

INFORMATION AGE PUBLISHING

TECHNOLOGY 2016

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RECENT TITLES

CONTEMPORARY PERSPECTIVES IN DATA MINING



Contemporary Perspectives in Data Mining, Volume 2

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

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

2015. Paperback 978-1-68123-087-0 \$45.99. Hardcover 978-1-68123-088-7 \$85.99. eBook 978-1-68123-089-4 \$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 in marketing (customer loyalty, identifying profitable customers, instore promotions, e-commerce populations); in business (teaching data mining, efficiency of the Chinese automobile industry, moderate asset allocation funds); and techniques (veterinary predictive models, data integrity in the cloud, irregular pattern detection in a mobility network and road safety modeling.)

CURRENT PERSPECTIVES ON APPLIED INFORMATION TECHNOLOGIES



Mobile Makes Learning Free

Building Conceptual, Professional and School Capacity

Boris Handal, The University of Notre Dame, Australia

A volume in the series *Current Perspectives on Applied Information Technologies*

2015. Paperback 9781681232836 \$45.99. Hardcover 9781681232843 \$85.99. eBook 9781681232850 \$50.

The book provides new conceptual frameworks to understand good practice in the field of mobile learning. The book fills a gap in the current literature by drawing on examples of best practice from leading schools in the United States, Canada and Australia.

The author visited thirty educational sites and interviewed over 100 eminent teachers, principals, district superintendents and academics in the three aforementioned countries to study the implementation of mobile devices such as smartphones and tablets in teaching and learning.

During that period evidence and exemplars on issues that currently challenge educators worldwide such as modern pedagogies, digital citizenship, institutional change, equity and professional development were collected. The book presents a large number of case studies illustrating an effective integration of mobile learning and other technologies into the curriculum.

The contents include topics that are at the core of current attempts by educators to meet the demands of 21st century learning.

The book

- Addresses issues related to the delivery of mobile learning (e.g., smartphones, tablets)
- Presents real life scenarios from leading practitioners in the United States, Canada and Australia
- Introduces a four-conversion model for whole-school school transformation

- Provides principals with practical strategies to create effective communities of practice
- Provides teachers with best practice examples and recommendations for using mobile devices in teaching and learning
- Suggests practical activities and insights as to how to implement digital citizenship in schools

INTERNATIONAL ADVANCES IN EDUCATION: GLOBAL INITIATIVES FOR EQUITY AND SOCIAL JUSTICE



E-Learning and Social Media

Education and Citizenship for the Digital 21st Century

Elinor L. Brown, University of Kentucky; Anna Krasteva, New Bulgarian University; Maria Ranieri, University of Florence

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*
2016. Paperback 9781681234281 \$45.99. Hardcover 9781681234298 \$85.99. eBook 9781681234304 \$50.

International Advances in Education: Global Initiatives for Equity and Social Justice is an international research monograph series of scholarly works that focuses primarily on empowering children, adolescents, and young adults from diverse educational, socio-cultural, linguistic, religious, racial, ethnic, and socio-economic settings to become non-exploited/non-exploitive contributing members of the global community. The series draws on the international community of investigators, academics, and community organizers that have contributed to the evidence base for developing sound educational policies, practices, and innovative programs to optimize the potential of all students. Each themed volume includes multi-disciplinary theory, research, and practice that provides an enriched understanding of the drivers of human potential via education to assist readers in exploring, adapting, and replicating innovative strategies that enable ALL students to realize their full potential.

Among these strategies are the integration of digital technologies (DT) and information and communication technologies (ICT) into contemporary education platforms. However, technology must be more than just a tool to deliver content and stimulate engagement; it must become a means to broaden access to learning, advance equity, promote social justice, and encourage social inclusion. Especially reaching out to address the academic and social needs of rural, impoverished, marginalized, and displaced populations. Though the digital divide continues to hinder educational attainment for underprivileged populations, ICTs are providing significant opportunities to deliver literacy and basic skills instruction to disadvantaged segments of the global population as well as engage, motivate, and customize learning to address local needs. Nonetheless, the availability of ICT is not a deterministic process. Other societal, cultural, political and contextual factors are of fundamental importance to acceptance and integration that enables people to benefit from technology. The relationship between educational access, instructional delivery, and ICT should be considered in more complex terms. In particular, digital technologies should be viewed as instructional tools that improve access to educational opportunities, strengthen cultural resources, promote social and economic equity, and provide students with the knowledge and competencies to prepare them for a future that cannot be predicted. Therefore, developing ICT and media capabilities that instill citizenship and stewardship in today's students is crucial to glean the social and cultural advantages of a contemporary global society that encourages full and equal citizenship.

Citizenship education refers to two understandings of citizenship: as belonging and as engagement. The first is focused on national identity and valorizes the values of justice and democracy, as well as language and culture as the roots bridging the personality of children to the community of solidarity and shared norms. The second understanding of citizenship complements the 'roots' with 'roads', with the choices made by the individual, with the capacity to form and develop the child's personality into the actor and author of his/her educational, professional, and life projects. The adolescent prepares to become an active, committed, and engaged citizen with the intellectual capacity for critical thinking that leads to responsible actions. Digital citizenship expresses the transformations of both belonging to and engaging in the information society and contributes to the development of generation "Y" with the aspiration to innovate and experiment, to explore the possibilities of the new digital world, to question authorities and instances of knowledge and power. Education addresses digital citizenship by opening more avenues for the intersection of Internet, imagination, and exploration.

Volume 10, E-learning & Social Media: Education and Citizenship for the Digital 21st Century, addresses the use of technology in: developing and expanding educational delivery systems to reach rural populations, providing access to equitable education opportunities for disadvantaged and marginalized populations, and encouraging student civic engagement. The volume evaluates e-learning programs (distributed through the Internet, via satellite and hosted on social media) that promote equitable education for disadvantaged populations; examines the challenges and benefits of social media on student self-identity, collaboration, and academic engagement; shares promising practices associated with technology in education and e-citizenship in the 21st century, and advances the discussion on blending global citizenship education and social media that raises student awareness, accountability and social justice involvement.

PERSPECTIVES IN INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION



Beyond the Online Course Leadership Perspectives on e-Learning

Anthony A. Pina, Sullivan University System; Jason B. Huett, University of West Georgia

A volume in the series *Perspectives in Instructional Technology and Distance Education*
2016. Paperback 9781681235097 \$45.99. Hardcover 9781681235103 \$85.99. eBook 9781681235110 \$50.

Beyond the Online Course: Leadership Perspectives on e-Learning addresses a need for the growing body of professionals who are called upon to lead the online/distance learning efforts at their various organizations. It will also be of interest to those wishing to prepare for leadership positions or who are engaged in research and study of issues “beyond the online course.” The book brings together scholarly and practice-based writings from the pages of the Quarterly Review of Distance Education and Distance Learning for Educators, Trainers and Leaders.

PIONEERS OF SCIENCE EDUCATION



Going Back to Our Future II Carrying Forward the Spirit of Pioneers of Science Education

Jon Pedersen, University of South Carolina; Kevin D. Finson, Bradley University; Barbara S. Spector, University of South Florida

A volume in the series *Pioneers of Science Education*
2015. Paperback 9781681231914 \$45.99. Hardcover 9781681231921 \$85.99. eBook 9781681231938 \$50.

"Who were the pioneers in science education, and what motivated them to do what they did?" This book is the second volume of an attempt to capture and record some of the answers to these questions—either from the pioneers themselves or from those persons who worked most closely with them. As with the first volume, we have attempted to include as many pioneers as possible, but we know that there are still many that are not included in this or the previous volume. As we have posed questions, rummaged through files and oft-neglected books, and probed the memories of many individuals, we have come to realize our list of true pioneers is ever growing.

As we consider our list of pioneers, we know that there are names on the list that most of us readily recognize. We also fully realize that there are names of whom few of us have heard—yet who were significant in their roles as mentors or idea development and teaching. We continue to be impressed with our science education “family tree” ever branching out to more individuals and connections. The stories in this volume continue to demonstrate how vital this network was in supporting the individual pioneers during their journey in difficult times and continues to be for those of us today in our own enterprise.

RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT



Emerging Web 3.0/Semantic Web Applications in Higher Education Growing Personalization and Wider Interconnections in Learning

Charles Wankel, Ph.D., St. John's University, New York; Agata Stachowicz-Stanusch, Silesian University of Technology, Poland

A volume in the series *Research in Management Education and Development*
2015. Paperback 978-1-68123-146-4 \$45.99. Hardcover 978-1-68123-147-1 \$85.99. eBook 978-1-68123-148-8 \$50.

The Web is evolving from a place where a prodigious amount of text and images are stored to a place where educational and other needs are serviced.

The Web is becoming increasingly automated with functions that previously required human action undertaken automatically moving learners and other users more quickly to useful support. More and more such services interoperate with each other through computer programs and agents. This is the territory of semantic Web services and Web 3.0. Just as shop bots and auction bots abound in handling a particular task on the Web currently, in higher education of the future such related bots and agents will interact with the heterogeneous information that is the stuff of higher education. The scale of such agent-based mediation and linked data will grow over time. Increasingly, intelligent agents and bots will undertake tasks on behalf of their faculty, administrator, and student owners. Collaborations among faculty and students around the world will be increasingly supported by semantic social networks capable of providing crucial functions. Students can be engaged in participating in the design and development of semantic Web applications in such areas as structuring and representing knowledge. The increasing availability of interactive educational tools and collaborative community-resources, such as wikis, can be the foundation for deploying semantically marked-up and social-connected educational spaces where students construct their own learning pathways in explorations of knowledge and creating new content integration.

This volume will share visions and partial realizations of the impact of the semantic Web and associated Web 3.0 features on higher education. This volume will provide accounts of cutting-edge pedagogic applications of the semantic Web with its extremely extensive use of interconnecting information technologies.

NO SERIES



Application of Visual Data in K-16 Science Classrooms

Kevin D. Finson, Bradley University; Jon Pedersen, University of South Carolina

2015. Paperback 978-1-68123-047-4 \$45.99. Hardcover 978-1-68123-048-1 \$85.99. eBook 978-1-68123-049-8 \$50.

This book examines visual data use with students (PK-16) as well as in pre-service in- service science teacher preparation. Each chapter includes discussion about the current state of the art with respect to science classroom application and utilization of the particular visual data targeted by the author(s), discussion and explanation about the targeted visual data as applied by the author in his/her classroom, use of visual data as a diagnostic tool, its use as an assessment tool, and discussion of implications for science teaching and/or science teacher preparation.

Although the body of research and practice in this field is growing, there remains a gap in the literature about clearly explicating the use of visual data in the science classroom. A growing body of literature discusses what visual data are (although this topic is still viewed as being at the beginning of its development in educators' thinking), and there are some scattered examples of studies exploring the use of visual data in science classrooms, although those studies have not necessarily clearly identified their foci as visual data, per se. As interest and attention has become more focused on visual data, a logical progression of questioning has been how visual data are actually applied in the science classroom, whether it be early elementary, college, or somewhere in between. Visual data applications of interest to the science education community include how it is identified, how it can be used with students and how students can generate it themselves, how it can be employed as a diagnostic tool in concept development, and how it can be utilized as an assessment tool. This book explores that, as well as a variety of pragmatic ways to help science educators more effectively utilize visual data and representations in their instruction.



Assessment in Online and Blended Learning Environments

Selma Koç, Cleveland State University; Xiongyi Liu, Cleveland State University; Patrick Wachira, Cleveland State University

2015. Paperback 978-1-68123-044-3 \$45.99. Hardcover 978-1-68123-045-0 \$85.99. eBook 978-1-68123-046-7 \$50.

Online and blended learning requires the reconstruction of instructor and learner roles, relations, and practices in many aspects. Assessment becomes an important issue in non-traditional learning environments. Assessment literacy, i.e., understanding assessment and assessment strategies, is critical for both instructors and students in creating online and blended environments that are effective for teaching and learning. Instructors need to identify and implement assessment strategies and methods appropriate to online or blended learning. This includes an understanding of the potential of a variety of technology tools for monitoring student learning and improving their teaching effectiveness. From the students' perspective, good assessment practices can show them what is important to learn and how they should approach learning; hence, engaging them in goal-oriented and self-regulatory cognitions and behaviors.

The book targets instructors, instructional designers, and educational leaders who are interested in understanding and implementing either summative or formative assessment in online and blended learning environments. This book will assist the relevant audience in the theory and practice of assessment in online and blended learning environments. Providing both a research and practice perspective, this book can help instructors make the connection between pedagogy and technology tools to maximize their teaching and student learning. Among the questions addressed in this book are:

- What assessment strategies can be used in online or blended learning?
- How can instructors design effective assessment strategies?
- What methods or technology tools can be used for assessment in online or blended learning?
- How does peer-assessment work in online or blended learning environments?



A Guide to Data-Driven Leadership in Modern Schools

Leslie Jones, Nicholls State University; Eugene Kennedy, Louisiana State University

2015. Paperback 9781623969851 \$45.99. Hardcover 9781623969868 \$85.99. eBook 9781623969875 \$50.

The purpose of this publication is to provide school leaders and other educators with insight into practical uses of data and how to create school cultures conducive to effective data use. Practicing school leaders can benefit from this publication as well as teachers who use data in their classrooms to drive instruction. Another use of this book is for graduate schools that prepare K-12 school leaders.

Because of accountability and the importance of data use in schools, data driven decisions and the effective use of data are critical. In *A Guide to Data-Driven Leadership in Modern Schools*, the use of data as aligned to educational reform is discussed. Accountability and standardized testing are vital elements of reform. The culture must be created in schools to address multi-facets of data use which is presented in Chapter 2 of the publication.

The use of data should guide/inform decisions linked to both management and instruction in schools. In Chapter 3, the use of data to inform management is discussed; and the use of data to inform instruction is presented in Chapter 4. Practices of effective management and instructional leadership are obsolete without effective personnel in schools. The use of data in personnel evaluations is explored in Chapter 5.



New Directions in Technological Pedagogical Content Knowledge Research Multiple Perspectives

Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates

2015. Paperback 978-1-68123-104-4 \$45.99. Hardcover 978-1-68123-105-1 \$85.99. eBook 978-1-68123-106-8 \$50.

In the past decades wide-ranging research on effective integration of technology in instruction have been conducted by various educators and researchers with the hope that the affordances of technology might be leveraged to improve the teaching and learning process. However, in order to put the technology in optimum use, knowledge about how and in what way technology can enhance the instruction is also essential. A number of theories and models have been proposed in harnessing the technology in everyday lessons. Among these attempts Technological and Pedagogical Content Knowledge (TPACK) framework introduced by Mishra and Koehler has emerged as a representation of the complex relationships between technology, pedagogy and content knowledge. The TPACK framework extends the concept of Shulman's pedagogical content knowledge (PCK) which defines the need for knowledge about the content and pedagogical skills in teaching activities. Since then the framework has been embraced by the educational technology practitioners, instructional designers, and educators. TPACK research received increasing attention from education and training community covering diverse range of subjects and academic disciplines and significant progress has been made in recent years. This book attempts to bring the practitioners and researchers to present current directions, trends and approaches, convey experience and findings, and share reflection and vision to improve science teaching and learning with the use of TPACK framework.

A wide array of topics will be covered in this book including applications in teacher training, designing courses, professional development and impact on learning, intervention strategies and other complex educational issues. Information contained in this book will provide knowledge growth and insights into effective educational strategies in integration of technology with the use of TPACK as a theoretical and developmental tool. The book will be of special interest to international readers including educators, teacher trainers, school administrators, curriculum designers, policy makers, and researchers and complement the existing literature and published works.



Supernumerary Intelligence

A New Approach to Analytics for Management

John W. Dickey, Virginia Tech; Ian A. Birdsall, Walden University; G. Richard Larkin, Walden University; Kwang Sik Kim, Sungkyunkwan University

2015. Paperback 9781623968298 \$45.99. Hardcover 9781623968304 \$85.99. eBook 9781623968311 \$50.

Much of our life is consumed looking for quantitative relationships. For example, How much more sleep do I need at night to make me feel better? How many calories do I need to eliminate to lose weight? How much larger does my budget on the job need to be for me to be more effective? All these quantitative questions are preceded, and depend on, qualitative questions. For example, before I decide how much extra sleep I need at night, I need to determine if extra sleep will actually make me feel better. In another example, I need to determine if a larger budget will make me more effective on the job, before I think about how much more money I will need. What elements influence job performance, and how do they interact? We spend much of our life trying to find answers to such quantitative and qualitative questions. We are, then, in search of a kind of intelligence that includes numbers but is also above and beyond them. We call it 'supernumerary' intelligence (SI).

To aid our quest for SI, we use Quantitative CyberQuest (QCQ) and the Public Administration Genome Project (PAGP) as useful tools. QCQ is a philosophy as well as an analytic tool that helps in exploring the supernumerary. QCQ is particularly well-suited for sorting out variables as well as their interrelations. It involves a combination of statistics, systems analysis, research methodology, qualitative research, and artificial intelligence. QCQ also provides a relatively easy to understand but still powerful set of tools and guidance mechanisms to pilot (the 'Cyber' part) users in their 'Quest' for supernumerary relationships.



Virtual Teams in Higher Education

A Handbook for Students and Teachers

Madelyn Flammia, University of Central Florida; Yvonne Cleary, University of Limerick; Darina M. Slattery, University of Limerick

2015. Paperback 978-1-68123-262-1 \$45.99. Hardcover 978-1-68123-263-8 \$85.99. eBook 978-1-68123-264-5 \$50.

In recent years, virtual teams have become a feature of most corporate workplaces, yet few academic programs prepare students to work in virtual teams, and few textbooks support the development of key skills for virtual teamwork. The primary purpose of this book is to enable higher education students to participate in virtual teams with students from other institutions, who potentially operate in different countries, time zones, and/or cultures. The book guides students through the process of working in virtual team projects for their classes, and helps them to engage with the learning experiences, and to respond to potential challenges.

The book is directed towards students within any of the following disciplines: Business; Information Technology; Communication Studies; and Engineering. One section of the book also guides teachers through the process of organizing virtual team projects, and explores the teacher/teacher collaboration that is an inevitable consequence of organizing inter-institutional student virtual team projects. It provides advice for teachers on how to manage administrative challenges such as conflicting institutional schedules and grading mechanisms. In addition, it discusses research themes and data gathering and analysis techniques for teachers who wish to publish findings about the virtual team process and outcomes.

As well as students and teachers, the book is also useful for researchers exploring any of the following themes: Technology use in virtual teams; Communication strategies and international communication in virtual teams; Communities of learning, e-learning, and virtual teams; Challenges of virtual teamwork; Planning a virtual team collaboration project; and Gathering and analyzing data about virtual collaboration.



Technology For Transformation

Perspectives of Hope in the Digital Age

Libbi R. Miller, California State University, Fresno; Daniel Becker, Lakehead University; Katherine Becker, Lakehead University, Orillia

2016. Paperback 9781681234373 \$45.99. Hardcover 9781681234380 \$85.99. eBook 9781681234397 \$50.

This book serves as a platform for educators and researchers to unite educational technology and social justice. While educational technology is a rapidly changing and progressive field of research and practice, it remains largely separate from education for social justice. Current literature about educational technology is often approached from a technical, how-to perspective that emphasizes ways to implement technology into the classroom. Technology is often viewed as inevitable, yet neutral and value-free. Educational technology, however, is anything but neutral. The contributors collectively advance a hopeful discourse by exploring the potential of technology as a vehicle to transform and emancipate, while not forgoing a critically reflective measure of self-conscious critique of our own role as educators, students, or scholars in oppressive silences, constraints and conditions. This edited collection makes an important and unique contribution to the field, as it will be the first published volume to detail research, theory, and practice regarding student use of technology in achieving liberatory aims since IAP's 2009 publication, *ICT for Education, Development and Social Justice*.

The fields of educational technology and social justice are vast and applicable in many domains, including teacher education, graduate programs, and K-12 education. This work is intended to appeal to a diverse academic and professional audience of K-12 teachers, teacher educators, educational technology and social justice scholars, and policy makers. Scholars and academics instructing graduate-level educational technology courses can reference this edited collection as the most current text on socially just educational technology. Educational practitioners from teacher education programs and the K-12 sector may use this book as a source of ideas and inspiration to incorporate student use of technology toward emancipatory aims. This title could be adopted as a course text for both undergraduate and graduate education courses in: media literacy, digital literacy, distance education, education for social justice, and teacher preparation, and educational technology courses. Readers will also be able to use the book as a guide when critically analyzing their own professional practice, whether it is in research, working with K-12 students, or preparing future educators or scholars.

BACK LIST

Title	Year	Paperback	Hardcover
#youthaction: Becoming Political in the Digital Age Ben Kirshner, University of Colorado School of Education; Ellen Middaugh, Mills College <i>Series: Adolescence and Education</i>	2014	\$45.99 9781623967956	\$85.99 9781623967963
Adolescents In The Internet Age, 2nd Edition: Teaching And Learning From Them Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i>	2014	\$45.99 9781623967628	\$85.99 9781623967635
The Future of Post-Human Accounting: Towards a New Theory of Addition and Subtraction in Information Management Peter Baofu	2014	\$45.99 9781623966829	\$85.99 9781623966836
Organizational Processes and Received Wisdom Daniel J. Svyantek, Auburn University; Kevin T. Mahoney, South Dakota State University <i>Series: Research in Organizational Science</i>	2014	\$45.99 9781623965501	\$85.99 9781623965518
Real-Life Distance Education: Case Studies in Practice Anthony A. Pina, Sullivan University System; Al. P. Mizell, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2014	\$45.99 9781623965266	\$85.99 9781623965273
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 <i>Series: Research in Science Education</i>	2014	\$45.99 9781623967505	\$85.99 9781623967512
Research on Course Management Systems in Higher Education Angela D. Benson, University of Alabama; Andrew Whitworth, Manchester University <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2014	\$45.99 9781623966010	\$85.99 9781623966027
Research on Technology Use in Multicultural Settings Tirupalavanam Ganesh, Arizona State University; Anna W. Boriack, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University; Trina J. Davis, Texas A&M University; Hersch C. Waxman, Texas A&M University <i>Series: Research in Educational Diversity and Excellence</i>	2014	\$45.99 9781623968250	\$85.99 9781623968267
Rethinking Science Education: Philosophical Perspectives Roland M. Schulz <i>Series: Science & Engineering Education Sources</i>	2014	\$45.99 9781623967147	\$85.99 9781623967154
STEM and the City: A Report on STEM Education in the Great American Urban Public School System Clair T. Berube	2014	\$45.99 9781623966379	\$85.99 9781623966386
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, University of Denver	2014	\$59.99 9781623967987	\$85.99 9781623967994
Technologies of Government: Politics and Power in the "Information Age" Benjamin Baez, Florida International University <i>Series: Studies in the Philosophy of Education</i>	2014	\$45.99 9781623967925	\$85.99 9781623967932
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Applications of Self-Regulated Learning across Diverse Disciplines: A Tribute to Barry J. Zimmerman	2013	\$45.99 9781623961329	\$85.99 9781623961336

Héfer Bembenuy, Queens College of The City University of New York; Timothy J. Cleary, Rutgers University; Anastasia Kitsantas, George Mason University

Contemporary Perspectives in Data Mining, Volume 1

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

2013 \$45.99 \$85.99
9781623960551 9781623960568

Series: Contemporary Perspectives in Data Mining

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

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Lisa Harrell, Instructional Designer and Online Course Instructor

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