

INFORMATION AGE PUBLISHING

TECHNOLOGY 2013

TABLE OF CONTENTS

RECENT TITLES	2
Advances in Help-Seeking Research and Applications. The Role of Emerging Technologies	2
Applications of Self-Regulated Learning across Diverse Disciplines. A Tribute to Barry J. Zimmerman	2
Contemporary Perspectives in Data Mining, Volume 1	2
Contemporary Uses of Technology in K-12 Physical Education. Policy, Practice, and Advocacy	3
Cultural Competence in America’s Schools. Leadership, Engagement and Understanding	3
The Dark Side of Technological Innovation	4
Distance Education. Statewide, Institutional, and International Applications of Distance Education	4
Global Perspectives on Technological Innovation ~ VOL. 1	4
Killing ideas softly?. The promise and perils of creativity in the classroom	5
A Learner Centered Approach To Online Education	5
Learning Through Visual Displays	6
Learning to Learn with Integrative Learning Technologies (ILT). (Chinese Edition)	6
New Directions in Social Education Research. The Influence of Technology and Globalization...	7
On the Move. Mobile Learning for Development	7
Online Learner Competencies. Knowledge, Skills, and Attitudes for Successful Learning...	8
Principal 2.0. Technology and Educational Leadership	8
Received Wisdom, Kernels of Truth, and Boundary. Conditions in Organizational Studies	8
Research on Technology in English Education	9
Social Entrepreneurship as a Catalyst for Social Change	9
Visual Data and Their Use in Science Education	10
Computers and Their Impact on State Assessments. Recent History and Predictions for the Future	10
Contemporary Science Teaching Approaches. Promoting Conceptual Understanding in Science	10
Instructional Technology. The Definition and Domains of the Field	11
Learning From Media 2nd Ed.. Arguments, Analysis, and Evidence	11
Moving Images. Effective Teaching with Film and Television in Management	12
Trends and Issues in Distance Education 2nd Edition. International Perspectives	12
BACK LIST	13
JOURNALS	18
INTERNATIONAL DISTRIBUTORS	19
ORDER FORM	21

RECENT TITLES



Advances in Help-Seeking Research and Applications The Role of Emerging Technologies

Stuart A. Karabenick, *University of Michigan*
Minna Puustinen, *INS HEA*

2013. Paperback 9781623963347 \$45.99. Hardcover 9781623963354 \$85.99. eBook 9781623963361 \$50

Research on help seeking has primarily focused on classrooms interactions that consist primarily of students asking teachers and peers for help. The rapid emergence of information and communications technologies and interactive learning environments, however, requires expanding the help-seeking landscape and rethinking such critical theoretical issues as the distinction between help seeking and information search, and whether help seeking is inevitably a social self-regulated learning strategy. There is also the need to focus attention on help seeking in the broader learning enterprise, which includes its role in the collaboration process, how to support adaptive rather than the over- or under-reliance on help seeking, as well as to scaffold help-seeking skills that render the process more efficient and useful.

To examine these and other issues, the present volume assembled contributions from internationally recognized scholars and researchers to capture the state of the art and to anticipate future developments in this expanding field. Its relevance extends to anyone attempting to understand the role of technology in education, including educational researchers and teachers who do now or who expect to use technology to support instruction, and the rapidly expanding numbers of those developing new technological applications.



Applications of Self-Regulated Learning across Diverse Disciplines A Tribute to Barry J. Zimmerman

Hefer Bembenuity, *Queens College of The City University of New York*
Anastasia Kitsantas, *George Mason University*
Timothy J. Cleary, *Rutgers University*

2013. Paperback 9781623961329 \$45.99. Hardcover 9781623961336 \$85.99. eBook 9781623961343 \$50

Through its research-to-practice focus, this book honors the professional contributions of Professor Barry J. Zimmerman as illustrated by the recent selfregulation applications of a highly respected group of national and international scholars. This book will serve as a valuable resource for those interested in empowering and enabling learners to successfully manage and self-direct their lives, education, and careers. In particular, K-12 educators, college instructors, coaches, musicians, health care providers, and researchers will gain invaluable insight into the nature of self-regulation as well as how they can readily apply self-regulation principles into their teaching, instruction, or mentoring. Emergent trends in education and psychology circles, such as linking selfregulated learning assessment and interventions as well as the use of technology to enhance student learning and self-regulation, are additional themes addressed in the book. The kaleidoscope of self-regulation issues addressed in this book along with the wide range of promising intervention applications should also prove to be particularly appealing to graduate students as they pursue their future research activities and seek to optimize their individual growth and development.



Contemporary Perspectives in Data Mining, Volume 1

Kenneth D. Lawrence, *New Jersey Institute of Technology*
Ronald Klimberg, *Saint Joseph's University*

A volume in the series *Contemporary Perspectives in Data Mining*

2013. Paperback 9781623960551 \$45.99. Hardcover 9781623960568 \$85.99. eBook 9781623960575 \$50

The series, Contemporary Perspectives on Data Mining, is composed of blind refereed scholarly research methods and applications of data mining.

This series will be targeted both at the academic community, as well as the business practitioner.

Data mining seeks to discover knowledge from vast amounts of data with the use of statistical and mathematical techniques. The knowledge is extracted from this data by examining the patterns of the data, whether they be associations of groups or things, predictions, sequential relationships between time order events or natural groups.

Data mining applications are seen in finance (banking, brokerage, insurance), marketing (customer relationships, retailing, logistics, travel), as well as in manufacturing, health care, fraud detection, home-land security, and law enforcement.



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

Steve Sanders, *University of South Florida*
Lisa Witherspoon, *University of South Florida*

A volume in the series *Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*
2013. Paperback 978-1-61735-959-0 \$45.99. Hardcover 978-1-61735-960-6 \$85.99. eBook 978-1-61735-961-3 \$50

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.



Cultural Competence in America's Schools Leadership, Engagement and Understanding

Bruce Anthony Jones, *University of South Florida*
Edwin J. Nichols, *Nicolas & Associates, Inc.*

A volume in the series *Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*
2013. Paperback 9781623961749 \$45.99. Hardcover 9781623961756 \$85.99. eBook 9781623961763 \$50

Cultural Competence in America's Schools: Leadership, Engagement and Understanding focuses on explicating the impact of culture and issues of race and ethnicity on student learning, teacher and leadership efficacy, and educational policy making in our nation's public school system. The authors agree with Levin (2012), who pointed out that the challenge of dealing effectively with racial and ethnic diversity in education in traditionally homogeneous societies is a global problem. One indicator of this point is revealed in a U.S. study that was commissioned by the National Comprehensive Center for Teacher Quality, which reported on the serious consequences for student achievement and teacher effectiveness in the face of "the gap between teacher training and the realities of the classroom when it comes to teaching diverse populations and students with special needs." (Public Agenda, 2008, p. 2).



The Dark Side of Technological Innovation

Bing Ran, *Pennsylvania State University at Harrisburg*

A volume in the series *Contemporary Perspectives on Technological Innovation, Management and Policy*
2013. Paperback 9781623960612 \$45.99. Hardcover 9781623960629 \$85.99. eBook 9781623960636 \$50

Managing technological innovations and related policy and strategy issues have been a central focus of the new millennium. This book series presents an interdisciplinary scholarship and dialogue on the management of innovation and technological change in a global context from a variety of perspectives, including strategic, managerial, behavioral, and policy issues. Papers selected in this volume have four prominent themes: the wide spread interests and the global application of the technological innovation; the practicality of the research on technological innovation implementation to foster success and financial growth; the socio-technical challenges behind innovation and creativity that might outweigh the benefits; and the new principles/practices/perspectives on our understanding of the technological innovation. Contributed by prominent scholars and practitioners from around the world in innovation, management and policy area, this book will become a very useful read for anyone who is interested in learning the most contemporary perspectives on the subject.



Distance Education

Statewide, Institutional, and International Applications of Distance Education

Michael Simonson, *Nova Southeastern University*

A volume in the series *Perspectives in Instructional Technology and Distance Education*
2013. Paperback 9781623962746 \$45.99. Hardcover 9781623962753 \$85.99. eBook 9781623962760 \$50

Distance Learning journal is a premiere outlet for articles featuring practical applications of distance education in states, institutions, and countries. Distance Education Around the World is a collection of readings from Distance Learning journal written by practitioners for practitioners.



Global Perspectives on Technological Innovation ~ VOL. 1

Bing Ran, *Pennsylvania State University at Harrisburg*

A volume in the series *Contemporary Perspectives on Technological Innovation, Management and Policy*
2013. Paperback 9781623960582 \$45.99. Hardcover 9781623960599 \$85.99. eBook 9781623960605 \$50

Managing technological innovations and related policy and strategy issues have been a central focus of the new millennium. This book series presents an interdisciplinary scholarship and dialogue on the management of innovation and technological change in a global context from a variety of perspectives, including strategic, managerial, behavioral, and policy issues. Papers selected in this volume have four prominent themes: the wide spread interests and the global application of the technological innovation; the practicality of the research on technological innovation implementation to foster success and financial growth; the socio-technical challenges behind innovation and creativity that might outweigh the benefits; and the new principles/practices/perspectives on our understanding of the technological innovation. Contributed by prominent scholars and practitioners from around the world in innovation, management and policy area, this book will become a very useful read for anyone who is interested in learning the most contemporary perspectives on the subject.



Killing ideas softly? The promise and perils of creativity in the classroom

Ronald A. Beghetto, *University of Oregon*

2013. Paperback 9781623963644 \$45.99. Hardcover 9781623963651 \$85.99. eBook 9781623963668 \$50

Creativity is a hot topic in education. As such, there is no shortage of insights or suggestions for how teachers might incorporate creativity into their curriculum. Wading through these suggestions can, however, be quite daunting. This is because many of these suggestions imply that teachers need to somehow radically change their approach to teaching, adopt a new curriculum, or add-on to their existing curriculum. Consequently, many teachers feel that such changes are not feasible and may even come at the cost of supporting students' academic learning.

This book provides an alternative. Teachers need not adopt a new curriculum, radically change what they are already doing, or attempt to add more to their already overflowing plate of curricular responsibilities. Rather, teaching for and with creativity is often more about doing what one is already doing, only slightly better.

The aim of this book is to help teachers understand how they can make slight changes to their own teaching, which can substantially support the development of students' creative potential and result in a more creative approach to teaching. The insights and practical suggestions presented in this book represent some of the newest and most promising work being done in the field of creativity studies. This book is unique in that it presents teachers with concrete ideas for how to simultaneously support creativity and learning. A particularly novel feature of this book is that it offers a blend of theoretical insights and vivid classroom examples to illustrate the kinds of opportunities and challenges that teachers face when they attempt to teach for and with creativity. As such, this book will provide teachers, scholars, researchers, and anyone interested in classroom creativity with new directions for future research and educational practice.



A Learner Centered Approach To Online Education

Lisa Harrell, *Instructional Designer and Online Course Instructor*

2013. Paperback 9781623962920 \$45.99. Hardcover 9781623962937 \$85.99. eBook 9781623962944 \$50

The purpose of this book is to serve as a guide for designing, developing, and teaching learner centered online courses and/or modules of instruction. Chapter 1 provides an introduction to online education. Chapter 2 provides information on the resources and support needed to teach and learn in an online environment. Chapter 3 provides information and considerations in regards to the online learner. Chapter 4 provides information on the domains of learning. Chapter 5 provides information on learning outcomes and instructional objectives. Chapter 6 provides information on online course interaction. Chapter 7 provides information pertaining to assessment and grading rubrics. Each chapter of the book includes an application exercise.

This book will assist the reader in understanding the important factors in regards to online education. This book would also provide the foundational information, tools, and resource information needed to design, develop, and teach a learner centered online course or modules of instruction. This book would be a valuable resource for any educator interested in teaching online and for those who may already be teaching online. Educators in a variety of areas wishing to learn more about online teaching, course design, and course development could benefit from this book. This book could also serve as a text book for undergraduate and graduate courses related to online teaching, course design, and course development. This book could also serve as an administrative resource and guide for programs developing online courses and for faculty training and professional development purposes.



Learning Through Visual Displays

Gregory Schraw, *University of Nevada - Las Vegas*
Matthew T. McCrudden, *Victoria University of Wellington*
Daniel Robinson, *Colorado State University*

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*

2013. Paperback 9781623962333 \$45.99. Hardcover 9781623962340 \$85.99. eBook 9781623962357 \$50

The purpose of the volume is to explore the theory, development and use of visual displays and graphic organizers to improve instruction, learning and research. We anticipate five sections that address (1) frameworks for understanding different types of displays, (2) research-tested guidelines for constructing displays, (3) empirically-based instructional applications, (4) using displays to promote research and theory development, and (5) using displays to report test and research data to improve consumer understanding. Authors represent a variety of perspectives and areas of expertise, including instructional psychology, information technology, and research methodologies.

The volume is divided into four sections. Section 1 provides a conceptual overview of previous research, as well as the contents of the current volume. Section 2 includes theoretical perspectives on the design and instructional uses of visual displays from major theorists in the field. These chapters discuss ways that visual displays enhance general cognition and information processing. Section 3 provides eight chapters that address the use of visual displays to enhance student learning. These chapters provide examples of how to organize content and use visual displays in a variety of ways in the real and virtual classroom. Section 4 includes three chapters that discuss ways that visual displays may enhance the research process, but especially improved data display.



Learning to Learn with Integrative Learning Technologies (ILT) A Practical Guide for Academic Success (Chinese Edition)

Anastasia Kitsantas, *George Mason University*
Nada Dabbagh, *George Mason University*

2013. Paperback 9781623962241 \$45.99. Hardcover 9781623962258 \$85.99. eBook 9781623962265 \$50

The purpose of this practical guide is to facilitate college students' academic success by fostering self-regulated learning skills or learning to learn through the use of Integrative Learning Technologies (ILT). It enables the college instructor, online instructor, instructional developer, or educator to envision, plan for, and implement customized instructional and curricular designs that foster learning to learn and motivate students to take ownership of their own learning.

Specifically, this book demonstrates how college faculty who use Learning Management Systems (LMS) as well as emerging technologies such as Web 2.0 applications and social software can design learning tasks and course assignments that support and promote student:

- goal setting
- use of effective task strategies
- self-monitoring and self-evaluation
- time management
- help seeking
- motivation and affect

Given the emphasis on retention of freshmen as a measure of institutional effectiveness, the focus on student success, and the increasing use of ILT in higher education, this book fulfills a dire need in the literature on the integration of technology and self-regulated learning.



New Directions in Social Education Research The Influence of Technology and Globalization on the Lives of Students

Brad M. Maguth, *The University of Akron*

A volume in the series *Research in Social Education*

2013. Paperback 9781623960018 \$45.99. Hardcover 9781623960025 \$85.99. eBook 9781623960032 \$50

Through rapid developments in commerce, transportation and communication, people once separated by space, language and politics are now interwoven into a complex global system (Friedman, 2005). With the rise of new technology, local populations, businesses and states are better equipped to participate and act in a thriving international environment. Rising instability in the Middle East is immediately reported to oil and gas brokers in the U.S. Within seconds cable channels, iPods, social networking sites, and cell phones are relaying how protests in Egypt and Libya give hope to citizens around the world yearning for freedom. As events like 9/11 and the 2008 Financial Crisis have demonstrated, there is no retreating from the interconnectedness of the global system. As societies strive to empower citizens with the skills, understandings and dispositions needed to operate in an interconnected global age, teachers are being encouraged to help students use technologies to develop new knowledge and foster cross cultural understandings.

As pressures mount for society to equip today's youth with both the global and digital understandings necessary to confront the challenges of the 21st century, a more thorough analysis must be undertaken to examine the role of technology on student learning (Peters, 2009). This work will highlight the complex, contested, and contingent ways new technologies are being used by today's youth in a digital and global age. This text will present audiences with in-demand research that investigates the ways in which student use of technology mediates and complicates their learning about the world, its people, and global issues.



On the Move Mobile Learning for Development

Wanjira Kinuthia, *Georgia State University*
Stewart Marshall, *The University of the West Indies*

A volume in the series *Educational Design and Technology in the Knowledge Society*

2013. Paperback 9781623963071 \$45.99. Hardcover 9781623963088 \$85.99. eBook 9781623963095 \$50

This book integrates research, action research, best practice and case studies detailing how some educators have embraced the opportunities afforded by mobile learning. In particular, it brings together a range of scenarios, solutions and discussions relating to mobile learning in development and other resource challenged contexts.

The book will appeal to elected public/government representatives, public service agencies, community groups, regional development bodies, researchers, educational technologists and others interested in mobile learning. Students on senior undergraduate or postgraduate courses in educational technology, education, development studies, information technology, information systems, business, health, and social work will find this book useful in their studies related to the application of mobiles in learning and development.



Online Learner Competencies

Knowledge, Skills, and Attitudes for Successful Learning in Online Settings

Michael Beaudoin, *University of New England*
Gila Kurtz, *College for Academic Studies*
Insung Jung, *International Christian University*
Katsuaki Suzuki, *Kumamoto University*
Barbara L. Grabowski, *Pennsylvania State University*

A volume in the series *The Ibstpi Book Series*

2013. Paperback 978-1-62396-400-9 \$45.99. Hardcover 978-1-62396-401-6 \$85.99. eBook 978-1-62396-402-3 \$50

The book identifies a set of validated competencies and performance statements, with supporting explanation and data to inform and equip online learners with the critical attitudes, knowledge and skills for successful learning in online and/or blended learning settings. The work also enables online education providers (e.g., instructors, course designers, program administrators, scholars) to better understand learner needs in order to design and deliver online education products and services best suited to learners. Supplementing a large number of anecdotally-based “how to” books published for those engaged in online education, this volume offers a definitive set of 14 competencies and 75 performance statements (that demonstrate those competencies). Validated by systematic research and input from over 1,000 online users and providers worldwide, this work should impact the quality of learning and teaching at both the individual and organizational levels, involved in online education.



Principal 2.0

Technology and Educational Leadership

Matthew Militello, *North Carolina State University*
Jennifer Friend, *University of Missouri - Kansas City*

2013. Paperback 9781623963019 \$45.99. Hardcover 9781623963026 \$85.99. eBook 9781623963026 \$50

This volume of essays provides insights into educational technology from a diverse set of vantage points. Each chapter provides school leaders with both conceptual insights and practical guides. Moreover, the authors of these insights and guides are eclectic including: current K-12 school educators and students, professors and graduate students of educational technology and educational leadership, and technology industry leaders. Our goal was to provide a thoughtful and thought-provoking set of essays that propels your own work in the world of educational technology forward.

The audience for this book includes teachers, school and district leaders, educational technologists, educational policymakers, and higher education faculty. Chapters demonstrate a number of specific uses of advanced technologies in schools, in educational leadership, and in leadership preparatory programs. Chapters are accompanied by screen-captured images and links to multimedia examples that are accessible to readers via the Internet, including digital artifacts of leadership and learning that will guide readers to implementation in diverse educational settings.



Received Wisdom, Kernels of Truth, and Boundary

Conditions in Organizational Studies

Daniel J. Svyantek, *Auburn University*
Kevin Mahoney

A volume in the series *Research in Organizational Science*

2013. Paperback 9781623961893 \$45.99. Hardcover 9781623961909 \$85.99. eBook 9781623961916 \$50

This volume of the *Research in Organizational Sciences* is entitled “Received Wisdom, Kernels of Truth, and Boundary Conditions in Organizational Studies”. Received wisdom is knowledge imparted to people by others and is based on authority and tenacity as sources of human knowledge. Authority refers to the acceptance of knowledge as truth because of the position and credibility of the knowledge source. Tenacity refers to the continued presentation of a particular bit of information by a source until this bit of information is accepted as true by receivers. The problem for organizational studies, however, is that this received wisdom often becomes unquestioned assumptions which guide interpretation of the world and decisions made about the world. Received wisdom, therefore, may lead to organizational practices which provide little or no benefit to the organization and, potentially, negative organizational effects, because this received wisdom is no longer valid. The 14 papers in this volume all, in

some way, strive to question received wisdom and present alternatives which expand our understanding of organizational behavior in some way. The chapters in this volume each strive to present new ways of understanding organizational constructs, and in so doing reveal how received wisdom has often led to confirmation bias in organizational science. The knowledge that some perceived truths are actually the products of received wisdom and do not stand up to close scrutiny shakes up things within research areas previously thought settled allowing new perspectives on organizational science to emerge.



Research on Technology in English Education

Carl A. Young, *North Carolina State University*
Sara Kajder, *Shady Side Academy*

A volume in the series *Research Methods for Educational Technology*

2013. Paperback 9781623960858 \$45.99. Hardcover 9781623960865 \$85.99. eBook 9781623960872 \$50

This book brings together the voices of leading English Education researchers who work to offer views into the changing landscape of English as a result of the use of digital media in classrooms, out of school settings, universities and other contexts in which readers and writers work. But, as in most useful texts, the purpose is more nuanced and far reaching than simply offering a glimpse into where we currently find ourselves as a field. In sum, the collection brings together and interweaves what we are coming to know and understand about teaching English within a shifting digital landscape as well as the implications for teacher education and the discipline of English Education specifically.

The intended audience for this particular book is English educators, doctoral candidates in the field of English education, researchers and scholars in the field, and English language arts teachers – especially those interested in the impact digital technologies can have in our field.



Social Entrepreneurship as a Catalyst for Social Change

Charles Wankel, Ph.D., *St. John's University, New York*
Larry E. Pate, *Decision Systems International and California State University, Long Beach*

A volume in the series *Research in Management Education and Development*

2013. Paperback 978-1-62396-445-0 \$45.99. Hardcover 978-1-62396-446-7 \$85.99. eBook 978-1-62396-447-4 \$50

Social Entrepreneurship as a Catalyst for Social Change contains twenty chapters on the impact of social entrepreneurial ventures within a variety of cultural and national contexts. From Brazil to Croatia, from Thailand to Greenland, this book is rare in that it provides a rich landscape in which to imagine additional efforts to bring about positive social change. The case studies cover a broad range of topics with one common theme—how can we learn from what others are doing in the emerging field of social entrepreneurship? The various cases will inspire budding entrepreneurs to new heights of awareness to support the alleviation of poverty in many contexts.

Part Two, Lessons from the Field: How Social Entrepreneurial Companies are Succeeding, discusses the similarities and differences that social entrepreneurial ventures and other businesses must face to be successful. Other topics covered include Entrepreneur Bootcamp for Veterans, microfinance, social entrepreneurship education, and development of a culture of social entrepreneurship.

Part Three, Going from Local to Global, explores the challenges of a social enterprise as it transitions from a national venture to an international one. The relationship between social entrepreneurship and local business development in places such as Sicily is discussed through case studies. A stage theory of social venture internationalization is put forth. Research connecting social media and social entrepreneurship is used to illustrate the importance of social networks in creating positive social change.

Part four, Challenges in Social Entrepreneurship, explores the challenges that social entrepreneurial ventures face. Ethics of intellectual property rights in social enterprises is a focal topic in this section. Social franchising as an approach to social entrepreneurship is illustrated.



Visual Data and Their Use in Science Education

Jon Pedersen, *University of Nebraska-Lincoln*
Kevin D. Finson, *Bradley University*

2013. Paperback 9781623962043 \$45.99. Hardcover 9781623962050 \$85.99. eBook 9781623962067 \$50

Visual Data in Science Education builds upon previous work done by the editors to bring some definition to the meaning of visual data as it relates to education, and highlighted the breadth of types and uses of visual data across the major academic disciplines. In this book, the editors have brought this focus specifically to science education through the contributions of colleagues in the field who actively research about and engage in teaching with visual data. The book begins by examining how the brain functions with respect to processing visual data, then explores models of conceptual frameworks, which then leads into how related ideas are actuated in education settings ranging from elementary science classrooms to college environments. As a whole, this book fosters a more coherent image of the multifaceted process of science teaching and learning that is informed by current understandings of science knowledge construction, the scientific enterprise, and the millennium student as they relate to visual data.



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

Robert W. Lissitz, *University of Maryland*
Hong Jiao, *University of Maryland*

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. eBook 978-1-61735-727-5 \$50

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.



Contemporary Science Teaching Approaches Promoting Conceptual Understanding in Science

Dr. Funda Ornek, *Bahrain Teachers College, University of Bahrain*
Dr. Issa M. Saleh, *Bahrain Teachers College in University of Bahrain*

2012. Paperback 978-1-61735-608-7 \$45.99. Hardcover 978-1-61735-609-4 \$85.99. eBook 9781617356100 \$50

Contemporary science teaching approaches focus on fostering students to construct new scientific knowledge as a process of inquiry rather than having them act as passive learners memorizing stated scientific facts. Although this perspective of teaching science is clearly emphasized in the National Research Council's National Science Education Standards (NRC, 1996), it is however challenging to achieve in the classroom. Science teaching approaches should enhance students' conceptual understanding of scientific concepts which can be later utilized by students in deeper

recognition of real world (Marsak & Janouskova, 2007). This book identifies and describes several different contemporary science teaching approaches and presents recent applications of these approaches in promoting interest among students. It promotes conceptual understanding of science concepts among them as well. This book identifies pertinent issues related to strategies of teaching science and describes best practice. The chapters in this book are culmination of years of discussion and development efforts to understand more about how to teach science by the distinguished scholars and practicing teachers.



Instructional Technology The Definition and Domains of the Field

Barbara B. Seels, *University of Pittsburgh*
Rita C. Richey, *Wayne State University*

2012. Paperback 978-1-61735-904-0 \$25.99. eBook 978-1-61735-905-7 \$50

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.



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. eBook 978-1-61735-812-8 \$50

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*.



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. eBook 978-1-61735-876-0 \$50

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.



Trends and Issues in Distance Education 2nd Edition

International Perspectives

Lya Visser, *Learning Development Institute*
Yusra Laila Visser, *Florida Atlantic University*
Ray Amirault, *Florida Atlantic University*
Michael Simonson, *Nova Southeastern University*

A volume in the series *Perspectives in Instructional Technology and Distance Education*

2012. Paperback 978-1-61735-828-9 \$45.99. Hardcover 978-1-61735-829-6 \$85.99. eBook 978-1-61735-830-2 \$50

Over the last decade, the field of distance education (and e-learning) has substantially strengthened and assumed a more international scope. There has been an impressive growth in the conceptual, empirical and experiential foundations of the field. Trends and Issues in Distance Education: International Perspectives (2nd Ed) captures a representative snapshot of the breadth of current global trends and issues in distance education theory, research, and practice. Through 21 chapters (from over 30 international authors), the book documents new developments in distance education scholarship and practice, presenting a diverse set of viewpoints on the trends and issues affecting this increasingly central discipline.

The book is for researchers, practitioners, and students. Chapters speak to the many creative ways in which distance education addresses learning and human development needs around the world. They focus on distance education in dissimilar settings that extend beyond the limitations of the dominating paradigms of the highly developed economies. Contributing authors touch upon conceptual as well as practical issues. They critically reflect on both large- and small-scale distance education initiatives, discussing the use of everything from the most advanced technologies (e.g., 3-D computing) to the most rudimentary technologies (e.g., wind-up radios).

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