Impact of Emerging Technologies in Education: A Pragmatic Approach	1181
	Mutlu Cukurova and Rosemary Luckin	
79	Looking Back, Moving Forward: Impact and Measurability of the Use of Educational Technology	1201
	Norbert Pachler and Keith Turvey	
	Section XIII International Policies on Information and Communication Technology in Primary and Secondary Schools: Cross-National Policies	1221
80	Section Introduction: International Policies on Information and Communication Technology in Primary and Secondary Schools	1223
	Birgit Eickelmann	
81	Cross-National Policies on Information and Communication Technology in Primary and Secondary Schools: An International Perspective	1227
	Birgit Eickelmann	
82	Information and Communication Technology in Educational Policies in the Asian Region	1239
	Allan H. K. Yuen and Timothy K. F. Hew	
83	Information and Communication Technology in Educational Policies in Australia and New Zealand	1259
	Louise Starkey and Glenn Finger	
84	Information and Communication Technology and Educational Policies in the United States of America and Canada	1279
	Trina J. Davis, Joseph B. South, and Katrina D. Stevens	

85	Information and Communication Technology and Educational Policies in the Sub-Saharan African Region	1301
	Frank Tilya	
86	Information and Communication Technology and Educational Policies in Primary and Secondary Education in the Middle East and North African (MENA) Region	1321
	Ghaida M. Alayyar, Reham K. Aljeeran, and Abdullah A. Almodaires	
87	Information and Communication Technology Policy in Primary and Secondary Education in Europe	1343
	Geir Ottestad and Greta Björk Gudmundsdottir	
88	Information and Communications Technology and Educational Policies in Latin America and the Caribbean	1363
	Nancy Castillo-Valenzuela and José Miguel Garrido-Miranda	
Index	1381

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