

## PREFACE

Welcome to the world of technology-enhanced learning, where the boundaries of education are continually expanding, reshaped by the dynamic interplay of pedagogy, learning theories, and cutting-edge technology. In an era characterized by rapid advancements in digital tools, rapid developments of AI, and the ever-evolving needs of learners, this book aims to explore the transformative potential of technology in education. The field of technology-enhanced learning is a captivating intersection where educators, instructional designers, technologists, and learners themselves come together to delve into the myriad ways in which technology is reshaping traditional educational paradigms, democratizing access to knowledge, and enhancing the learning experiences of learners. It has now become clear that technology is not merely a supplemental tool but an integral part of the learning ecosystem. It is important to remember that technology is a tool, a means to an end. The true power of technology-enhanced learning lies not in the devices themselves but in how we leverage them to inspire, engage, and empower learners. This book is a comprehensive exploration of the multifaceted world of technology-enhanced learning. From the rise of online learning platforms and the integration of artificial intelligence in education to the gamification of learning and the possibilities of virtual reality, each chapter offers a window into the transformative potential of technology. In this book, you will find insights, best practices, and case studies that will equip you to navigate the ever-changing landscape of education in the digital age.

The book starts with a chapter on developing graduate students' academic and workforce skills. In this chapter, a framework for designing a technology-supported graduate student peer and professional mentoring program is provided. This chapter defines the design of a model peer and professional mentoring program based on the Community of Inquiry Framework and provides a research-based, technology-enhanced framework for institutions seeking to design similar programs to support students academically and professionally. The second chapter titled "Students' Perception of Engagement with Technology during COVID-19 Emergency Remote Learning" is written by Lizeng Huang and Ching-hsuan Wu from United States. In this work, it is stated that technology is perceived to positively impact students' engagement during ERL by facilitating cognitive, social, and affective engagement. Professional development and support are essential for effective use of technology. The third chapter deals with new literacy instruction strategies in the light of higher education hybridization. It is mentioned that the development of e-learning and distance learning technologies

into education are the main trends in the the world. The next chapter is a literature review work on gender equality in online education in higher education. Gender equality in online higher learning and Gender discourses through online education are the main foci in the chapter. The fourth chapter of the book includes a chapter titled “Technology Enhanced Learning (TEL) Pedagogy for Quality Education: Insights and Prospects”. The chapter has highlighted studies influential in shaping the knowledge base of TEL and quality education since 2000. Another chapter reports effects of blended learning approach on English performance of students at primary level. The authors suggest that advanced technological tools must be used to advance the academic performance of the learners.

In the book, the next chapter focuses on using multi-stakeholder perspectives to enhance integration of mobile technology for students with communication needs. The authors give some recommendations for implementing and designing mobile apps for students with communication needs in educational settings. Another chapter in this book provides details on social constructivist learning principles for designing online learning environment. It is stated that these learning principles are useful for learning designers and those supporting students' active learning process in an online environment for personalized and inclusive learning experiences. The ninth chapter analyzes the impact of virtual flipped learning on gifted and non-gifted students' motivation from L2 motivational self-system lens. It is mentioned that while gifted students mostly refer to ideal L2 self, non-gifted students refer to ought-to L2 self and L2 learning experience facets of motivation. The last chapter has a scoping review work on integration of mentimeter into the classroom. In the chapter, the numerous merits gained from integrating Mentimeter in educational settings are provided: 1) benefits not only to enriching student-centered pedagogy, but also encapsulating a diverse audience of cultural backgrounds and competencies; 2) providing immediate feedback for anonymous student responses; 3) enhancing student motivation; 4) engaging students' active participation.

In the end, we would like to thank all the authors for their contributions to this book. We hope that this book will be useful for the readers and will contribute to advancement of all fields of education.

Omid Noroozi & Ismail Sahin

The Editors

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