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Best Practices of Online Education A Guide for Christian Higher Education

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2012. Paperback 978-1-61735-768-8 \$29.99. Hardcover 978-1-61735-769-5 \$69.99

The book provides best practices from online educators who are engaged in online teaching and program development in Christian higher education. It also explores the distinct aspects of teaching and developing online courses and programs from a Christian perspective and within Christian higher education institutions. As such it can serve as a ready resource for academic administrators and professors, novices and veterans at online program development and instruction.

CONTENTS: Foreword. Preface. **SECTION I: THEORETICAL AND THEOLOGICAL FOUNDATIONS OF ONLINE EDUCATION.** Educational Theory and Online Education, *Mark H. Heinemann and James Riley Estep Jr.* Adult Learning Theory and Online Learning, *Steve D. Lowe.* Developing Online Learning Communities, *Mark A. Maddix.* Social Presence in Online Learning, *Stephen Kemp.* Spiritual Formation as Whole-Person Development in Online Education, *Mary E. Lowe.* Challenges and Opportunities for Online Theological Education, *James Riley Estep Jr. and Steven Yates.* **SECTION II: GENERATING AND FACILITATING EFFECTIVE LEARNING IN ONLINE EDUCATION.** Best Practices in Online Teaching, *C. Damon Osborne.* Visualize More: Effective Online Teaching Methods, *Jay Richard Akkerman.* Characteristics of Successful Online Students, *Jason D. Baker.* Generating and Facilitating Effective Online Discussion, *Mark A. Maddix.* Online Faculty Development, *Dale Hale.* **SECTION III: DEVELOPING AND ASSESSING ONLINE COURSES AND PROGRAMS.** Evaluating Course Management Systems, *Eric Kellerer.* Developing Effective Infrastructures for Online Programs, *Gregory W. Bourgon.* Developing Online Programs, *David M. Phillips.* Online Program and Curriculum Mapping, *Christine Bauer and Mary Jones.* Online Course Design Considerations, *Christine Bauer and Mary Jones.* Assessing Online Learning, *Meri MacLeod.*



Computer Games and Instruction

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2011. Paperback 978-1-61735-408-3 \$45.99. Hardcover 978-1-61735-409-0 \$85.99

There is intense interest in computer games. A total of 65 percent of all American households play computer games, and sales of such games increased 22.9 percent last year. The average amount of game playing time was found to be 13.2 hours per week. The popularity and market success of games is evident from both the increased earnings from games, over \$7 Billion in 2005, and from the fact that over 200 academic institutions worldwide now offer game related programs of study.

In view of the intense interest in computer games educators and trainers, in business, industry, the government, and the military would like to use computer games to improve the delivery of instruction. *Computer Games and Instruction* is intended for these educators and trainers. It reviews the research evidence supporting use of computer games, for instruction, and also reviews the history of games in general, in education, and by the military. In addition chapters examine gender differences in game use, and the implications of games for use by lower socio-economic students, for students' reading, and for contemporary theories of instruction. Finally, well known scholars of games will respond to the evidence reviewed.

CONTENTS: Preface. **SECTION I: INTRODUCTION TO COMPUTER GAMES.** Introduction, *Sigmund Tobias and J. D. Fletcher.* Searching For the Fun in Learning: A Historical Perspective on the Evolution of Educational Video Games, *Alex Games and Kurt D. Squire.* Using Video Games as Educational Tools in Healthcare, *Janis A. Cannon-Bowers, Clint Bowers, and Katelyn Procci.* After the Revolution: Game-Informed Training in the U.S. Military, *Ralph Ernest Chatham.* Multi-User Games and Learning: A Review of the Research, *Jonathon Richter and Daniel Livingstone.* **SECTION II: REVIEW OF THE LITERATURE AND REACTIONS.** Review of Research on Computer Games, *Sigmund Tobias, J. D. Fletcher, David Yun Dai, and Alexander P. Wind.* Reflections on Empirical Evidence on Games and Learning, *James Paul Gee.* Developing a Research Agenda for Educational Games and Simulations, *Chris Dede.* Comments on Research Comparing Games to Other Instructional Methods, *Marc Prensky.* **SECTION III: COMPUTER GAME ISSUES.** Multimedia Learning and Games, *Richard E. Mayer.* Action Game Play as a Tool to Enhance Perception, Attention and Cognition, *Ashley F. Anderson and Daphne Bavelier.* Developing an Electronic Game for Vocabulary Learning: A Case Study, *Michael L. Kamil and Cheryl Taitague.* Instructional Support in Games, *Henny Leemkuil and Ton de Jong.* Implications of Constructivism for the Design and Use of Serious Games, *Jamie R. Kirkley, Thomas M. Duffy, Sonny E. Kirkley, and Deborah L. H. Kremer.* Implications of Game Use for Explicit Instruction, *Putai Jin and Renae Low.* Cost Analysis in Assessing Games for Learning, *J. D. Fletcher.* Using Computer Games to Teach Adult Learners Problem Solving, *Joan (Yuan-Chung) Lang and Harold F. O'Neil.* Gender and Gaming, *Elisabeth R. Hayes.* Computer Games and Opportunity to Learn: Implications for Teaching Students from Low Socioeconomic Backgrounds, *David Yun Dai and*

Alexander P. Wind. **SECTION IV: EVALUATION AND SUMMING UP.** Stealth Assessment in Computer-Based Games to Support Learning, Valerie J. Shute. Computer Games, Present and Future, *Sigmund Tobias and J. D. Fletcher*. Author Identification.



Computers and Their Impact on State Assessments Recent History and Predictions for the Future

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A volume in the series *The MARCES Book Series*

2012. Paperback 978-1-61735-725-1 \$45.99. Hardcover 978-1-61735-726-8 \$85.99

The Race To The Top program strongly advocates the use of computer technology in assessments. It dramatically promotes computer-based testing, linear or adaptive, in K-12 state assessment programs. Moreover, assessment requirements driven by this federal initiative exponentially increase the complexity in assessment design and test development. This book provides readers with a review of the history and basics of computer-based tests. It also offers a macro perspective for designing such assessment systems in the K-12 setting as well as a micro perspective on new challenges such as innovative items, scoring of such items, cognitive diagnosis, and vertical scaling for growth modeling and value added approaches to assessment. The editors' goal is to provide readers with necessary information to create a smarter computer-based testing system by following the advice and experience of experts from education as well as other industries.

This book is based on a conference (<http://marces.org/workshop.htm>) held by the Maryland Assessment Research Center for Education Success. It presents multiple perspectives including test vendors and state departments of education, in designing and implementing a computer-based test in the K-12 setting. The design and implementation of such a system requires deliberate planning and thorough considerations. The advice and experiences presented in this book serve as a guide to practitioners and as a good source of information for quality control.

The technical issues discussed in this book are relatively new and unique to K-12 large-scale computer-based testing programs, especially due to the recent federal policy. Several chapters provide possible solutions to psychometricians dealing with the technical challenges related to innovative items, cognitive diagnosis, and growth modeling in computer-based linear or adaptive tests in the K-12 setting.

CONTENTS: Preface. Computer-Based Testing in K–12 State Assessments, *Hong Jiao and Robert W. Lissitz*. **PART I: COMPUTER-BASED TESTING AND ITS IMPLEMENTATION IN STATE ASSESSMENTS.** History, Current Practice, Perspectives and what the Future Holds for Computer Based Assessment in K–12 Education, *John Poggio and Linette McJunkin*. A State Perspective on Enhancing Assessment and Accountability Systems through Systematic Implementation of Technology, *Vincent Dean and Joseph Martineau*. What States Need to Consider in Transitioning to Computer-Based Assessments from the Viewpoint of a Contractor, *Walter D. Way and Robert K. Kirkpatrick*. Operational CBT Implementation Issues: Making It Happen, *Richard M. Luecht*. **PART II: TECHNICAL AND PSYCHOMETRIC CHALLENGES AND INNOVATIONS.** Creating Innovative Assessment Items and Test Forms, *Kathleen Scalise*. The Conceptual and Scientific Basis for Automated Scoring of Performance Items, *David M. Williamson*. Making Computerized Adaptive Testing Diagnostic Tools for Schools, *Hua-Hua Chang*. Applying Computer Based Assessment Using Diagnostic Modeling to Benchmark Tests, *Terry Ackerman, Robert Henson, Ric Luecht, John Willse and Jonathan Templin*. Turning the Page: How Smarter Testing, Vertical Scales, and Understanding of Student Engagement May Improve Our Tests, *G. Gage Kingsbury and Steven L. Wise*. **PART III: PREDICTIONS FOR THE FUTURE.** Implications of the Digital Ocean on Current and Future Assessment, *Kristen E. DiCerbo and John T. Behrens*. About the Editors. About the Contributors.



Contemporary Uses of Technology in K-12 Physical Education Policy, Practice, and Advocacy

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A volume in the series *Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*

2012. Paperback 978-1-61735-959-0 \$45.99. Hardcover 978-1-61735-960-6 \$85.99

What do teachers, principals, school administrators, superintendents, state policy makers, and parents need to know about the growing trend to use technology in physical activity environments? How can technology be used to increase not only fitness levels but academic learning in today's youth? How can kids benefit from increased use of technology in physical education? These questions and others are answered in this volume of the series *Educational Policy in the 21st Century: Opportunities, Challenges, and Solutions*.

An entire generation is growing up without the benefits of daily physical activity. The daily experiences of our children are centered on the use of technology driven, mostly sedentary, activities. Technology should be considered a viable tool that can increase physical activity levels when implemented effectively. The lack of contemporary programs and strategies that motivate participants to want to participate daily in physical activity has created a culture of inactivity and obesity and is having a profound effect on the physical health and academic learning potential of today's youth.

In this volume the authors suggest current trends and explore the enormous potential of technology in motivating youth to commit to daily physical activity. Authors detail contemporary programs, teaching strategies and contemporary technologies beginning to be used in schools across the country, and suggest policies, directions, and cost considerations for implementing technology based learning in physical activity and physical education settings.

CONTENTS: Series Foreword, *Bruce A. Jones*. Foreword, *Steve Sanders and Lisa Witherspoon*. Welcome to the “iGeneration”: Implications for Children’s Technology Use on Physical Education and Childhood Obesity Prevention, *Derrick Mears*. Emerging Perspectives on Learning and Technology in Physical Education: Policy Implications, *Mary C. Herring, Patricia L. Geadelmann, Christopher R. Edginton and Ming-Kai Chin*. Ecology Policy for Educational Technology, *Vonzell Agosto and Anthony Rolle*. Active Gaming, *Lisa Witherspoon*. Physical Outcomes of Video Gaming, *John T. Foley and Cathy MacDonald*. Physical Activity Monitoring Devices: Types, Policies, Guidelines and Recommendations, *Derrick Mears*. Using Advanced Mobile Devices to Promote Physical Activity and Fight Obesity, *Matthew Cummsiskey*. Promoting Physical Education and Health Education Activity through Technology and Social Media, *M. Jay Polsgrove, Renee Frimming, and Glenna Bower*. Teaching and Preparing Physical Education Teachers to Use Technology, *Randall Nichols and Joanne Leight*. Using Technology to Enhance Accountability in Teaching and Learning and Healthy Lifestyle Development, *Thomas J. Loughrey and Laura R. Beckmann*. Transforming Teacher Education in the Virtual World: Virtual Internship Experiences in Physical Education, *Sara B. Flory, Stephen Sanders, Tom Watterson, and Leslie Williams*. Policy Implications and Future Directions for Use of Technology in Physical Education, *Steve Sanders and Lisa Witherspoon*. About the Editors. About the Contributors.



Designing Problem-Driven Instruction with Online Social Media

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Designing Problem-Driven Instruction with Online Social Media has the capacity to transform an educator’s teaching style by presenting innovative ways to empower problem-based instruction with online social media. Knowing that not all instructors are comfortable in this area, this book provides clear, systematic design approaches for instructors who may be hesitant to explore uncharted waters and offers practical examples of how successful implementations can happen.

Furthermore, it is a reference for instructors who need to solve issues that occur when developing a class utilizing problem-driven instruction with online social media. With the recent exponential growth of Twitter and Facebook, the potential for social media as an educational venue brings an urgent call for researchers to increase their concentration in this area to investigate further the educational possibilities of this format. These factors combined illustrate the mission of this book that is to enable instructors in the areas of instructional design, multimedia, information science, technology, and distance learning to have an evidence-based resource for this underexplored niche in instruction.

CONTENTS: Preface. **UNIT 1: OVERVIEW.** Going from Obsolete to Innovative: Empowering Problem-Based Learning with Online Social Media, *Chalee Engelhard and Kay Kyeong-Ju Seo*. **UNIT 2: K-12 APPLICATION.** ReTweeting History: Exploring the Intersection of Microblogging and Problem-based Learning for Historical Reenactments, *Victor R. Lee, Brett E. Shelton, Andrew Walker, Tom Caswell, and Marion Jensen*. RePowering Reading and Writing: Energizing Content Area Curriculum with Online Social Media, *Debra A. Pellegrino and Mary P. Mahaffey*. **UNIT 3: HIGHER EDUCATION.** A Design Model of Harnessing Wiki for Collaborative Problem-Based Instruction in Higher Education, *Ying Xie and Seung Kim*. Recorded Voice Reflection in Problem-Based Learning Scenarios, *Dana A. Tindall and Kay Kyeong-Ju Seo*. Using Online Social Media to Facilitate Clinical Reasoning in Entry Level Occupational Therapy Students, *Marlene Joy Morgan and Amy Frey Gerney*. **UNIT 4: BEYOND THE CLASSROOM.** Utilizing Social Media for Democratic Service-Learning Practice: A Framework and Guide for Educators, *Cara R. Lynch, Elizabeth E. Henry, Lisa V. Bardwell, and Jennifer A. Richter*. Design Principles for Problem-Driven Instruction with Online Social Media in Korean Contexts, *Jihyun Si and Dongsik Kim*. About the Authors.



The Education of Children in Geographically Remote Regions Through Distance Education

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2011. Paperback 978-1-61735-453-3 \$45.99. Hardcover 978-1-61735-454-0 \$85.99

Australia is a vast sparsely populated land and from an early date this created problems in terms of providing educational facilities. As part of the solution the nation has had a long tradition of using distance education methods to provide an education for its isolated primary and secondary school students. Western Australia epitomises the problems inherent in having a large land area with a highly urbanised population and a small but scattered rural one. Initially, the State established a Correspondence School in 1918. There have been various developments since then, culminating in the establishment of the Schools of Isolated and Distance Education (SIDE) in 1995. Since then the staff at SIDE have investigated and developed ways of providing their students with innovative educational materials in an effort to ensure that the best possible services are provided.

Despite its innovative nature, very little research has been conducted on SIDE. The research project reported in this book is one contribution to rectifying the deficit. It had three main aims. The first was to develop an understanding of the emergence of SIDE. Secondly, an understanding of the key functions of SIDE was sought. The third aim was to develop an understanding of the issues which present themselves for those working at SIDE. Implications for policy, practice and future research in relation to the education of children in geographically remote regions through distance education are deduced, and not just in relation to the state of Western Australia, but internationally.

CONTENTS: 1. Introduction. 2. Context. 3. Literature Review. 4. Background of the Schools of Isolated and Distance Education. 5. Functions of the Schools of Isolated and Distance Education. 6. Issues. 7. Summary, Discussion and Conclusion. References.



Engaging the Avatar New Frontiers in Immersive Education

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Randy Hinrichs, *2b3d*

A volume in the series *Research in Management Education and Development*
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This volume has a bold agenda, in which academics create immersive worlds where the avatar is the center of the universe. As the virtual world grows, avatars move away from quasi-human interactions within virtual domiciles, gardens, and businesses to being blood cells in the blood stream, or to be firing neurons in the human brain, or creatures competing on the ocean floor or the surface of Mars or just about anything that can be imagined using the magic of photographic and artistic images, programming, narrative and avatars. What are the frameworks and strategies for building these environments? What are the things the avatar adapts and learns from in its environment? This book will examine such frameworks, strategies, examples and feedback systems to explore what it takes to create a global education environment for learning.

This starts with engaging your avatar and is completed in a transformation in how you interact with the internet. Whether using the visual internet to learn or to interact with a customer about a product or service, this immersive interface can be a world that knows you and forms around your unique needs and interests.

CONTENTS: Acknowledgments. **PART I: INTRODUCTION.** Emerging Vistas of Immersive Education: Introduction to Engaging the Avatar, *Randy Hinrichs and Charles Wankel*. **PART II: FRAMEWORK FOR ENGAGING THE AVATAR.** A Framework for the Design of Avatar-Based Collaboration, *Andreas Schmeil, Martin J. Eppler, and Sara de Freitas*. Architectural Evolution of E-Learning Virtual Worlds: Proposed Design Measures to Enhance the E-Learning Experience Within 3D Learning Spaces, *Noha Saleeb and Georgios Dafoulas*. **PART III: STRATEGIES FOR ENGAGING AVATAR.** The Eye and How We See: Physical and Virtual Worlds, *Joseph N. Trachtman*. Strategies for Exploring Information Behavior in Second Life, *John Marino, Natascha Karlova, Peyina Lin, and Mike Eisenberg*. Virtual Worlds and Workforce Education: Real Strategies for Engagement and Learning, *Caroline Avey and Lyn Maize*. **PART IV: IMMERSING THE AVATAR.** Salt Marsh Dynamics ~ a Problem-Based Learning Scenario, *Heidi Trotta and Marian Glenn*. Stuttering Support and Nursing Education: Two Case Studies in Second Life, *Grant Meredith, Charlynn Miller, and Greg Simmons*. Training for Technological Democracy: A Civic Engagement Class Example, *Michelle K. Gardner and Thomas A. Bryer*. Genome Island: A Virtual Laboratory Environment in Second Life, *Mary Anne Clark*. **PART V: 360 DEGREE FEEDBACK.** Using Virtual Simulations in Second Life for Teaching and Learning in Nursing Education, *Michelle Aebersold and Dana Tschannen*. Using Second Life to Teach and Research Virtual Economy, *Teemu Surakka and Sami Ahma-aho*. The SimEscuela: An Innovative Virtual Environment for Teacher Training, *Antonio Santos*. About the Authors.



Instructional Technology The Definition and Domains of the Field

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Rita C. Richey, *Wayne State University*

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The Association officially endorses this definition of Instructional Technology which has been developed over three years by the Committee on Definition and Terminology. The Association recognizes that other theoretical frameworks exist and that these are valid, but believes that these are part of the more inclusive theoretical framework of Instructional Technology used in this definition. In making this definition and the document explaining it available, we hope to help other organizations clarify their relationship to the broad field of Instructional Technology. Although the Association offers this definition as its current position, it is committed to a continuous reevaluation of the definition and to revising and publishing it so that it reflects changing concepts and terminology.

A document of this magnitude can only be produced as the result of the dedication and effort of the persons who formed the committee and of its chairperson, Barbara Seels and her collaborator, Rita C. Richey. Without their energies, skill, perseverance, and willingness to risk stating their perceptions in this format we could not have offered this document. Whether or not we agree with the statements presented here, they will provide a benchmark and a point of dialogue for further development of a profession which seeks to provide conditions for effective learning.

CONTENTS: Acknowledgments. Preface. Foreword. Chapter 1: The 1994 Definition of the Field. Chapter 2: The Domains of the Field. Chapter 3: The Sources of Influence on Instructional Technology. Chapter 4: The Practice of Instructional Technology. Chapter 5: Implications of the Definition of Instructional Technology. Glossary of Terms. Appendices. References. Author Index. Subject Index.



Learning From Media 2nd Ed. Arguments, Analysis, and Evidence

Richard E. Clark, *University of Southern California*

A volume in the series *Perspectives in Instructional Technology and Distance Education*
2012. Paperback 978-1-61735-810-4 \$45.99. Hardcover 978-1-61735-811-1 \$85.99

Richard Clark's observation that "...media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition" is as misunderstood today as it was when first published in the Review of Educational Research in 1983. The convincing if little read scientific evidence presented by Clark has divided the field and caused considerable concern, especially among the providers of newer media for learning.

A collection of writings about the "media effects debate," as it has come to be called, was published in 2001. Edited by Clark, Learning From Media was the first volume in the series "Perspectives in Instructional Technology and Distance Education." The series editors are convinced that the writings of Clark and those who take issue with his position are of critical importance to the field of instructional technology. Thus, a revised, second edition of Learning From Media is now being offered.

The debate about the impact of media on learning remains a fundamental issue as new mediated approaches to teaching and learning are developed, and Clark's work should be at the center of the discussion. The critical articles on both sides of this debate are contained in Learning From Media, 2nd Edition.

CONTENTS: Media Are "Mere Vehicles": Foreword to the Second Edition, *Michael Simonson*. Preface, *Richard E. Clark*. Media Are "Mere Vehicles": The Opening Argument, *Richard E. Clark*. Questioning the Meta-Analyses of Computer-Based Instruction Research, *Richard E. Clark*. Why Should We Expect Media to Teach Anyone Anything? *Richard E. Clark and Gavriel Salomon*. International Views of the Media Debate, *Richard E. Clark and Brenda M. Sugrue*. A Summary of the Disagreements With the "Mere Vehicles" Argument, *Richard E. Clark*. Robert Kozma's Counterpoint Theory of "Learning With Media", *Robert B. Kozma*. Kozma Reframes and Extends His Counter Argument, *Robert B. Kozma*. A Review of Kozma and Clark's Arguments, *Gary R. Morrison*. The Media Versus Methods Issue, *Richard E. Clark*. Are Methods "Replaceable"? A Reply to Critics in the ETR&D Special Issue on the Debate, *Richard E. Clark*. New Directions: An Argument for Research-Based Performance Technology, *Richard E. Clark and Fred Estes*. New Directions: Evaluating Distance Education Technologies, *Richard E. Clark*. New Directions: Equivalent Evaluation of Instructional Media: The Next Round of Media Comparison Studies, *Gary R. Morrison*. What Is Next In The Media and Methods Debate?, *Richard E. Clark*. Appendix: Richard Clark: A Biography, *Michael Molenda*.



Moving Images

Effective Teaching with Film and Television in Management

Jon Billsberry, *Deakin University*
Pauline Leonard, *University of Southampton*

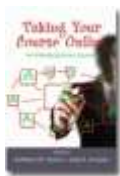
2012. Paperback 978-1-61735-874-6 \$45.99. Hardcover 978-1-61735-875-3 \$85.99

This book will inspire academics, teachers and trainers to use film and television in their classrooms and to shows them how it might be done. It brings together respected international scholars who recount their experiences of how they have used moving images in their classrooms (defined widely to include distance-learning) with their explanations of why they chose this method of teaching and how they put their intentions into action.

The book also illustrates how particular subjects might be taught using film and television as an inspiration to demonstrate the range of opportunities that these media offer. Finally, this book considers some of the practical issues in using film and television in the classroom such as copyright, technology, and the representation of reality and drama in films.

This is a 'practical, how to' book that answers the questions of those people who have considered using film and television in their classroom but until now have shied away from doing so. The opportunity to see how others have used film effectively breaks down psychological barriers and makes it seem both realistic and worthwhile.

CONTENTS: Die Another Day: Teaching With Film and Television in the Management Classroom, *Jon Billsberry, Pauline Leonard, and Julie Charlesworth*. **SECTION ONE: INSPIRATIONAL EXEMPLARS.** Viewing Organizational Behavior, Management Concepts, and Theories Through Film, *Joseph E. Champoux*. Art Movies in the Classroom, *Thomaz Wood Jr.* Research as Detective Work: Using Film With Postgraduate Students, *Richard Thorpe and Mark Easterby-Smith*. The Unique Effects of Animated Film in Teaching and Learning Environments, *Joseph E. Champoux*. Expect the Unexpected, *Janet Sutherland*. Cops, Robbers and Masked Vigilantes: Teaching Through Representations of Crime, *Craig Webber*. Getting To "So What?" *Stephen B. Sloane*. **SECTION II: CRITICAL ISSUES.** Using Feature Films as Critical Documentary in Management Education, *Pauline Leonard*. Understanding Audiences, *Emma Bell*. The Drama of Films, *Andres Fortino*. Using Moving Images in Management Education: Technology, Formats, Delivery and Copyright, *Joseph E. Champoux and Jon Billsberry*. **SECTION III: IMAGINING INCLUSION.** Using Film to Contextualize the Teaching of Public Involvement, *Julie Charlesworth*. To Boldly Go Where Few Have Gone Before: Teaching Strategy With Moving Images, *Véronique Ambrosini, Jon Billsberry, and Nardine Collier*. Using Film in the Teaching of Strategic Decision-Making, *Peter Galvin and Troy Hendrickson*. Using Visual Media to Teach Recruitment and Selection, *Jon Billsberry*. Using Movies to Teach Business and Leadership Principles, *Troy Hendrickson and Peter Galvin*. Contributors.



Taking Your Course Online

An Interdisciplinary Journey

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2012. Paperback 978-1-61735-593-6 \$45.99. Hardcover 978-1-61735-594-3 \$85.99

This book focuses on online pedagogy and the challenges and opportunities incumbent in the transformation of a face-to-face college course. It is intended as a resource and support for new online teachers – a source of ideas and strategies from a variety of disciplinary perspectives as well as pedagogical perspectives – and for those experienced in the online environment. The book meets the needs of faculty new to online teaching by providing them a wide variety of perspectives on the online transition – e.g. pedagogical, multidisciplinary, class size and level – by faculty with varying degrees of previous experience who have recently made the transition from face-to-face to online. Their advice and recollections offer a fresh, contemporary perspective on the subject. For administrators and faculty experienced with online instruction, the collection works as a resource for ideas intended to sustain the vibrancy and efficacy of the online environment.

Taking Your Course Online includes the experiences of a cohort of faculty that responded to a University - wide call for faculty interested in developing online courses for summer session. This group participated in a series of workshops that addressed various aspects of developing online courses and online pedagogy. All of the authors taught their new online course over a subsequent 10-week summer session, and many of them have done so subsequently as well. Their experiences have great currency in the ever-changing world of online teaching. Because the collection represents the work of teachers exposed to best practices and many discussions concerning rigor, assessment, and accountability, it provides support for the viability of online teaching/learning in an environment frequently plagued by doubts about its effectiveness.

Practitioners using this book will learn how to turn their face-to-face course into an online course successfully, understand best practices for

transitioning courses/online teaching, minimize errors and avoid pitfalls in the transition process, and maximize learning. Faculty development professionals can use this book as a resource to teach faculty from a wide range of disciplines how to transition from the actual to the virtual classroom. Administrators such as deans and program chairs will gain useful insights into ways to think about taking entire programs online, as well as how to guide faculty in their development of pedagogical skills pertinent to online learning.

CONTENTS: Preface. Foreword. Acknowledgements. Introduction, *Kathleen M. Torrens*. **SECTION I: HUMANITIES.** Transforming a Media Studies Course: Application of Asynchronous and Textual Technologies, *Ian Reyes*. Toward Universal Design In Learning: Converting a Writing/Disability Studies Course From Physical to Virtual Space, *Ceest Martin*. Transformative Teaching: From Classroom Lectern to Internet-Based Learning Platforms, *Adam David Roth*. Converting Immediacy to the Online Classroom: A Course in Family Communication, *Rachel DiCioccio*. **SECTION II: SCIENCE AND MATHEMATICS.** Teaching Sociology Online: Some Experiences, Problems, and Proposed Solutions, *Barbara J. Costello*. Introduction to Soil Science: Transforming a Problem-Based Learning Course to Online, *José A. Amador*. Creating a First Online Course in the Mathematics Department, *James Baglama*. **SECTION III: THE PROFESSIONS.** Design Professions and Online Instruction: An Introduction to Landscape Architecture, *Farhad Atash*. Professional Practice in Health and Illness: An Online Transformation, *Kara Misto*. Conclusions. And in Conclusion, *José A. Amador and Kathleen Torrens*. About the Authors. Contributor List.



Technology-Based Assessments for 21st Century Skills Theoretical and Practical Implications from Modern Research

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Michael C. Mayrath, *Harvard University*
Jody Clarke-Midura, *Harvard University*
Daniel H. Robinson, *University of Texas*

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*
2012. Paperback 978-1-61735-632-2 \$45.99. Hardcover 978-1-61735-633-9 \$85.99

Creative problem solving, collaboration, and technology fluency are core skills requisite of any nation's workforce that strives to be competitive in the 21st Century. Teaching these types of skills is an economic imperative, and assessment is a fundamental component of any pedagogical program. Yet, measurement of these skills is complex due to the interacting factors associated with higher order thinking and multifaceted communication. Advances in assessment theory, educational psychology, and technology create an opportunity to innovate new methods of measuring students' 21st Century Skills with validity, reliability, and scalability.

In this book, leading scholars from multiple disciplines present their latest research on how to best measure complex knowledge, skills, and abilities using technology-based assessments. All authors discuss theoretical and practical implications from their research and outline their visions for the future of technology-based assessments.

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