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Constructivism and the deployment of information technology into higher education classrooms are each widely discussed in academic literature, but generally without a critical perspective on their interaction from a pedagogical point of view as new technology is continuously unveiled. Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks explores the theoretical frameworks underlying constructivist thinking and the digital revolution in education as they impact each other. Drawing upon a wide range of international field experts, this book assesses the claims made for the educational effectiveness and constructivist orientation of various technologies and technological systems on the basis of on-the-ground applications and implementations.