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Social media and digital tools permeate the everyday lives of young people. In the early stages of commentary about the impact of the digital age on civic life, debates revolved around whether the Internet enhanced or discouraged civic and political action. Since then we have seen new media move to center stage in politics and activism--from the 2008 US election to the 2011 Arab Spring to the Occupy movement. We have also seen new patterns in how different sub-groups make use of digital media. These developments have pushed people to move beyond questions about whether new media are good or bad for civic life, to ask instead: how, under what conditions, and for whom, do new digital tools become resources for political critique and action by the young?

This book will provide a platform for a new wave of scholarship about young people’s political participation in the digital age. We define “youth” or “young people” as roughly between the ages of 12 and 25. We include perspectives from political science, education, cultural studies, learning sciences, and youth development. We draw on the framework developed by the MacArthur Research Network on Youth and Participatory Politics (Cohen, Kahne, Bowyer, Middaugh, & Rogowski, 2012), which defines participatory politics as, “interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern.”

Teaching adolescents and learning from them is the paradigm elaborated throughout this second edition of Adolescents in the Internet Age. The premise is based upon four assumptions: (1) Adolescents have unique experiences that qualify them as the most credible source on what growing up is like in the current environment; (2) Adolescents are more competent than many adults with tools of technology that will be needed for learning in the future; (3) Adolescents and adults can support mutual development by adopting the concept of reciprocal learning; and (4) The common quest of adolescents to gain adult identity could be attained before employment.

Expectations are the theme for every chapter. The reason expectations are so important is because they influence goals, determine priorities, and are used to evaluate progress and achievements of individuals and institutions. When teacher expectations correspond with the abilities and interests of students, achievement and satisfaction are common outcomes. In contrast, if teachers expect too little, student potential can be undermined. There is also concern if expectations that students have for themselves surpass their abilities. This occurs if teachers do not inform students about their deficits. Multitasking, doing too many things at the same time, detracts from productivity. Sharing accountability depends upon complimentary and attainable expectations that can be met by students, teachers, and parents. To support appropriate expectations, this book for secondary teachers and high school students seeking a broader understanding of their own generation is organized in four parts about aspects of learning and development.

(1) Identity expectations introduce traditional perspectives on adolescence, changes related to sources of learning, evolving emphasis of schools, and ways to support motivation, goal setting, and formation of identity.

(2) Cognitive expectations examine mental abilities, academic standards, emergence of the Internet as a learning tool, development of media literacy, creative problem solving, and encouragement of higher order thinking skills.

(3) Social expectations explore the need for giving greater attention to social development, importance of teamwork skills, involvement with social networking, adoption of civil behavior, school safety, and values as a basis for ethical behavior and character.
(4) Health expectations center on decisions that influence physical health, well-being, and lifestyle choice. Consideration is given to stress management, emotional intelligence, and risk assessment strategies for individual teenagers and the schools that they attend.

The Future of Post-Human Accounting
Towards a New Theory of Addition and Subtraction in Information Management

Peter Baofu


Is the invention of accounting so useful that, as Charlie Munger once said, “you have to know accounting. It’s the language of practical business life. It was a very useful thing to deliver to civilization. I’ve heard it came to civilization through Venice which of course was once the great commercial power in the Mediterranean”? (WOO 2013)

This positive view on accounting can be contrasted with an opposing view by Paul Browne that “the recent [accounting] scandals have brought a new level of attention to the accounting profession as gatekeepers and custodians of social interest.” (DUM 2013)

Contrary to these opposing views (and other ones as will be discussed in the book), accounting (in relation to addition and subtraction) are neither possible (or impossible) nor desirable (or undesirable) to the extent that the respective ideologues (on different sides) would like us to believe.

Of course, this reexamination of different opposing views on accounting does not mean that the study of addition and subtraction is useless, or that those fields (related to accounting)—like bookkeeping, auditing, forensics, info management, finance, philosophy of accounting, accounting ethics, lean accounting, mental accounting, environmental audit, creative accounting, carbon accounting, social accounting, and so on—are unimportant. (WK 2013) In fact, neither of these extreme views is plausible.

Rather, this book offers an alternative (better) way to understand the future of accounting in regard to the dialectic relationship between addition and subtraction—while learning from different approaches in the literature but without favoring any one of them (nor integrating them, since they are not necessarily compatible with each other). More specifically, this book offers a new theory (that is, the double-sided theory of accounting) to go beyond the existing approaches in a novel way and is organized in four chapters.

This seminal project will fundamentally change the way that we think about accounting in relation to addition and subtraction from the combined perspectives of the mind, nature, society, and culture, with enormous implications for the human future and what I originally called its “post-human” fate.

Organizational Processes and Received Wisdom

Daniel J. Svyantek, Auburn University
Kevin T. Mahoney, South Dakota State University

A volume in the series Research in Organizational Science

This Research in Organizational Sciences volume to explore and question the received wisdom of organizational sciences. The chapters in this volume (and the companion volume) seek to establish boundary conditions for important organizational constructs and processes. They illustrate the importance of context for interpreting the received wisdom of organizational science by showing when constructs must be adapted to changing circumstances.

The volume begins with four chapters looking at the construct of leadership. Each of these addresses an important aspect of our understanding of leadership and its practice. The four chapters on leadership are followed by five chapters dealing with other organizational processes including motivation, organizational change, the role of diversity in organizations and organizational citizenship. The last three chapters deal with the issue of knowledge in large systems. Two chapters address how information may be transmitted across organizations and generations of workers. The final chapter deals with the use of information by organizational decision-makers.

The 12 papers in this volume all, in some way question received wisdom and present alternatives which expand our understanding of organizational
behavior. These chapters each strive to present new ways of understanding organizational constructs, and in so doing reveal how received wisdom does not always lead to best practice in research or application. It is our hope that these chapters illustrate how challenging received wisdom in organizational studies can provide new ways of thinking about organizational processes. These new ways of thinking in turn can provide better understanding of the processes necessary to increase organizational effectiveness.

Real-Life Distance Education
Case Studies in Practice

Anthony A. Pina, Sullivan University System
Al. P. Mizell, Nova Southeastern University

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

Real-Life Distance Education: Case Studies in Practice documents and discusses the experiences of those who have implemented distance learning as a solution to “real-life” problems and provides guidance to assist readers in their understanding and analysis of distance learning. This approach allows readers to develop analytic and problem solving skills. The variety of different situations within the individual case studies allows readers to apply their knowledge to new and unique situations and to explore solutions to complex issues. The book is useful as a primary or supplementary text in programs of educational technology, instructional design, learning sciences, human resource development, curriculum & instruction, media & technology or higher education.

Research Based Undergraduate Science Teaching

Dennis W. Sunal, University of Alabama
Cynthia Szymanski Sunal, University of Alabama
Emmett L. Wright, Kansas State University
Cheryl L. Mason, San Diego State University
Dean Zollman, Kansas State University

A volume in the series Research in Science Education

Research in Science Education (RISE) Volume 6, Research Based Undergraduate Science Teaching examines research, theory, and practice concerning issues of teaching science with undergraduates. This RISE volume addresses higher education faculty and all who teach entry level science. The focus is on helping undergraduates develop a basic science literacy leading to scientific expertise. RISE Volume 6 focuses on research-based reforms leading to best practices in teaching undergraduates in science and engineering.

The goal of this volume is to provide a research foundation for the professional development of faculty teaching undergraduate science. Such science instruction should have short- and longterm impacts on student outcomes. The goal was carried out through a series of events over several years. The website at http://mseus.org documents materials from these events. The international call for manuscripts for this volume requested the inclusion of major priorities and critical research areas, methodological concerns, and results of implementation of faculty professional development programs and reform in teaching in undergraduate science classrooms.

In developing research manuscripts to be reviewed for RISE, Volume 6, researchers were asked to consider the status and effectiveness of current and experimental practices for reforming undergraduate science courses involving all undergraduates, including groups of students who are not always well represented in STEM education. To influence practice, it is important to understand how research-based practice is made and how it is implemented. The volume should be considered as a first step in thinking through what reform in undergraduate science teaching might look like and how we help faculty to implement such reform.
The e-learning research literature is characterized by studies that investigate the practice of teaching and learning online (pedagogy) and those that investigate the planning and administrative functions associated with e-learning delivery (management). This edited volume directs attention to pedagogy and management as it relates to the primary e-learning delivery mechanism, the course management system (CMS). Specifically, the research presented in this collection deals with a range of themes relevant to the selection, implementation, use and evaluation of course management systems in higher education.

The primary audience for this book includes instructors and students in instructional and educational technology programs. The book could easily be used as a text in a distance or online learning course. The secondary audience includes instructors and students in higher education programs and e-learning practitioners and administrators. The book is timely because of the growing presence and influence of course management systems on teaching and learning in higher education.

This book presents a “philosophy of science education” as a research field as well as its value for curriculum, instruction and teacher pedagogy. It seeks to re-think science education as an educational endeavor by examining why past reform efforts have been only partially successful, including why the fundamental goal of achieving scientific literacy after several “reform waves” has proven to be so elusive. The identity of such a philosophy is first defined in relation to the fields of philosophy, philosophy of science, and philosophy of education. It argues that educational theory can support teacher’s pedagogical content knowledge and that history, philosophy and sociology of science should inform and influence pedagogy. Some case studies are provided which examine the nature of science and the nature of language to illustrate why and how a philosophy of science education contributes to science education reform. It seeks to contribute in general to the improvement of curriculum design and science teacher education. The perspective to be taken on board is that to teach science is to have a philosophical frame of mind—about the subject, about education, about one’s personal teacher identity.

The future of American STEM education is here...in every state, there are thousands students that would benefit from science education, if only they had the resources, support systems and psychological ownership. There are brilliant young minds that could be called on to solve a myriad of world problems, earning money and respect in the process. But these students don’t see science as a viable option for a life. Or they do but there are no textbooks in the classroom, or the teacher is the fifth one this semester...and he is on the verge of leaving too.

If STEM (science, technology, engineering and mathematics) careers are the future driving force of the American economy; and if only an anointed few American students choose STEM as a career path, where will that leave us as a nation as we strive to compete on the global stage? Will America
maintain its position as leader of the free world? Can a country that shuns the word “elite” ever maintain its elite status? Everything we value depends on this; our national security, reputation, and quality of life all depend on our ability to meet the needs of future generations of American workers as they compete for jobs. Jobs that will require problem solving skills, innovation, creativity, scientific literacy, and mathematical knowledge. Jobs that will require Americans who are tops in their fields with expertise, intellectual curiosity, ambition and vision. This book seeks to address these problems, as well as providing an historical backdrop for the discussion of STEM in American schools, race and gender issues, the effects of the standards movement on STEM, and what good teaching looks like in urban public schools. The future is here. Will we rise to the occasion?

Teaching and Learning at a Distance
Foundations of Distance Education, 6th Edition
Michael Simonson, Nova Southeastern University
Sharon Smaldino, Northern Illinois University
Susan M. Zvacek, Fort Hays State University


Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in-service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs.

The teacher or trainer who uses this book will be able to distinguish between appropriate uses of distance education. In this text we take the following themes:

The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing. This definition is based on the work of Desmond Keegan, but is unique to this book. This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica.

The second theme of the book was the importance of research to the development of the contents of the book. The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence. Certainly there are “rules of thumb”, but we have always attempted to only include recommendations that can be supported by research.

The third theme of Teaching and Learning at a distance is derived from Richard Clark’s famous quote published in the Review of Educational Research that states that media are mere vehicles that do not directly influence achievement. Clark’s controversial work is discussed in the book, but is also fundamental to the book’s advocacy for distance education – in other words, we authors did not make the claim that education delivered at a distance was inherently better than other ways people learn. Distance delivered instruction is not a “magical” approach that makes learners achieve more.

The fourth theme of the book is equivalency theory. Here we presented the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment. Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face to face classroom.

The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive – that it should cover as much of the various ways instruction is made available to distant learners as is possible. It should be a single source of information about the field.

Technologies of Government
Politics and Power in the "Information Age"
Benjamin Baez, Florida International University

A volume in the series Studies in the Philosophy of Education

In this book, Baez examines a series of governmental “technologies” that he believes strongly characterize our present. The technologies that he addresses in this book are information, statistics, databases, economy, and accountability. He offers arguments about the role these technologies play in contemporary politics. Specifically, Baez analyzes these technologies in terms of (the sometimes oppositional) rationalities for rendering reality
thinkable, and, consequently, governable. These technologies bear on the field of education, but also exceed it. So, while issues in education frame many of the arguments in this book, the book’s also has usefulness to those outside of field of education.

Specifically, Baez concludes that the governmental technologies listed above all are coopted by neoliberal rationalities rendering our lives thinkable and governable through an array of devices for the management of risk, using the model of the economy, and heavily investing in the uses of information, statistics, databases, and oversight mechanisms associated with accountability. Baez leaves readers with more questions than they might have had prior to reading the book, so that they may re-imagine their own present and future and thus their own forms of self-government.

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

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


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.

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

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.
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 widespread 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.
A Learner Centered Approach To Online Education
Lisa Harrell, Instructional Designer and Online Course Instructor

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 by 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

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.
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

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

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.

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

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


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.
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