



# TEACHER

*perspective*

## RESOURCE LIST

A list of relevant resources supporting the teacher perspective is included for further reading and research. We include these to assist the tertiary sector in taking advantage of the opportunities that eTeaching and eLearning offer. This document is one component and may be used in partnership with the eLearning guidelines workbooks and eLearning guidelines resources.



## RESOURCES

- Abdelmalak, M. (2015). Web 2.0 technologies and building online learning communities: Students' perspectives. *Online Learning*, 19(2). Retrieved from <https://eric.ed.gov/?q=online+learning+student+perspective&pr=on&ft=on&id=EJ1062942>
- Agostinho, S., Lockyer, L. & Bennett, S. (2018). Identifying the characteristics of support Australian university teachers use in their design work: Implications for the learning design field. *Australasian Journal of Educational Technology*, 34(2), 1- 15. Retrieved from <https://ajet.org.au/index.php/AJET/article/view/3776/1529>
- Aleksic-Maslac, K., & Magzan, M. (2011). ICT as a tool for building social capital in higher education. *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED531893.pdf>
- Al-Khatib, H. (2011). Technology enhanced learning: virtual realities; concrete results - case study on the impact of TEL on learning. *European Journal of Open, Distance And E-Learning*, (1). Retrieved from <http://iisit.org/Vol7/IISITv7p519-529Tucker759.pdf>
- Angelino, L. M., & Natvig, D. (2009). A conceptual model for engagement of the online learner. *Journal of Educators Online*, 6(1), 1-19. Retrieved from <https://pdfs.semanticscholar.org/e23a/313b71290adce7bb54902f9c27df19af78c1.pdf>
- Anstey, L. & Watson, P. (2018). Rubric for eLearning Tool Evaluation. Centre for Teaching and Learning, Western University. Retrieved from <https://teaching.uwo.ca/pdf/elearning/Rubric-for-eLearning-Tool-Evaluation.pdf>
- Armstrong, D. A. (2011). Students' perceptions of online learning and instructional tools: A qualitative study of undergraduate students use of online tools. *Turkish Online Journal of Educational Technology - TOJET*, 10(3), 222-226. Retrieved from <http://www.tojet.net/articles/v10i3/10325.pdf>
- Arnone, M. P., Small, R. V., Chauncey, S. A., & McKenna, H. (2011). Curiosity, interest and engagement in technology-pervasive learning environments: A new research agenda. *Educational Technology Research and Development*, 59(2), 181-198. Retrieved from <http://www.marilynarnone.com/data/ETRDfulltext.pdf>
- Attwell, G., & Hughes, J. (2010). Pedagogic approaches to using technology for learning - literature review. *Lifelong learning UK*. Retrieved from <https://core.ac.uk/download/pdf/4152236.pdf>
- Bai, X., & Smith, M. B. (2010). Promoting hybrid learning through a sharable eLearning approach. *Journal of Asynchronous Learning Networks*, 14(3), 13-24. Retrieved from <http://files.eric.ed.gov/fulltext/EJ909880.pdf>
- Banerjee, G. (2011). Blended environments: Learning effectiveness and student satisfaction at a small college in transition. *Journal of Asynchronous Learning Networks*, 15(1), 8-19. Retrieved from <http://files.eric.ed.gov/fulltext/EJ918215.pdf>
- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*. Tony Bates Associates Ltd. Retrieved from <https://opentextbc.ca/teachinginadigitalage/>
- Beer, C., Clark, K., & Jones, D. (2010). Indicators of engagement. In C. H. Steel, M. J. Keppell, P. Gerbic, & S. Housego (Eds.), *Curriculum, technology & transformation for an unknown future. Proceedings ascilite Sydney 2010* (pp.75-86). Brisbane, Australia: The University of Queensland. Retrieved from <http://ascilite.org/conferences/sydney10/procs/Beer-full.pdf>
- Bell, F. (2011). Connectivism: Its place in theory-informed research and innovation in technology-enabled learning. *International Review of Research in Open and Distance Learning*, 12(3), 98-118. Retrieved from <http://files.eric.ed.gov/fulltext/EJ920745.pdf>
- Bentley, Y., Selassie, H., & Shegunshi, A. (2012). Design and evaluation of student-focused eLearning. *Electronic Journal of E-Learning*, 10(1), 1-12. Retrieved from <https://files.eric.ed.gov/fulltext/EJ969431.pdf>

## RESOURCES continued

- Borovik, A. (2011). Information technology in university-level mathematics teaching and learning: A mathematician's point of view. *Research in Learning Technology*, 19(1), 73-85. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/09687769.2010.548504>
- Burgess, M., & Caverly, D. C. (2010). Techtalk: An online framework for developmental literacy. *Journal of Developmental Education*, 34(1), 38-39. Retrieved from <http://files.eric.ed.gov/fulltext/EJ942883.pdf>
- Buus, L. (2012). Scaffolding teachers integrate social media into a problem-based learning approach? *Electronic Journal of E-Learning*, 10(1), 13-22. Retrieved from <http://files.eric.ed.gov/fulltext/EJ969432.pdf>
- Casquero, O., Portillo, J., Ovelar, R., Romo, J., & Benito, M. (2010). Strategy approach for eLearning 2.0 deployment in universities. *Digital Education Review*, (18), 1-8. Retrieved from <https://core.ac.uk/download/pdf/39131105.pdf>
- Cho, M., & Tobias, S. (2016). Should instructors require discussion in online courses? Effects of online discussion on community of inquiry, learner time, satisfaction, and achievement. *International Review of Research in Open and Distributed Learning*, 17(2), 123 – 140. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince\\_2014&pg=3&id=EJ1093637](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince_2014&pg=3&id=EJ1093637)
- Cochrane, T. D. (2010). Exploring mobile learning success factors. *ALT-J: Research in Learning Technology*, 18(2), 133-148. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/09687769.2010.494718>
- Costa, C., Murphy, M., Lucia Pereira, A. & Taylor, Y. (2018). *Higher education students' experiences of digital learning and (dis)empowerment*. *Australasian Journal of Educational Technology*, 34(3), 140 – 152. Retrieved from <https://ajet.org.au/index.php/AJET/article/view/3979/1534>
- Costley, J., & Lange, C. (2016). The relationship between social presence and critical thinking: Results from learner discourse in an asynchronous learning environment. *Journal of Information Technology Education: Research*, 15, 89-108. doi:10.28945/3418. Retrieved from <http://jite.org/documents/Vol15/JITEv15ResearchP089-108Costley1738.pdf>
- Crichton, S., Pegler, K., & White, D. (2012). Personal devices in public settings: lessons learned from an iPod Touch/iPad project. *Electronic Journal of E-Learning*, 10(1), 23-31. Retrieved from <https://files.eric.ed.gov/fulltext/EJ969433.pdf>
- Dalgarno, B., & Lee, M. W. (2010). What are the learning affordances of 3-D virtual environments? *British Journal of Educational Technology*, 41(1), 10-32. Retrieved from <http://edtc6325teamone2ndlfe.pbworks.com/f/6325%2BLearning%2Baffordances%2Bof%2B3-D.pdf>
- Diaz, V. (2011). Cloud-based technologies: faculty development, support, and implementation. *Journal of Asynchronous Learning Networks*, 15(1), 95-102. Retrieved from <http://files.eric.ed.gov/fulltext/EJ918223.pdf>
- Dringus, L. P. (2012). Learning analytics considered harmful. *Journal of Asynchronous Learning Networks*, 16(3), 87-100. Retrieved from <http://files.eric.ed.gov/fulltext/EJ982677.pdf>
- Edwards, S., & Bone, J. (2012). Integrating peer assisted learning and eLearning: using innovative pedagogies to support learning and teaching in higher education settings. *Australian Journal of Teacher Education*, 37(5), 1-12. Retrieved from <https://ro.ecu.edu.au/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1743&context=ajte>
- Esposito, A. (2012). Research ethics in emerging forms of online learning: issues arising from a hypothetical study on a MOOC. *Electronic Journal of E-Learning*, 10(3), 315-325. Retrieved from <http://files.eric.ed.gov/fulltext/EJ985433.pdf>
- Everett, D. R. (2015). Adding value: Online student engagement. *Information Systems Education Journal*, 13(6), 68 – 76. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince\\_2014&id=EJ1137356](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince_2014&id=EJ1137356)

## RESOURCES continued

- Ferrell, G., Smith, R. & Knight, S. (2018). Designing learning and assessment in a digital age. JISC. Retrieved from <https://www.jisc.ac.uk/guides/designing-learning-and-assessment-in-a-digital-age>
- Forbes, D. L., & Gedera, D. S. P. (2019). From confounded to common ground: Misunderstandings between tertiary teachers and students in online discussions. *Australasian Journal of Educational Technology*, 35(4), 1-13. Retrieved from <https://ajet.org.au/index.php/AJET/article/view/3595/1561>
- Gedera, D. (2014). Students' experiences of learning in a virtual classroom. *International Journal of Education and Development using Information and Communication Technology*, 10(4), 93 – 101. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince\\_2014&pg=3&id=EJ1059024](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince_2014&pg=3&id=EJ1059024)
- Gomez-Rey, P., Barbera, E & Fernandez-Navarro, F. (2018). Students' perceptions about online teaching effectiveness: A bottom-up approach for identifying instructors' roles. *Australasian Journal of Educational Technology*, 34(1), 116 – 130. Retrieved from <https://ajet.org.au/index.php/AJET/article/view/3437/1521>
- González, C. (2010). *University teachers' experiences of teaching in blended learning environments*. Retrieved from <http://hdl.handle.net/2123/6401>
- Grant, M. (2012). University of Missouri-St. Louis: data-driven online course design and effective practices. *Continuing Higher Education Review*, 76, 183-192. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1000665.pdf>
- Gray, J. & DiLoreto, M. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *International Journal of Educational Leadership Preparation*, 11(1). Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince\\_2014&pg=2&id=EJ1103654](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince_2014&pg=2&id=EJ1103654)
- Guiney, P. (2012). *Learners' participation, retention and success in eLearning: An annotated bibliography*. Retrieved from <http://www.educationcounts.govt.nz/publications/ict/learners-participation,-retention-and-success-in-e-learning-an-annotated-bibliography>
- Hall, A., & Herrington, J. (2010). The development of social presence in online Arabic learning communities. *Australasian Journal of Educational Technology*, 26(7), 1012-1027. <https://doi.org/10.14742/ajet.1031>. Retrieved from <http://researchrepository.murdoch.edu.au/id/eprint/3753/>
- Hobbs, R., Ranieri, M., Markus, S., Fortuna, C., Zamora, M. & Coiro, J. (2017). *Digital Literacy in Higher Education: A Report*. Providence, RI: Media Education Lab. Retrieved from <https://mediaeducationlab.com/sites/default/files/Digital%20Literacy%20in%20HigherEd%202017%20final.pdf>
- Hoon, T. S., Chong, T. S., & Binti Ngah, N. A. (2010). Effect of an interactive courseware in the learning of matrices. *Educational Technology & Society*, 13(1), 121-132. Retrieved from [https://www.j-ets.net/ETS/journals/13\\_1/ets\\_13\\_1.pdf#page=126](https://www.j-ets.net/ETS/journals/13_1/ets_13_1.pdf#page=126)
- Hsu, Y. C., & Ching, Y. H. (2012). Mobile microblogging: using Twitter and mobile devices in an online course to promote learning in authentic contexts. *The International Review of Research in Open and Distance Learning*, 13(4), 211-227. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1001713.pdf>
- Hwang, I., Tam, M., Lam, S., & Lam, P. (2012). Review of use of animation as a supplementary learning material of physiology content in four academic years. *Electronic Journal of E-Learning*, 10(4), 368-377. Retrieved from <http://files.eric.ed.gov/fulltext/EJ986645.pdf>

## RESOURCES continued

- International Association for Development of the Information Society (IADIS). (2012, October 19-21). *Proceedings of the International Association for Development of the Information Society (IADIS) International Conference on Cognition and Exploratory Learning in Digital Age (CELDA)*. Madrid, Spain: International Association for Development of the Information Society. Retrieved from <http://files.eric.ed.gov/fulltext/ED542606.pdf>
- Jamieson-Proctor, R., Albion, P., & Larkin, K. (2013). *Distance learning at times and places chosen by the learner: adapting resources and learning behaviours for working with mobile digital devices. dehub Report Series 2013*. Armidale NSW, Australia: University of New England, dehub. Retrieved from [https://eprints.usq.edu.au/23868/1/USQ\\_DEHub%20Report\\_2013.pdf](https://eprints.usq.edu.au/23868/1/USQ_DEHub%20Report_2013.pdf)
- Jeffrey, L., Milne, J., Suddaby, G., & Higgins, A. (2012). *Strategies for engaging learners in a blended environment*. Ako Aotearoa - The National Centre for Tertiary Teaching Excellence. Retrieved from <https://ako.ac.nz/knowledge-centre/blended-learning/help-or-hindrance-blended-approaches-and-student-engagement-2/>
- Joint Information Systems Committee. (2009). *Effective assessment in a digital age - a guide to technology enhanced assessment feedback*. Retrieved from [https://facultyinnovate.utexas.edu/sites/default/files/digiassass\\_eada.pdf](https://facultyinnovate.utexas.edu/sites/default/files/digiassass_eada.pdf)
- Ke, F., & C. Hoadley. (2009). Evaluating online learning communities. *Educational Technology Research and Development*, 57(4), 487–510. doi:10.1007/s11423-009-9120-2. Retrieved from <https://steinhardt.nyu.edu/scmsAdmin/uploads/004/299/fulltext.pdf>
- Kearney, M., Schuck, S., Burden, K., & Aubusson, P. (2012). Viewing mobile learning from a pedagogical perspective. *Research in Learning Technology*, 20(1). Retrieved from <https://files.eric.ed.gov/fulltext/EJ973806.pdf>
- Kenney, J., & Newcombe, E. (2011). Adopting a blended learning approach: challenges encountered and lessons learned in an action research study. *Journal of Asynchronous Learning Networks*, 15(1), 45-57. Retrieved from <https://files.eric.ed.gov/fulltext/EJ918218.pdf>
- Khan, A., Egbue, O., Palkie, B., & Madden, J. (2015). Active learning: Engaging students to maximize learning in an online course. *Electronic Journal of e-Learning*, 15(2), 107 – 115. Retrieved from <https://eric.ed.gov/?q=online+learning+student+perspective&pr=on&ft=on&id=EJ1141876>
- Khoo, E., & Forret, M. (2015). Evaluating an online learning community: Intellectual, social and emotional development and transformations. *Waikato Journal of Education*, 221-236. <https://doi.org/10.15663/wje.v16i1.75>. Retrieved from <http://www.wje.org.nz/index.php/WJE/article/view/236>
- Kim, K., & Frick, T. W. (2011). Changes in student motivation during online learning. *Journal of Educational Computing Research*, 44(1), 1-23. Retrieved from <http://www.anitacrawley.net/Resources/Articles/Kim2011%20changes%20in%20motivation.pdf>
- Koloto, A. (2006) *Critical success factors for effective use of elearning with Pacific learners*. Retrieved from <https://www.educationcounts.govt.nz/publications/e-Learning/critical-success-factors-for-effective-use-of-e-learning-by-pacific-learners>
- Lee, R., & Dashew, B. (2011). Designed learner interactions in blended course delivery. *Journal of Asynchronous Learning Networks*, 15(1), 68-76. Retrieved from <https://files.eric.ed.gov/fulltext/EJ918220.pdf>
- Levensen, K. (2011). Fluidity in the networked society-self-initiated learning as a digital literacy competence. *Electronic Journal of E-Learning*, 9(1), 52-62. Retrieved from [https://pure.au.dk/ws/files/36461287/ejel\\_volume9\\_issue1\\_article167\\_1\\_.pdf](https://pure.au.dk/ws/files/36461287/ejel_volume9_issue1_article167_1_.pdf)
- Lynch, K., Barr, N., & Oprescu, F. (2012). Learning paramedic science skills from a first person point of view. *Electronic Journal of E-Learning*, 10(4), 396-406. Retrieved from <https://files.eric.ed.gov/fulltext/EJ986672.pdf>

## RESOURCES continued

- Mark, K. P., Thadani, D. R., Santandreu Calonge, D., Pun, C. F., & Chiu, P. H. (2011). From neophyte to experienced facilitator: An interactive blended-learning course for graduate teaching assistants in Hong Kong. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 3(2), 153-169. Retrieved from <http://kmel-journal.org/ojs/index.php/online-publication/article/viewFile/111/115>
- Mercer, E., Parol, S., Peters, S., & Putzke, H. (2013). *Awareness and education of eLearning at the polytechnic of Namibia*. Retrieved from [https://www.wpi.edu/Pubs/E-project/Available/E-project-051013-120944/unrestricted/CTL\\_Final\\_IQP\\_Report.pdf](https://www.wpi.edu/Pubs/E-project/Available/E-project-051013-120944/unrestricted/CTL_Final_IQP_Report.pdf)
- Murray, M., Perez, J., Geist, D., & Hedrick, A. (2012). Student interaction with online course content: build it and they might come. *Journal of Information Technology Education*, 11, 125-140. Retrieved from <http://jite.org/documents/Vol11/JITEv11p125-140Murray1095.pdf>
- Muuro, M. E., Wagacha, P. W., Kihoro, J., & Oboko, R. (2014). Students' perceived challenges in an online collaborative learning environment: A case of higher learning institutions in Nairobi, Kenya. *The International Review of Research in Open and Distributed Learning*, 15(6). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1768>
- Nakabayashi, K., Morimoto, Y., & Hada, Y. (2010). Design and implementation of an extensible learner-adaptive environment. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 2(3), 246-259. Retrieved from <http://www.kmel-journal.org/ojs/index.php/online-publication/article/viewFile/80/89>
- Nandi, D., Hamilton, M., Harland, J., & Warburton, G. (2011). *How active are students in online discussion forums?* Paper presented at Australasian Computing Education Conference (ACE2011), Perth Australia January 2011. Retrieved from <https://pdfs.semanticscholar.org/4577/bde7527572e382ec0ff65bad9151f002f39f.pdf>
- Nie, M., Armellini, A., Witthaus, G., & Barklamb, K. (2011). How do e-book readers enhance learning opportunities for distance work-based learners? *Research in Learning Technology*, 19(1), 19-38. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/09687769.2010.548506>
- Norton, G., Taylor, M., Stewart, T., Blackburn, G., Jinks, A., & Razdar, B. (2012). Designing, developing and implementing a software tool for scenario based learning. *Australasian Journal of Educational Technology*, 28(7), 1083-1102. Retrieved from <https://pdfs.semanticscholar.org/4518/2e4e2123da48a3564555cf8ce810c35a9165.pdf>
- Olesova, L., Yang, D., & Richardson, J. C. (2011). Cross-cultural differences in undergraduate students' perceptions of online barriers. *Journal of Asynchronous Learning Networks*, 15(3), 68-80. Retrieved from <http://files.eric.ed.gov/fulltext/EJ935586.pdf>
- Pan, N., Lau, H., & Lai, W. (2010). Sharing eLearning innovation across disciplines: an encounter between engineering and teacher education. *Electronic Journal of E-Learning*, 8(1), 31-40. Retrieved from <https://files.eric.ed.gov/fulltext/EJ880097.pdf>
- Parisio, M. L. (2010). *University teachers' conceptions of learning through online discussion*. Retrieved from <http://hdl.handle.net/2123/7023>
- Peacock, S., & Cowan, J. (2016). From presences to linked influences within communities of inquiry. *International Review of Research In Open & Distance Learning*, 17(5), 267-283. Retrieved from <http://dx.doi.org/10.19173/irrodl.v17i5.2602>
- Picciano, A. G. (2012). The evolution of big data and learning analytics in American higher education. *Journal of Asynchronous Learning Networks*, 16(3), 9-20. Retrieved from <http://files.eric.ed.gov/fulltext/EJ982669.pdf>
- RaccoonGang.com (2018). *Creating online courses: A step by step guide*. Retrieved from <https://raccoongang.com/blog/creating-online-courses-step-step-guide/>

## RESOURCES continued

- Richardson, J., Koehler, A., Besser, E., Caskurlu, S., Lim, J., & Mueller, C. (2015). Conceptualizing and investigating instructor presence in online learning environments. *The International Review of Research in Open and Distributed Learning*, 16(3). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/2123>
- Rossi, D., Beer, C., Janse van Rensburg, H. M., Harreveld, R. E., Danaher, P. A., & Singh, M. J. G. (2011). *Learning interactions: A cross-institutional multi-disciplinary analysis of learner-learner and learner-teacher and learner-content interactions in online learning contexts. Report Series 2013*. Armidale, NSW, Australia: University of New England, dehub. Retrieved from [https://pdfs.semanticscholar.org/fa6e/a478ce159c2752e8c1ace15903be470c2bc7.pdf?\\_ga=2.176247141.175311791.1564031685-646198101.1563492937](https://pdfs.semanticscholar.org/fa6e/a478ce159c2752e8c1ace15903be470c2bc7.pdf?_ga=2.176247141.175311791.1564031685-646198101.1563492937)
- Ryman, S., Burrell, L., Hardham, G., Richardson, B., & Ross, J. (2010). Creating and sustaining online learning communities: Designing for transformative learning. *International Journal of Pedagogies and Learning*, 5(3), 32-45. <https://doi.org/10.5172/ijpl.5.3.32>. Retrieved from <http://anitacrawley.net/Resources/Articles/Ryman2009learning%20communities.pdf>
- Schwartz, M. (2018). Engaging adult learners. Ryerson University. Retrieved from <https://www.ryerson.ca/content/dam/lt/resources/handouts/EngagingAdultLearners.pdf>
- Shah, U., Hodgson, V., & Trehan, K. (2012). *Teachers' experiences of using learning technology in Pakistan*. Retrieved from <http://www.lancaster.ac.uk/fss/organisations/netlc/past/nlc2012/abstracts/pdf/shah.pdf>
- Shelton, S. (2018). "You have to teach to your personality": Caring, sharing and teaching with technology. *Australasian Journal of Educational Technology*, 34(4), 92- 106. Retrieved from <https://ajet.org.au/index.php/AJET/article/view/3557/1501>
- Staric, A. (2010). Educational technology for the inclusive classroom. *Turkish Online Journal of Educational Technology - TOJET*, 9(3), 26-37. Retrieved from <http://www.tojet.net/articles/v9i3/933.pdf>
- Stary, C., & Weichhart, G. (2012). An eLearning approach to informed problem solving. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 4(2), 195-216. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.705.49&rep=rep1&type=pdf>
- Stebbing, S., Bagheri, N., Perrie, K., Blyth, P., & McDonald, J. (2012). Blended learning and curriculum renewal across three medical schools: the rheumatology module at the University of Otago. *Australasian Journal of Educational Technology*, 28(7), 1176-1189. Retrieved from <https://ajet.org.au/index.php/AJET/article/viewFile/795/95>
- Su, K. (2011). An intensive ICT-integrated environmental learning strategy for enhancing student performance. *International Journal of Environmental And Science Education*, 6(1), 39-58. Retrieved from <https://files.eric.ed.gov/fulltext/EJ930277.pdf>
- Suki, N., & Suki, N. (2011). Using mobile device for learning: from students' perspective. *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED522204.pdf>
- Swann, J., & Albion, P. (2013). Caring dialogue: A step toward realising the dream of online learning communities. In H. Carter, M. Gosper & J. Hedberg (Eds.), *Electric Dreams. Proceedings ascilite 2013 Sydney* (pp. 854-864). Retrieved from <https://www.learntechlib.org/p/171222/>
- Tsai, F. H. (2013). The development and evaluation of an online formative assessment upon single-player game in eLearning environment. *Journal of Curriculum and Teaching*, 2(2). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1157774.pdf>

## RESOURCES continued

- Tu, C. H., Sujo-Montes, L., Yen, C. J., Chan, J. Y., & Blocher, M. (2012). The integration of personal learning environments & open network learning environments. *Techtrends: Linking Research and Practice to Improve Learning*, 56(3), 13-19. Retrieved from [https://www.researchgate.net/profile/Chih\\_Hsiung\\_Tu/publication/257692991\\_The\\_Integration\\_of\\_Personal\\_Learning\\_Environments\\_Open\\_Network\\_Learning\\_Environments/links/5422ef370cf26120b7a6b648/The-Integration-of-Personal-Learning-Environments-Open-Network-Learning-Environments.pdf](https://www.researchgate.net/profile/Chih_Hsiung_Tu/publication/257692991_The_Integration_of_Personal_Learning_Environments_Open_Network_Learning_Environments/links/5422ef370cf26120b7a6b648/The-Integration-of-Personal-Learning-Environments-Open-Network-Learning-Environments.pdf)
- Vail, H. (2018). Examining the need for culturally responsive digital learning. *Waikato Journal of Education*, 23(2), 17-23. Retrieved from <https://wje.org.nz/index.php/WJE/article/view/652/619>
- Valk, J., Rashid, A. T., & Elder, L. (2010). Using mobile phones to improve educational outcomes: an analysis of evidence from Asia. *International Review of Research in Open and Distance Learning*, 11(1), 117-140. Retrieved from <http://files.eric.ed.gov/fulltext/EJ881581.pdf>
- Veletsianos, G. (Ed.). (2010). *Emerging technologies in distance education*. Athabasca, Canada: Athabasca University Press. Retrieved from [http://www.aupress.ca/books/120177/ebook/99Z\\_Veletsianos\\_2010-Emerging\\_Technologies\\_in\\_Distance\\_Education.pdf](http://www.aupress.ca/books/120177/ebook/99Z_Veletsianos_2010-Emerging_Technologies_in_Distance_Education.pdf)
- Vom Brocke, C. (2011). How to leverage virtual learning communities for teaching agile communication skills? The egroups case at the University of Münster in Germany and Massey University in New Zealand. *Knowledge Management & E-Learning*, 3(4), 644 - 664. Retrieved from <http://www.kmel-journal.org/ojs/index.php/online-publication/article/viewFile/142/145>
- Xial, C., Fielder, J., & Siragusa, L. (2013). Achieving better peer interaction in online discussion forums: A reflective practitioner case study. *Issues in Educational Research*, 23(1), 97-113. Retrieved from <http://www.iier.org.au/iier23/xia.pdf>
- Yu, P., Liao, Y., Su, M., Cheng, P., & Pai, C. (2012). A rapid auto-indexing technology for designing readable eLearning content. *International Review of Research in Open and Distance Learning*, 13(5), 20-38. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1001720.pdf>