

INFORMATION AGE PUBLISHING

TECHNOLOGY 2017

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RECENT TITLES

CONTEMPORARY PERSPECTIVES IN DATA MINING



Contemporary Perspectives in Data Mining

Volume 3

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

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

2017. Paperback 978-1-64113-054-7 \$45.99. Hardcover 978-1-64113-055-4 \$85.99. eBook 978-1-64113-056-1 \$65.

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 finance (banking, brokerage, and insurance), marketing (customer relationships, retailing, logistics, and travel), as well as in manufacturing, health care, fraud detection, homeland security, and law enforcement.

CONTEMPORARY PERSPECTIVES ON TECHNOLOGICAL INNOVATION, MANAGEMENT AND POLICY



Technological Innovation Networks

Collaboration and Partnership

Bing Ran, Penn State Harrisburg

A volume in the series *Contemporary Perspectives on Technological Innovation, Management and Policy*

2017. Paperback 9781681238586 \$45.99. Hardcover 9781681238593 \$85.99. eBook 9781681238609 \$65.

The central theme of this book series is to explore the contemporary perspectives on managing technological innovations and related strategic policy issues. Specifically, this book series open to all potential topics that need attention within the broad theme of the management of technology and innovations, and promote an interdisciplinary scholarship and dialogue on the management of innovation and technological change in a global context from strategic, managerial, behavioral, and policy perspectives.

The third volume of this book series concentrates on “Technological Innovation Networks: Collaboration and Partnership” – a theme resonating with scholars and practitioners that innovation requires a network of partners to collaborate. Authors from around the world contribute to this volume by approaching this theme from many different perspectives: an institutional understanding of international R&D networks, a stakeholder centrality potential in innovation networks, the intersection between intellectual structure and M & A, the rejections of the technological opportunities due to lock-in, the policy-practice paradox of technological innovations, Japan’s national innovation strategy, immigrant entrepreneurs in patents and performance, the impact of university research parks on technology transfer, a historical narrative of cotton technology in China, and the innovative online or blended education in terms of motivation and reality. These researches have made significant attempts to address the important questions on how technological innovation touched on many aspects of our networked social life, thus I hope readers who are interested in learning the most contemporary perspectives on the technological innovation will be impressed, enriched, and intrigued by their analyses in each chapter. As the editor, I hope readers of the volume could enjoy these chapters by its global nature, the practicality orientation, the critical perspective, and the new theories and practices embedded in the selected research.

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 \$65.

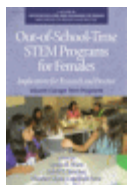
International Advances in Education: Global Initiatives for Equity and Social Justice is an international research monograph series of scholarly works that focuses primarily on empowering children, adolescents, and young adults from diverse educational, socio-cultural, linguistic, religious, racial, 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 gleaming 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.

OUT-OF-SCHOOL-TIME STEM PROGRAMS FOR FEMALES: IMPLICATIONS FOR RESEARCH AND PRACTICE



Out-of-School-Time STEM Programs for Females

Implications for Research and Practice Volume I: Longer-Term Programs

Lynda R. Wiest, University of Nevada; Jafeth E. Sanchez, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada

A volume in the series *Out-of-School-Time STEM Programs for Females: Implications for Research and Practice*
2017. Paperback 9781681238432 \$45.99. Hardcover 9781681238449 \$85.99. eBook 9781681238456 \$65.

Science, technology, engineering, and mathematics (STEM) disciplines play a pivotal role in societal progress and economic prosperity, in addition to enhancing individual lives. However, U.S. students lack strong STEM performance in an international context. The pool of STEM-proficient workers is thus insufficient to fuel the nation, with females being one group that is noticeably absent.

Out-of-school-time (OST) programs, which are on the rise, are increasingly suggested as a way to support and encourage females in STEM. Data collected from participants in OST programs have shown improved achievement, interest, and confidence in STEM, as well as greater awareness of STEM role models and careers.

Out-of-School-Time STEM Programs for Females: Implications for Research and Practice features seven OST STEM programs for females from across the United States that run one week to one year in length. In this book, the chapter authors describe their programs, the effectiveness of those programs, and practical implications of their program evaluation data. This book is the first of its kind to offer researchers, educators, school administrators, policy makers, and others detailed insight into the promise and practice of out-of-school-time STEM programs for females.

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 \$65.

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.



Distance Education

Statewide, Institutional, and International Applications of Distance Education, 2nd Edition

Michael Simonson, Nova Southeastern University

A volume in the series *Perspectives in Instructional Technology and Distance Education*
2016. Paperback 9781681236414 \$45.99. Hardcover 9781681236421 \$85.99. eBook 9781681236438 \$65.

Distance Learning journal is a premiere outlet for articles featuring practical applications of distance education in states, institutions, and countries.

Distance Education: Statewide, Institutional, and International Applications of Distance Education, 2nd Edition is a collection of readings from Distance Learning journal written by practitioners for practitioners.

PSYCHOLOGICAL PERSPECTIVES ON CONTEMPORARY EDUCATIONAL ISSUES



Exploding the Castle

Rethinking How Video Games & Game Mechanics Can Shape the Future of Education

Michael F. Young, University of Connecticut; Stephen T. Slota, University of Connecticut

A volume in the series *Psychological Perspectives on Contemporary Educational Issues*
2017. Paperback 9781681239354 \$45.99. Hardcover 9781681239361 \$85.99. eBook 9781681239378 \$65.

Lacking a digital crystal ball, we cannot predict the future of education or the precise instructional role games will have going forward. Yet we can safely say that games will play some role in the future of K-12 and higher education, and members of the games community will have to choose between being passive observers or active, progressive contributors to the complex and often political process of weaving together pedagogy, technology, and culture. This will involve agreeing that games—or, more specifically, game mechanics and the engagement in joyful learning that they engender—are not only critical for shaping online and classroom instruction but also the evolution of schooling as a whole. Likewise, it will involve a hard push beyond questions like “Are video games ‘good’ or ‘bad’ for education?” and “Are games ‘better’ for all students than traditional face-to-face teaching” to unpack how game experiences vary with individual learner goals as an interaction with the parameters of an educational environment. Simply put, we need to form a cohesive, compelling argument in support of the notion that games are entire learning ecologies in and of themselves.

This edited volume is designed to anchor collective thinking with respect to the value-added nature of games for learning and the complexities involved in player experience, narrative context, and environmental-player interactions. As could be expected, we are not interested in debates about “gamification,” game violence, individual game quality, and other topics that have become standard fare in extant games literature. Instead, we seek to emphasize issues of scalability, the induction of player goal adoption, affordances of game-based instructional environments, relationships between play and transfer, and the value of games as part of an ecopsychological worldview. As long-time contributors in a field that has made a habit of playing it safe—pun intended—we seek to bring the dialogue in a more nuanced and meaningful direction that will reach teachers, researchers, designers, and players alike.

RESEARCH IN ORGANIZATIONAL SCIENCE



Sports and Understanding Organizations

Daniel J. Svyantek, Auburn University

A volume in the series *Research in Organizational Science*
2017. Paperback 9781681237916 \$45.99. Hardcover 9781681237923 \$85.99. eBook 9781681237930 \$65.

This volume provides readers with a rich source of sports metaphors for understanding organization and management processes and how to use metaphors to become more effective leaders and managers within their organizations. Each chapter discusses how sports may be used to help improved organizational productivity and effectiveness.

These chapters each strive to present new ways of understanding organizational constructs using sports as a metaphor. It is this volume’s hope that these chapters may provide insight into the important role sports plays in understanding organizations across the world. Organizational science profits from taking new perspectives that may be found when sports is used as a lens for this study.

RESEARCH IN SCIENCE EDUCATION



Science and Service Learning

Jane L. Newman, University of Alabama; Dennis W. Sunal, University of Alabama; Cynthia Szymanski Sunal, University of Alabama

A volume in the series *Research in Science Education*

2016. Paperback 9781681237367 \$45.99. Hardcover 9781681237374 \$85.99. eBook 9781681237381 \$65.

The goal of Volume VII of Research in Science Education is to examine the relationship between science inquiry and servicelearning. Its primary intent is to bridge the gaps between research and practice. The volume is meant to be useful to science and service-learning researchers and practitioners such as teachers and administrators because it provides information about strategies to integrate service-learning into the science curriculum and instruction.

The main themes relate to such topics as:

- Student science academic engagement and academic achievement.
- Teacher instructional strategies in science and service-learning.
- Science curricula adaptation or development.
- Civic responsibility of students and community partners.
- Resiliency of students at-risk.
- Effect of standards based service-learning and science on student outcomes such as academic engagement, civic engagement, and resiliency to adversity.

Specific case studies and strategies focus on how to:

- Make learning more engaging. Encourage collaboration among students, teachers, and community partners.
- Improve academic competence.
- Create social/civic responsibility.
- Stimulate resiliency in students at-risk.
- Improve student interest in STEM subjects and majors.
- Develop STEM career interests.
- Improve the quality of science and service-learning instruction through addressing standards.

Students can learn in teacher-centered classrooms, however, a learner-centered class that focuses on science inquiry, and service-learning is more authentic and engaging to learners. This type of learning may not be the only way to teach, however, many educators believe that it is the best way for students to learn (Jordan, 2005).

SCIENCE & ENGINEERING EDUCATION SOURCES



Deep Learning in Introductory Physics

Exploratory Studies of Model-Based Reasoning

Mark J. Lattery, University of Wisconsin Oshkosh

A volume in the series *Science & Engineering Education Sources*

2016. Paperback 9781681236285 \$45.99. Hardcover 9781681236292 \$85.99. eBook 9781681236308 \$65.

Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning is concerned with the broad question of how students learn physics in a model-centered classroom. The diverse, creative, and sometimes unexpected ways students construct models, and deal with intellectual conflict, provide valuable insights into student learning and cast a new vision for physics teaching. This book is the first publication in several years to thoroughly address the “coherence versus fragmentation” debate in science education, and the first to advance and explore the hypothesis that deep science learning is regressive and revolutionary. Deep Learning in Introductory Physics also contributes to a growing literature on the use of history and philosophy of science to confront difficult theoretical and practical issues in science teaching, and addresses current international concern over the state of science education and appropriate standards for science teaching and learning.

The book is divided into three parts. Part I introduces the framework, agenda, and educational context of the book. An initial study of student modeling raises a number of questions about the nature and goals of physics education. Part II presents the results of four exploratory case studies. These studies reproduce the results of Part I with a more diverse sample of students; under new conditions (a public debate, peer discussions, and group interviews); and with new research prompts (model-building software, bridging tasks, and elicitation strategies). Part III significantly advances the emergent themes of Parts I and II through historical analysis and a review of physics education research.

ENDORSEMENTS:

"In *Deep Learning in Introductory Physics*, Lattery describes his extremely innovative course in which students' ideas about motion are elicited, evaluated with peers, and revised through experiment and discussion. The reader can see the students' deep engagement in constructive scientific modeling, while students deal with counter-intuitive ideas about motion that challenged Galileo in many of the same ways. Lattery captures students engaging in scientific thinking skills, and building difficult conceptual understandings at the same time. This is the 'double outcome' that many science educators have been searching for. The case studies provide inspiring examples of innovative course design, student sensemaking and reasoning, and deep conceptual change."

~ **John Clement**, *University of Massachusetts—Amherst, Scientific Reasoning Research Institute*

"*Deep Learning in Introductory Physics* is an extraordinary book and an important intellectual achievement in many senses. It offers new perspectives on science education that will be of interest to practitioners, to education researchers, as well as to philosophers and historians of science. Lattery combines insights into model-based thinking with instructive examples from the history of science, such as Galileo's struggles with understanding accelerated motion, to introduce new ways of teaching science. The book is based on first-hand experiences with innovative teaching methods, reporting student's ideas and discussions about motion as an illustration of how modeling and model-building can help understanding science. Its lively descriptions of these experiences and its concise presentations of insights backed by a rich literature on education, cognitive science, and the history and philosophy of science make it a great read for everybody interested in how models shape thinking processes."

~ **Dr. Jürgen Renn**, *Director, Max Planck Institute for the History of Science*



Successful Science and Engineering Teaching in Colleges and Universities, 2nd Edition

Calvin S. Kalman, Concordia University

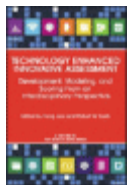
A volume in the series *Science & Engineering Education Sources*

2017. Paperback 9781681239576 \$45.99. Hardcover 9781681239583 \$85.99. eBook 9781681239590 \$65.

Based on the author's work in science and engineering educational research, this book offers broad, practical strategies for teaching science and engineering courses and describes how faculty can provide a learning environment that helps students comprehend the nature of science, understand science concepts, and solve problems in science courses.

This book's student-centered approach focuses on two main themes: writing to learn (especially Reflective Writing) and interactive activities (collaborative groups and laboratorials). When faculty incorporate these methods into their courses, students gain a better understanding of science as a connected structure of concepts rather than as a toolkit of assorted practices.

THE MARCES BOOK SERIES



Technology Enhanced Innovative Assessment Development, Modeling, and Scoring From an Interdisciplinary Perspective

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

A volume in the series *The MARCES Book Series*

2017. Paperback 9781681239293 \$45.99. Hardcover 9781681239309 \$85.99. eBook 9781681239316 \$65.

Assessment innovation tied to technology is greatly needed in a wide variety of assessment applications. This book adopts an interdisciplinary perspective to learn from advances in developing technology enhanced innovative assessments from multiple fields. The book chapters address the

development of virtual assessments including game-based assessment, simulation-based assessment, and narrative based assessment as well as how simulation and game based assessments serve both formative and summative purposes. Further, chapters address the critical challenge of integrating assessment directly into the learning process so that teacher effectiveness and student learning can be enhanced. Two chapters specifically address the psychometric challenges related to innovative items. One chapter talks about evaluating the psychometric properties of innovative items while the other chapter presents a new psychometric model for calibrating innovative items embedded in multiple contexts. In addition, validity issues are addressed related to technology enhanced innovative assessment.

It is hoped that the book provides readers with rich and useful information about the development of several types of virtual assessments from multiple perspectives. The authors include experts from industry where innovative items have been used for many years and experts from research institutes and universities who have done pioneering work related to developing innovative items with formative applications to facilitate learning. In addition, expert advice has been provided on validating such work.

NO SERIES



2016 BPOL (Best Practices in Online Learning) Forum Proceedings

FREE DOWNLOAD

Michael Simonson, Nova Southeastern University

2016.

Best practices are an ongoing issue of professors generally, and online instructors specifically, In order to identify and share best practices in online learning a faculty and staff committee at Nova Southeastern University was established in 2001. The Best Practices in Online Learning (BPOL) Committee sponsors a yearly forum that puts a spotlight on best practices. This year, some of the results of the 2016 Forum have been collected in this Proceedings. Enjoy

[Click here to download](#)



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 \$65.

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.



Techwise Infant and Toddler Teachers

Making Sense of Screen Media for Children Under 3

Patricia A. Cantor, Plymouth State University; Mary M. Cornish, Plymouth State University

2016. Paperback 9781681236704 \$45.99. Hardcover 9781681236711 \$85.99. eBook 9781681236728 \$65.

Infants and toddlers—the so-called “touchscreen generation” — are living in a screen mediasaturated world. They are the target market for ever-growing numbers of apps, TV shows, electronic toys, and e-books. Making sense of the complex issues associated with screen media in the lives of children under 3 can be challenging for the adults who care for them. There is a strong need among teachers (and parents) of infants and toddlers for guidance related to the appropriate role of screen media in early care and education.

Unlike most other books about technology in early childhood, this book focuses specifically on infants and toddlers. It explores why and how infant and toddler teachers need to be techwise in order to understand the implications of screen media for children’s learning and development. The book serves as a single, accessible resource to relevant research findings from the fields of pediatric medicine, child development, developmental psychology, social and behavioral sciences, and brain science. It provides infant/toddler teachers with a comprehensive approach and strategies to guide their decisionmaking and promote practices that are evidence-based, family-centered, culturally responsive, and collaborative. It is a call for teachers to think carefully and act wisely when making decisions about screen media—both the technology that they are encountering now and the technology they will encounter in the future—in order to optimize the learning and healthy development of infants and toddlers.



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

2016. Paperback 978-1-68123-262-1 \$45.99. Hardcover 978-1-68123-263-8 \$85.99. eBook 978-1-68123-264-5 \$65.

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.



Computers, Cockroaches, and Ecosystems

Understanding Learning through Metaphor

Kevin J. Pugh, University of Northern Colorado

2017. Paperback 9781681237763 \$45.99. Hardcover 9781681237770 \$85.99. eBook 9781681237787 \$65.

Of all the topics ever studied, surely one of the most compelling is human learning itself. What is the nature of the human mind? How do we understand and process new information? Where do new ideas come from? How is our very intelligence a product of society and culture?

Computers, Cockroaches, and Ecosystems: Understanding Learning through Metaphor brings to light the great discoveries about human learning by illuminating key metaphors underlying the major learning perspectives. Such metaphors include, among others, the mind as computer, the mind as ecosystem, and the mind as cultural tools. These metaphors reveal the essence of different learning perspectives in a way that is accessible and engaging for teachers and students. Each metaphor is brought to life through stories ranging from the humorous to the profound.

The book conveys scholarly ideas in a personal manner and will be a delight for teachers, university students, parents, business or military trainers, or anyone with an interest in learning.



Model Science Teacher Preparation Programs

An International Comparison of What Works

Jon Pedersen, University of South Carolina; Tetsuo Isozaki, Hiroshima University; Toshihde Hirano, Aichi University of Education

2017. Paperback 9781681238005 \$45.99. Hardcover 9781681238012 \$85.99. eBook 9781681238029 \$65.

This volume will focus on a much need comparison of science teacher preparation from around the world. In recent times (last 5 years) much has been written and communicated both in the popular press and within the annals of research oriented publications about the performance of students international in math and science. Although not a new discussion or debate, many countries are held as exemplars in how they educate their youth and subsequently how they educate their teachers. Given this situation and given the fact that there is ample evidence to show that some countries youth perform better on tests such as the Program for International Student Assessment (PISA) and we know that teacher significantly contribute to the performance of students, it is time that we look at the specific attributes of teacher preparation worldwide.

Although this volume will not look at every country that is in the comparator group for PISA and other measures, we have contacted over 18 potential authors in the same number of countries in which there is ample evidence to show successes regarding student performance and quality teacher preparation programs. The intent of the book is not just to report on the “success” of each nation. Rather the intent is to ask authors to take a critical look at the process by which science teachers are educated and share with the reader both the positive and negative aspects of such preparation programs. For all 15 contributed chapters, the editors have analyzed each and from this constructed from the “data” an analysis and report in a final chapter on the exemplary qualities from various nations and make specific recommendations regarding science teacher preparation for the global community.

BACK LIST

Title	Year	Paperback	Hardcover
Application of Visual Data in K-16 Science Classrooms Kevin D. Finson, Bradley University; Jon Pedersen, University of South Carolina	2015	\$45.99 978-1-68123-047-4	\$85.99 978-1-68123-048-1
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