

Index

- Academic management, 135
- Active and Transformative Learning (ATL), 1–2
 - core components in higher education in times of change, 15–19
 - determinants, 1–2
 - as enabler and multiplier of entrepreneurship, 14–15
 - enabler and multiplier of research, development and innovation in times of change, as, 16
 - enablers, 288–291
 - in higher education, 2
 - higher education in times of fast and disruptive changes, 5, 7–8
 - as integrated set of value-adding initiatives, 284–288
 - ontological proposition, 19–20
 - strategic alignment, 10–11
 - supplementary material, 21–22
 - system in higher education, 8–15
- Active blended learning (ABL), 231
- Active learning, 7, 9, 11, 26, 42, 62–63, 66–67, 104, 126–127, 157, 199, 248, 261–262
 - approaches, 46–47
 - assessing effectiveness of active learning at SNIH, 52–53
 - challenges and opportunities for promoting active learning at SNIH, 53–54
 - in education, 63, 231
 - key features of active learning methods, 51–52
 - and relation to transformative education and research skills capability, 46–47
 - strategies in economics education, 69
- “Active Learning in Large Economics Lecture” case study, 73–74
- Active learning integrative model (ALIM), 163
- Active participation, 64
- Active training model (ATM), 164, 167
- Activity reports, 87–88, 91
 - apply data mining, 91
 - collect, 89
 - data cleanup, 90–91
 - data validity, 91
 - interpret, evaluate, and deploy results, 91
 - pre-process, 89
- Administrative support, 18
- Adult education, 126
- Adult learners, 132
- Adult learning, 129–130
- 2030 Agenda for Sustainable Development, 27
- 2014 Aicha-Nagoya Declaration on Education for Sustainable Development, 28, 33–34
- Analysis, design, development, implementation, and evaluation model (ADDIE model), 213
- Andragogy, 132
- Appraisals, 158
- Apprenticeships, 50
- Artificial intelligence (AI), 9, 11, 178, 282, 285
 - education supported by, 180
 - replace writers, 114–115

- tools, 179
- Assessment and Teaching of the 21st Century Skills (ATC21S), 29–30
- Asynchronous learning and communication tools, 216
- Audience Response System (ARS), 219–220
- Augmented reality, 178
- Backchannel technology, 219–220
- Being proactive, importance of, 108
- Benchmark assessment, 264–265
- Big Data analytics, 82–83
- Black swan event, 62
- Blackboard, 81–84
- Blended learning, 178
 - background information, 230
 - COVID-19 educational challenges, 230–231
 - definitions, 232
 - effective in economics, 238
 - hypothesis derived from COVID-19 challenges, 231–232
 - models, 232–236
 - pre-COVID-19 learning in universities and colleges, 230
 - prerequisites and application of blended learning in economics, 236–238
 - sustainability, digital transformation, and active learning in education, 231
 - teaching orientation, 241–243
- Blogs, 62–63, 113
- Bloom’s taxonomy, 66
- Bow Valley College, 206
- Business papers, 108
- Business plans, 108, 113
- Business professionals, 105, 107
- Business strategy, 252
- Business texting, 113
- Business writing, 113
- Cabrini University, 206
- California Common Core Standards (CACCS), 269–270
- Case studies, 51
- Case-based active learning approach, 66
- Case-based learning (CBL), 50
- Class flipping, 68
- Clickers, 219–220
- Cloud computing, 282
- Cloud words, 183
- Cognitive computation, 282
- Cognitive computing, 282
- Collaboration, 45, 156–157
- Collaborative learning, 50, 161
- Collaborative partnerships, 49
- College of Business and Administration (CBA), 82–83
- College of Engineering (CE), 82–83
- College of Law (CL), 82–83
- Communication skills, 105
 - in business, 108
 - evolution, 109–110
- Communication through writing, 111
- Communities of practice, 155
- Community of inquiry (CoI), 214
- Computer-based test (CBT), 268
- Constructivism, 42–43, 45
- Content reflection, 130–131
- Content writing, 111–114
 - blogs, 113
 - business plans, 113
 - business texting, 113
 - communication through writing, 111
 - creative writing, 112
 - email, 112–113
 - journalism, 112
 - letter writing, 113–114
 - memorandum, 113
 - research, 111–112
 - social media writing, 114
- Continuous Professional Development (CPD), 158, 162–163
- Conventional educational approaches, 64–65

- Council of International Schools (CIS), 269–270
- COVID-19
 - educational challenges, 230–231
 - health crisis, 159
 - pandemic, 62, 65, 135–136, 154
- Creative writing, 106, 112
- Critical reflection theory, 130–131
- Dashboards, 83
- Data analysis, 92–99
- Data mining, 83–87, 92
 - analysis, 93–94
 - discussion forums, 95–96, 99
 - file, 98
 - four-year historic activity report analysis, 93–94
 - log file data mining results, 96
 - quiz, 95
 - quiz attempt view, 96
 - status of submission, 96–97
 - turnitin assignment, 97–98
- Data security, 49
- Data sources, 86–87
- DBMiner, 85–86
- Delgado Community College, 203–204
- Delphi study, 206–207
- Development, 45
 - capacity, 1
- DigComp, 161
- Digital Economy and Society Index (DESI), 169
- Digital identities, 110
- Digital innovation, 80–81
- Digital learning technologies, 80–81
- Digital resources, 142
- Digital technology, 33, 154, 180–181
- Digital transformation (*see also* Educational transformation), 63, 104, 126–127, 199, 231
 - propositions for initiatives related to digital transformation of education, 144–148
- Digitalization, 138
- Discovery-based active learning approach, 66
- Discussion forums, 95–96
- Distance education, 178
- Divergent situations, 141
- E-learning, 50, 282
- E-mentoring programs, 168
- E-professionalism, 110
- Economics, 238
 - education, 62
- Economics students, 62
 - challenges and opportunities, 68
 - future recommendations, 72–73
 - implications for policymakers, 70–72
 - key findings, 68–70
 - literature review, 64–70
 - methodology, 63–64
 - teaching orientation, 73–74
 - theoretical framework, 64–65
- Education, 27, 42–43, 129–130
 - administrators, 71, 105–106
 - data analytics framework, 178
 - supported by artificial intelligence, 180
 - for sustainability, 154
- Education 4.0, 178
- Education for Sustainable Development, 28–29
- Education for Sustainable Education (ESD), 26
- Educational challenges, 230–231
- Educational Data Mining (EDM), 83–86
 - process, 84
- Educational institutions, 32, 65, 156
- Educational leadership, 18
- Educational policies and practices, 28–29
- Educational sustainability, 26
 - association of educational sustainability with educational transformation, 28

- and education for sustainable development, 26–27
- educational policies and practices, 28–29
- educational transformation to prepare students for jobs, 29–30
- external relations to develop competencies, 33–34
- key drivers for transforming education, 30–33
- need for, 27
- rethinking approaches of educational practice, 29
- and transformation in education, 26–30
- Educational transformation educational sustainability and, 26–30
- key drivers for, 30–33
- to prepare students for jobs, 29–30
- Educators, 66, 68, 134
- Email, 112–113
- EmSAT test, 260, 265
- English language learners (ELLs), 232–233
- Entrepreneurship, 1
- Entrepreneurship, 11, 13
- European School of Sustainability Sciences and Research (ESSSR), 31
- Evidence-based EdTech solutions, 73
- Experience, 132
- Experiential learning, 132–133
- Exploratory case study, 86
- Extrinsic motivation, 251

- Face-to-face driver model, 232–233
- Facilitator, 137–138
- Faculty, 71, 105–106
 - capacity, 17
 - members, 104–105
 - training and support, 53
- Feedback, 52
- Flex model, 234–235

- Flexibly accessible learning environment (FALE), 200–201
- Flipped classroom method, 50, 52
- Four-year historic activity report analysis, 93–94
- Fund-raising, 13

- General Educational Development (GED), 268
- Google Docs, 199
- Google Wave, 199
- Government officers, 71, 106
- Graduate studies, 134–135
- Grant applications, 108
- Group discussions and debate, 51
- Group work, 43

- Health Information Administration (HIA), 104–105
- Health profession education, 42
 - key concepts and principles of active learning in, 45–46
- Health research institutions, 49
- High school diploma, 265
- High School Equivalency policy (HSE policy), 260–261
 - aims and objective, 261–262
 - benchmark assessment, 264–265
 - knowledge-based economy, 263
 - literature review, 262–269
 - methodology, 269–271
 - options and challenges, 268–269
 - qualifications and skills mismatch, 263–264
 - results, 271–272
 - teaching orientation, 274–276
 - theoretical and conceptual framework, 262–263
 - in UAE, 265
 - in US context, 267–268
 - for US-Curriculum Schools, 266–267
- Higher education (HE), 1, 9, 31, 80, 105, 207

- active and transformative learning system in, 8–15
- faculty's commitments, 31
- institutions, 99
- matching in times of change, 12
- in times of fast and disruptive changes, 5, 7–8
- Higher-order thinking skills, promotion of, 45
- Historic 4-year log data, 96
- Historic learning analytics, 85
- Hybrid education model, 178, 180–181
 - clustering stage, 186–188
 - data exploration stage, 183–185
 - experimental results, 189–194
 - extraction and collected data stage, 181–183
 - future work, 194
 - interpretation stage, 188
 - proposed methodology, 181–189
 - related work, 179–181
 - validation stage, 189
- Hybrid learning, 180
 - in-service teacher education, professional development, and teacher evaluation, 158–160
 - innovative hybrid learning models, 162–169
 - new educational paradigm, 155–158
 - structuring principles of active teacher training, 165
 - teaching and research orientation, 171
 - technology-enhanced active learning, 160–162
- Hybrid-Flexible course design (HyFlex course design), 198
 - benefits, 201–202
 - empirical evidence, 203–206
 - guiding principles and policies for curriculum alignment and enhanced learning, 217
 - instructional design, 202–203
 - limitations and challenges, 212–216
 - literature review, 200–201
 - longitudinal and real-time empirical data, 219
 - methodology, 206–207
 - need for guiding principles and policies for clear and effective communication, 219
 - need for guiding principles and policies for institutional practices, 218
 - need for guiding principles and policies for training and support, 217–218
 - policy recommendations, 211–212
 - results, 207–209
 - scalable technological and pedagogical approach, 219–220
 - strategies and actions, 216–217
- Idea, 248
- Ill-structured problems, 141
- Impact measurement & learning analytics, 18
- Implementation guidelines, 202–203
- In-service teacher education (ITE), 154, 157–158, 160
- Incheon Declaration, 27
- Industry, 9
 - matching in times of change, 12
- Information and communication technology (ICT), 156–157
- Information technologies, 62
- Innovation, 1, 13, 135
- Innovative hybrid learning models, 162–169
- Inquiry-based active learning approach, 66
- Inquiry-based learning (IBL), 50
- Instructional design, 198, 202–203
- Instructional technologies (ITEC), 198
- Instructors, 216
- Interactive multimedia, 142
- Interdisciplinary program, 26
- International Standard Classification of Education (ISCED), 263

- International studies, 154–155
- Internships, 50
- Interprofessional education (IPE), 42
- Intrinsic motivation, 251
- Isomorphism, 166

- Jeddah College of Advertising (JCA), 82–83
- Journalism, 106, 112

- K*-means algorithm, 188
- Key drivers for transforming education, 30–33
- Key performance indicators (KPIs), 285
- Knowledge and content, 17
- Knowledge assessment methodology tool (KAM tool), 263
- Knowledge-based economy, 29–30, 260, 263

- Leadership model, 33
- Learner-centered instruction, 45
- Learner-centeredness, 45
- Learners, 132
- Learning, 42, 126
 - spheres, 129
 - strategies, 17, 164
- Learning analytics, 80–81, 83
 - in Saudi Arabia, 82–83
- Learning management systems (LMS), 62–63, 80, 82–83, 213–214
- Lecturers, 80
- Legal writing, 116
- Lehigh Valley Campus of Pennsylvania State University (PSU-LV), 200–201
- Letter writing, 113–114
- LinkedIn, 110
- Live lecture streaming (LLS), 219–220
- Locke’s Goal Setting Theory, 250
- Log file, 87
 - data mining results, 96
 - historic 4-year log data, 96

- Machine learning (ML), 285

- Management and business theories, 251–252
- Marketing agents, 110
- Massive open online courses (MOOCs), 286
- Medical education, 42
- Medical educators, 42
- Memorandum, 113
- Mentoring, 50
- Metaverse, 14–15, 282
- Mezirow’s transformative learning theory, 64, 72
- Modified Cornell split-page method, 141
- Moodle, 81–84
- Moodle Log File, 91–92
 - apply data mining, 92
 - collect, 91–92
 - interpret, evaluate, and deploy results, 92
 - pre-process, 92
- Motivation, 248
 - literature review, 249–255
 - significance of research, 248–249
 - teaching orientation, 256–257
 - theory, 251

- New England Association of Schools and Colleges (NEASC), 269–270

- One-minute papers strategy, 141
- Online driver model, 236
- Online education, 135–136
- Online lab model, 235
- Online learning, 64–65
 - frameworks, 62
- Online simulations, 142
- Online-based active learning strategies, 67
- Online-based solutions, 62
- Opportunities and challenges of HyFlex course design, 200
- Oracle based information systems for registration, grading, attendance, and advising

- systems (*OPERA* systems), 82–83
- Organization for Economic Co-operation and Development (OECD), 29–30
- Orientation to learning, 132
- Participatory pedagogies, 32
- Partnership for 21st Century Skills (P21), 29–30
- Passive learning, 62–63
- Pedagogical differentiation, 166
- Pedagogical methods, 62–63
- Pedagogy, 231, 248
 - of sustainability, 29
- Peer evaluation, 52–53
- Peer learning, 156–157
- Peer teaching, 52
- Personal digital mobile devices, 167
- Policy makers, 71, 106
- Post-Covid-19 adoption, 63
- Post-digital era, 180–181
- Post-digital learning spaces, 180–181
- Practical learning activities, 43
- Practical technologies, 216
- Pre and post-assessments, 52
- Pre-COVID-19 learning in universities and colleges, 230
- Premise reflection, 130–131
- Principles of Clinical Trial Program, 54–57
- Privacy, 49
- Problem-based active learning approach, 66
- Problem-based learning (PBL), 43, 45, 50
- Process reflection, 130–131
- Professional development, 154, 158, 160
- Professional learning, 156–157
- Professional writing, 107–108
- Project-based active learning approach, 66
- Project-based learning, 43, 51, 161
- Promoting transformative active learning at SNIH, 49–54
- Qualifications and skills mismatch, 263–264
- Quiz, 95
 - attempt view, 96
- Readiness to learn, 132
- Reflection, 52
- Reflective learning, 130
- Reinforcement Theory of Motivation, 250
- Remote live participation (RLP), 200–201
- Research, 1
 - education, 46
- Research, Development (R&D), 13
- Resistance to change, 53
- Resources, 32–33
- Role-playing, 51
- Rotation model, 234
- Rubrics, 52
- Sakai, 81–82
- Saudi Arabia, 281–282
 - Active and Transformative Learning as integrated set of value-adding initiatives, 284–288
 - Active and Transformative Learning enablers, 288–291
 - supplementary material, 291–295
 - Vision 2030 implementation and resilience, 281–284
- Saudi Arabian higher education, 80
 - contribution to theory and applied industry, 100
 - data analysis, 92–99
 - data mining, 87–92
 - EDM, 83–86
 - findings, 99
 - future research, 101
 - learning analytics, 81–83
 - limitation, 100
 - methodology, 86–87

- transformative learning, 80–81
- Saudi National Institute of Health (SNIH), 42–43, 58
 - assessing effectiveness of active learning at, 52–53
 - background and context, 42–43
 - case studies, 54–57
 - challenges and opportunities for promoting active learning at, 53–54
 - current challenges and opportunities, 49
 - current teaching methods and approaches, 49–51
 - educational and training initiatives, 48
 - future direction for transformative active learning, 58–59
 - history and mission, 47–48
 - key features of active learning methods, 51–52
 - objectives, strategies, and outcomes, 55–57
 - promoting transformative active learning at, 49–54
 - purpose, 43
 - recommendations, 57–58
 - theoretical framework, 43–47
- Saudi Vision 2030 program, 47
- School systems, 157
- Science, Technology, Engineering, and Mathematics (STEM), 59, 261, 268–269
- Science, technology, engineering, arts, and mathematics disciplines (STEAM disciplines), 70, 117, 127, 249
- Science Technology and Innovation (STI), 261
- Self-blend model, 236
- Self-concept, 132
- Self-directed learning, 44, 126
- Self-Efficacy Theory of Motivation, 250
- Self-regulated learning (SRL), 101
- Simulation-based learning, 45–46
- Simulations, 51
- Skills and competencies uniqueness, 17
- Smartphones, 167
- Social impact, 134
- Social media, 62–63
 - and business, 115
 - for student writers, 110–111
 - writing, 114
- Social movement, 155–156
- Social presence, 214
- Social sensing, 282
- Space and resources, 53
- SPSS Clementine, 85–86
- Stakeholders, 62
- Standard operating procedures (SOPs), 108
- Start-up incubators, 13
- Status of submission, 96–97
- Strategic writing, 111
- Strategy, 252–255
 - teacher employ, 252–254
- Strength, weaknesses, opportunities, threats analysis (SWOT analysis), 253
- Student engagement, 64–66, 231
 - and motivation, 53
- Student writers, importance of social media for, 110–111
- Student-centered learning, 199
- Student-mediated podcasts, 62–63
- Students, 71
- Students' engagement, 31–32
- Successful teaching and learning, 128
- Surveys, 52
- Sustainability, 26–27, 63, 104, 126–127, 199, 231
- Sustainable development (SD), 26, 283–284
- 17 sustainable development goals (SDG), 26–27
- Synchronous learning in distributed environments (SLIDE), 200–201
- Tablets, 167

- Teachers, 126, 154
 - appraisal, 160
 - education, 154
 - educators, 154–155, 157, 159
 - evaluation, 158–160
- Teaching, 230
 - presence, 214
 - sustainability, 29
- Teaching writing
 - in promoting active and transformative learning, 116–117
 - research findings about, 104–106
- Team-based learning, 68
- Technical communication (TC), 104
- Technical reports, 108
- Technological skills, 155
- Technology, 46, 80, 248
 - enablers, 164
 - infrastructure, 53
 - transfer offices, 13
- Technology-enhanced active learning, 160–162
- Technology-enhanced learning, 170
 - enhancement, 17
- Topic modeling, 183
- Training models, 162
- Transformation, 268–269, 283–284
- Transformational learning theory, 128, 131
- Transformational visions, 30–31
- Transformative active learning, 42–43, 45
 - future direction for, 58–59
- Transformative learning, 9, 11, 31–32, 62–63, 128, 134, 155
 - implications of research, 143
 - propositions for initiatives related to digital transformation of education, 144–148
 - Saudi Arabian higher education, 80–81
 - strategies, 128, 138, 143
 - in transforming higher education, 134–138
- Transforming higher education, 134–138
- Turnitin assignment, 97–98
- Twenty-first-century skills, 29–30
- UAE Ministry of Education (MOE), 260
- Undergraduate studies, 134–135
- UNESCO, 29–30
- Universities, 109, 156
 - digitalization, 135
- University of Business and Technology (UBT), 82–83
- University of St. Thomas, 205
- Virtual and augmented reality technology (VR/AR), 256
- Virtual education, 179
- Virtual labs, 142
- Virtual learning, 236
- Virtual reality, 178, 282
- Vision 2030 implementation and resilience, 281–284
- Vocational training programs, 134–135
- Web science, 282
- Weka tool, 84–86
- Word Clouds, 183–185
- Workplace writing, 115–116
- World Culture Theory, 264
- Writing, 103–104, 141
 - artificial intelligence replace writers, 114–115
 - business professionals, 107
 - communication skills in business, 108
 - content writing, 111–114
 - evolution of communication skills, 109–110
 - importance of being proactive, 108
 - importance of social media for student writers, 110–111
 - nutshell, 107

- research findings about teaching writing, 104–106
- social media and business, 115
- teaching orientation, 120–122
- teaching writing in promoting active and transformative learning, 116–117
- transformative role of writing in active learning approaches in STEAM disciplines, 106–111
- universities, 109
- workplace writing, 115–116