# Table of Contents

## Research Articles

1. Non-Cognitive Factor Relationships to Hybrid Doctoral Student Self-Efficacy  
   Jessica Dalby Egbert, Trident University International, Cypress, CA, USA  
   Frank Gomez, Trident University International, Cypress, CA, USA  
   Wenling Li, Trident University International, Cypress, CA, USA  
   Sandra L. Pennington, Rocky Mountain University of Health Professions, Provo, UT, USA

14. Letting Go and Letting the Angels Grow: Using Etienne Wenger’s Community of Practice Theory to Facilitate Teacher Education  
   Paul Breen, INTO University of East Anglia, Norfolk, UK

27. Students’ Perceptions of Teaching and Social Presence: A Comparative Analysis of Face-to-Face and Online Learning Environments  
   James Bowers, Department of Criminal Justice, Saginaw Valley State University, University Center, MI, USA  
   Poonam Kumar, Saginaw Valley State University, University Center, MI, USA

45. The Effects of Using Dynabook to Prepare Special Education Teachers to Teach Proportional Reasoning  
   Susan Courey, San Francisco State University, San Francisco, CA, USA  
   Pamela LePage, San Francisco State University, San Francisco, CA, USA  
   Jose Blackorby, SRI International, Menlo Park, CA  
   Jody Siker, San Francisco State University, San Francisco, CA, USA  
   Trang Nguyen, Community Gatepath, Redwood City, CA, USA

## Book Review

65. Pedagogical Applications and Social Effects of Mobile Technology Integration  
   Chia-Wen Tsai, Department of Information Management, Ming Chuan University, Taipei City, Taiwan  
   Pei-Di Shen, Teacher Education Center, Ming Chuan University, Taipei City, Taiwan  
   Yi-Chun Chiang, Teacher Education Center, Ming Chuan University, Taipei City, Taiwan

## Copyright

The International Journal of Web-Based Learning and Teaching Technologies (IJWLTT) (ISSN 1548-1093; eISSN 1548-1107), Copyright © 2015 IGI Global. All rights, including translation into other languages reserved by the publisher. No part of this journal may be reproduced or used in any form or by any means without written permission from the publisher, except for noncommercial, educational use including classroom teaching purposes. Product or company names used in this journal are for identification purposes only. Inclusion of the names of the products or companies does not indicate a claim of ownership by IGI Global of the trademark or registered trademark. The views expressed in this journal are those of the authors but not necessarily of IGI Global.

The International Journal of Web-Based Learning and Teaching Technologies is indexed or listed in the following: ACM Digital Library; Applied Social Sciences Index & Abstracts (ASSIA); Bacon’s Media Directory; Burrelle’s Media Directory; Cabell’s Directories; CSA Illumina; DBLP; Gale Directory of Publications & Broadcast Media; GetCited; Google Scholar; INSPEC; JournalTOCs; Library & Information Science Abstracts (LISA); MediaFinder; Norwegian Social Science Data Services (NSD); PsycINFO®; SCOPUS; The Index of Information Systems Journals; The Standard Periodical Directory; Ulrich’s Periodicals Directory