

## Foreword

Dear reader(s), it is my utmost pleasure to welcome you to this book under the title *Multicultural Awareness and Technology in Higher Education: Global Perspectives*. This book encompasses information on the effects of international students' exchanges in higher education through e-learning technologies and comes at a time when the world has transformed into a small global village, everyone is everywhere at any time. This book discusses topics such as E-Learning, M-Learning, Massive Open Online Courses (MOOC), Multicultural Awareness and Technology, Social Networking, Teaching Approaches and Methods, Teaching via Technologies from different perspectives and in different contexts. As you are aware, and being involved in the world of business, either as academics or business people, cultural awareness is a key for the success or otherwise of not only global managers but each and every one who is involved in running a business in their own countries or overseas.

This book you are about to embark on reading is the result of some relentless work by the authors, who come from different parts of the world, representing diverse opinions and presenting empirical evidence in different contexts. The authors came from Australia, Austria, Brazil, Ethiopia, Finland, Germany, Greece, Ireland, Israel, Italy, Japan, Poland, Slovakia, Sweden, Taiwan, and United Arab Emirates. We need not forget the global nature of the editors too, who maintain extensive experience in the field of technology and higher education coming from different parts of the world, which adds to the value of this book.

I encourage you, as a starting point, to look into this book's table of contents. Through its four sections, this book will take you on a journey that will start with the first section, where first you will go through a discussion on a model to build an intercultural professional learning community in the Latin American higher education network, moving into an intelligent Web-based interactive system that aims at helping students in their learning, coming into intercultural collaborative learning scenarios in e-business education. Thereafter, you will come to "Social Sciences Universals" that provides explanatory influences of universals that are social sciences concepts. Then, you will embark on the students' mobility in higher education explained through culture and technological awareness.

Going further on within the pages of this book, you will be moving into the second section of the book, which concentrates mainly on the "e-learning" amongst other relevant concepts, where you will be provided with a sociocultural approach to developing online drill and practice TOEIC preparation materials for EFL programs. Then we need not forget the virtual learning process environment. In this chapter, you will read about a comparison between virtual and conventional e-learning systems. Further, you will be engaged in e-learning math course design process, leading to e-learning tools applied in teaching English at the university level. Then, you will conclude this section with a look at evaluating a learning management system to support classroom teaching, and learning cultures and multiculturalism, which is an exceptional fit to the section.

In section three of this book, you will be introduced to issues such as blended learning and a comparison of learning styles and technology acceptance of two culturally different groups of students. As you come to the final section of the book, you are in for a real treat, where ideas are given on the application of technological pedagogical content knowledge framework in parts of Africa, coupled with an identification and discussion on computer skills and prior experience in relation to intellectual thinking dispositions in online learning, with a look in the crystal ball, where authors would envision mobile learning as the future of teaching and learning, moving into the interactive multimedia. This section and the book conclude with the latest hype in higher education and technology and the title of the chapter explains it all, “Massive Open Online Courses: Imposter or Saviour.”

Now it is time for me to wish you a pleasing and advantageous journey through the pages of this valuable book, and a constructive reading, with the hope that the contents of this book would assist you with your ongoing campaign to understand this uncertain, global, and ever-connected world of ours.

It gives me an immense pleasure to be invited to write this forward for a book that is co-edited by my younger sister and two of our international academic collaborators in research in higher education and technology. The editors, Dr. Tomayess Issa, Associate Professor Pedro Isaias, and Associate Professor Piet Kommers, have spent some valuable time liaising with the authors and publishers, assessing and evaluating the best outcome for this book. Being so close to my sister, I can assure you of the huge care and passion that she and her co-editors put into producing this publication, which would give us all an assurance of its great quality.

Finally, I would like to extend my sincere thanks to editors Issa, Isaias, and Kommers for this great contribution to the higher education and technology literature. In addition, I would like to extend my cordial thanks for their immeasurable trust in my capabilities, thus allowing me the chance to write this forward for this useful book.

*Theodora Issa*

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**Theodora Issa** is a Senior Lecturer and a member of the “Hall of Fame” at Curtin University. She is the recipient of the Emerald/European Fund for Management Development 2010 Outstanding Research Award. Theodora holds the title of Curtin Business School’s “New Researcher of the Year.” Theodora is the recipient of multi awards and grants from the faculty, university, and external bodies. She has published and continues to publish research work on business ethics and education. Currently, Theodora is conducting her post-doctoral research on ethical mindsets, spirituality, and aesthetics with the aim of publishing a book on “Ethical Mindsets.” She is a co-researcher in projects on corruption resistance, misconduct, sustainable development and business strategies, cloud computing, green IT and sustainability, social media, and social awareness. Theodora is a member of editorial committees of international journals, and a reviewer of journals such as the *Journal of Business Ethics*. She also holds memberships in several local and international bodies including Australia and New Zealand Academy of Management (ANZAM), American Academy of Management (AOM), and European Business Ethics Network, UK (EBEN-UK). Theodora is one of the Webmasters of her community’s Website, <http://soca.cjb.net>, and is one of the editors of the weekly bulletin that is currently online under URL <http://noohro.cjb.net>. In November 2013, and during the 10th Assembly of the World Council of Churches in Busan, South Korea, Dr. Theodora Issa was elected a member of the Central Committee of the World Council, representing the Syrian Orthodox Patriarchate of Antioch and all the East. It is worthwhile noting that this is the first time a female member was elected to this position on behalf of the Syrian Orthodox.