

INFORMATION AGE PUBLISHING

TECHNOLOGY 2018

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RECENT TITLES

ADULT LEARNING IN PROFESSIONAL, ORGANIZATIONAL, AND COMMUNITY SETTINGS



A Guide to College Success for Post-traditional Students 2nd Edition

Henry S. Merrill

A volume in the series *Adult Learning in Professional, Organizational, and Community Settings*

2018. Paperback 978-1-64113-417-0 \$45.99. Hardcover 978-1-64113-418-7 \$85.99. eBook 978-1-64113-419-4 \$65.

The purpose of this book is to assist post-traditional students to achieve success in the Occupational, Workforce, and Leadership Studies (OWLS) Department and develop their individualized pathway to earn the interdisciplinary Bachelor of Applied Arts and Sciences (BAAS) degree at Texas State University. Applied baccalaureate degrees incorporate higher-order thinking skills and advanced technical knowledge and skills with applied coursework. BAAS students may also earn college-level credits through prior learning assessment (PLA), evaluating and credentialing knowledge and skills gained outside the classroom. The organization and content of this book provides adult degree program faculty and leaders an example of how one required textbook develops and supports the outcomes and activities in all the core courses of an interdisciplinary degree program designed for post-traditional adult learners.

The majority of the students earning the BAAS degree are post-traditional students. They are often defined with some or all of these characteristics: over age 25 years old when starting or returning to college, may not have a traditional high school diploma, enroll part-time, work full-time, are financially independent, have dependents other than a spouse and may be a single parent. These students juggle multiple roles and responsibilities in the family, workplace, and community. Post-traditional students bring rich work/life experiences, may be experiencing personal and/or professional transitions, have clear career goals, and often finance their education. They seek flexible programs including online education, PLA, and accelerated course formats. Thus, post-traditional students want active, collaborative, and interactive learning relevant to career and other roles and goals.

CLASSICS IN DISTANCE LEARNING



Audio Visual Materials and Techniques

James S. Kinder

A volume in the series *Classics in Distance Learning*

2017. Paperback 9781681239729 \$25.



Audio Visual Materials Their Nature and Use

A volume in the series *Classics in Distance Learning*
2017. Paperback 9781681239705 \$25.



Audio-Visual Paths to Learning

Walter Arno Wittich; John Guy Fowlkes

A volume in the series *Classics in Distance Learning*
2017. Paperback 9781681239781 \$25.

The use of audio-visual aids to learning is far from new in the American educational system, but it has been given a tremendous impetus by the war and the striking success of all branches of the Armed Forces, especially the Navy, in speeding training by their use. This small book is concerned with one of the most important phases of audio-visual aids in the classroom—the utilization of the educational sound film. It reports the results of an extensive experiment in this field, in which three controlled groups in the 4th, 5th, and 6th grades were tested on 27 Encyclopaedia Britannica films presented by different methods. The results of these tests showed a 50% better achievement with the use of some of the tested teaching methods described here, and a further 50% improvement with the complete use of exact teaching steps. The basis for sound instruction methods in the use of the text-film is clearly outlined here, and the book constitutes the most authoritative statement so far available of the utilization of educational sound films. It will be of special importance to teachers who use such films and in courses in audio-visual aids.



Foundations for Teacher Education in Audio-Visual Instruction

Elizabeth Goudy Noel; J. Paul Leonard

A volume in the series *Classics in Distance Learning*
2017. Paperback 9781681239620 \$25.

Foundations for Teacher Education in Audio-Visual Instruction is intended to serve as a practical guide for administrators and teachers of audio-visual education in both public schools and colleges. It suggests the content necessary to the development of both pre-service and in-service programs. It includes the report of the Committee on Developing Standards of Teacher Competency in Audio-Visual Education, California State Department of Education, Division of Audio-Visual Education.



The Instructional Design Process

Jerrold E. Kemp

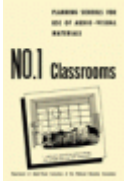
A volume in the series *Classics in Distance Learning*
2017. Paperback 9781681239767 \$25.

A major audience for this book is the instructional designer or a person interested in fulfilling that role. The contents guide an individual or a planning team who are designing an instructional unit or a complete instructional program.



National Society for the Study of Education Forty-Eighth Yearbook, Part I Audio-Visual Materials of Instruction

A volume in the series *Classics in Distance Learning*
2017. Paperback 9781681239606 \$25.



Planning Schools for Use of Audio-Visual Materials NO. 1 Classrooms

A volume in the series *Classics in Distance Learning*
2017. Paperback 9781681239644 \$25.



Planning Schools for Use of Audio-Visual Materials NO. 2 Auditoriums

A volume in the series *Classics in Distance Learning*
2017. Paperback 9781681239668 \$25.



Planning Schools for Use of Audio-Visual Materials NO. 3 AV Instructional Materials Center

A volume in the series *Classics in Distance Learning*
2017. Paperback 9781681239682 \$25.



Visual Aids

G. G. Weaver; E. W. Bollinger

A volume in the series *Classics in Distance Learning*
2017. Paperback 9781681239743 \$25.

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 IN PHILOSOPHY AND TECHNOLOGY



Hacking Education in a Digital Age Teacher Education, Curriculum, and Literacies

Bryan Smith, James Cook University; Nicholas Ng-A-Fook, University of Ottawa; Linda Radford, University of Ottawa; Sarah Smitherman Pratt, University of North Texas

A volume in the series *Contemporary Perspectives in Philosophy and Technology*

2018. Paperback 978-1-64113-200-8 \$45.99. Hardcover 978-1-64113-201-5 \$85.99. eBook 978-1-64113-202-2 \$65.

In this collection, the authors put forth different philosophical conceptions of “hacking education” in response to the educational, societal, and technological demands of the 21st century. Teacher Educators are encouraged to draw on the collection to rethink how “hacking education” can be understood simultaneously as a “praxis” informed by desires for malice, as well as a creative site for us to reconsider the possibilities and limitations of teaching and learning in a digital era.

How do we hack beyond the limits of circumscribed experiences, regulated subjective encounters with knowledge and the limits imposed by an ever constrained 21st century schooling system in the hopes of imagining better and more meaningful futures?

How do we foster ingenuity and learning as the end itself (and not learning as economic imperative) in a world where technology, in part, positions individuals as zombie-like and as an economic end in itself?

Can we “hack” education in such a way that helps to mitigate the black hat hacking that increasingly lays ruin to individual lives, government agencies, and places of work?

How can we, as educators, facilitate the curricular and pedagogical processes of reclaiming the term hacking so as to remember and remind ourselves that hacking’s humble roots are ultimately pedagogical in its very essence?

As a collection of theoretical and pedagogical pieces, the chapters in the collection are of value to both scholars and practitioners who share the same passion and commitment to changing, challenging and reimagining the script that all too often constrains and prescribes particular visions of education. Those who seek to question the nature of teaching and learning and who seek to develop a richer theoretical vocabulary will benefit from the insightful and rich collection of essays presented in this collection. In this regard, the collection offers something for all who might wish to rethink the fundamental dynamics of education or, as Morpheus asks of Neo in *The Matrix*, bend the rules of conventional ways of knowing and being.

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.

DIGITAL MEDIA AND LEARNING



Mobile Learning Perspectives on Practice and Policy

Danielle Herro, Clemson University; Sousesan Arafah, Southern Connecticut State University; Richard Ling, Nanyang Technological University; Chris Holden, University of New Mexico

A volume in the series *Digital Media and Learning*
2018. Paperback 9781641131223 \$45.99. Hardcover 9781641131230 \$85.99. eBook 9781641131247 \$65.

There can be no doubt that mobile technologies are here to stay. Global mobile traffic grew 74 percent in 2015 alone, with 563 million devices and connections added -- most of them tablets and Smartphones. This growth has been 4000-fold in the past 10 years and 400 million-fold in the past 15 years (Cisco, 2016). Mobile technologies permeate the lives of 21st century citizens as mainstays of organizational and institutional day-to-day operations, commerce, and communication and as tools used to support individuals’ personal, social, and career responsibilities. In both the corporate and educational worlds, e- and m-learning and marketing with mobile technologies are moving forward at breakneck speed with, in many cases, a blurring of traditional sector boundaries.

As neither the technology nor the uses are static, exploring practices and policies that underpin this quickly shifting mobile technology context is crucial for ensuring its intelligent, purposeful, and equitable use. This edited book provides a venue for researchers to share their work on mobile learning with a focus on uses for mobiles in informal settings and PK-20 classrooms, language learning, mobile gaming, leadership and policy issues, and what mobile learning in the future may be. It assists researchers and educators to consider and answer questions such as: What is “mobile learning” today? How can mobiles be used to enable learning? How is mobile learning crossing or connecting economic, social, and/or cultural sectors? How do specific cultural practices with media influence mobile learning (e.g., youth practices, educator practices, parent practices, community practices)? What are policy and leadership implications in supporting mobile learning? What policies, practices, and/or pedagogical approaches are necessary to move forward with mobiles in schools or universities? In what ways is mobile learning impacting education; including how students learn and teachers teach? What will/ should/might mobile learning look like in the future?

EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE



Crossing the Bridge of the Digital Divide A Walk with Global Leaders

Anthony H. Normore, California State University Dominguez Hills; Antonia Issa Lahera, California State University Dominguez Hills

A volume in the series *Educational Leadership for Social Justice*

2018. Paperback 978-1-64113-390-6 \$45.99. Hardcover 978-1-64113-391-3 \$85.99. eBook 978-1-64113-392-0 \$65.

Crossing the Bridge of the Digital Divide: A Walk with Global Leaders explores the combined effect of the rapid growth of information as an increasingly fragmented information base, a large component of which is available only to people with money and/or acceptable institutional affiliations. In the recent past, the outcome of these challenges has been characterized as the "digital divide" between the information "haves" and "have nots" along racial and socio economic lines that seem to widen as time passes. To address the issues of digital equity and digital inequality in an effort to bridge the digital divide, educational scholars, researchers and practitioners are in positions to ensure equitable opportunities are made available for people of all ages, races, ability, sexual orientation, and ethnicity in support of social justice for bridging the digital divide. The digital divide addresses issues concerning equal opportunity, equity and access that have an effect on the development of marginalized and otherwise disenfranchised populations within and across systems nationally and internationally.

The contributing authors- representing Unites States, Canada, South Africa, New Zealand, and the UK - posit that education institutions can serve as the bridge to close the digital divide for students who do not have access to information technology in their homes. At a time when more computers are made available in schools than ever before, the digital divide continues to widen and fewer people in the lowest SES groups are given the opportunity to join the world of computer technology and the internet. As a result, the influence of leadership activity on institutional racism, gender discrimination, inequality of opportunity, inequity of educational processes, digital exclusion, and justice have gained currency and attention.

The contributing national and international authors examine the digital divide in terms of social justice leadership, equity and access. It is within this context that the authors offer discussions from a lens of their choice, i.e. conceptual, review of literature, epistemological, etc. By adopting an educational approach to bridging the digital divide, researchers and practitioners can connect and extend long established lines of conceptual and empirical inquiry aimed at improving organizational practices and thereby gain insights that might be otherwise overlooked, or assumed. This holds great promise for generating, refining, and testing theories of leadership for equity and access, and helps strengthen already vibrant lines of inquiry on social justice.

FAMILY SCHOOL COMMUNITY PARTNERSHIP ISSUES



Promising Practices for Engaging Families in STEM Learning

Margaret Caspe, Global Family Research Project; Taniesha Woods, Independent Consultant; Joy Lorenzo Kennedy, Databrary

A volume in the series *Family School Community Partnership Issues*

2018. Paperback 978-1-64113-280-0 \$45.99. Hardcover 978-1-64113-281-7 \$85.99. eBook 978-1-64113-282-4 \$65.

The technology revolution has made it critical for all children to understand science, technology, engineering, and math (STEM) or risk being left behind. Promising Practices for Engaging Families in STEM Learning explores how families, schools, and communities can join together to promote student success in STEM by building organized and equitable pathways for family engagement across all of the settings in which students learn – including, schools, early childhood programs, homes, libraries and museums –from the earliest years through adolescence.

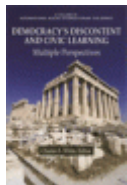
This thought-provoking monograph includes three main sections with chapters from leading thinkers in the field:

- > The first section provides the theoretical and research base for the importance of family engagement in STEM and draws out the challenges and opportunities that exist– from the transmission of adults’ anxiety and lack of confidence in their own STEM skills, to inequalities in out-of-school learning opportunities, to biases and misconceptions about the kinds of STEM supports offered by families from low-income and immigrant homes.
- > The second section builds on this research by presenting success stories, best practices, and approaches to engaging families in STEM.
- > The final section focuses on how policies at the local, state, and federal level can support the promotion of family engagement in STEM.

Taken together, the monograph shows that STEM is a powerful mechanism to connect, engage, and empower families.

- > STEM provides opportunities for parents and children to spend time together asking fun and meaningful questions that link in-and out-of-school learning.
- > STEM creates new experiences for families to co-construct and support learning with their children from the earliest years throughout formal schooling and onto college and career pathways.
- > STEM also presents possibilities for families to build confidence and agency in supporting children's interests; especially those families who might be marginalized because of their economic or language status, race, or culture.

INTERNATIONAL SOCIAL STUDIES FORUM: THE SERIES



Democracy's Discontent and Civic Learning Multiple Perspectives

Charles S. White, Social Science Education Consortium

A volume in the series *International Social Studies Forum: The Series*

2018. Paperback 978-1-64113-338-8 \$45.99. Hardcover 978-1-64113-339-5 \$85.99. eBook 978-1-64113-340-1 \$65.

Around the globe, democracy is under assault. For a dozen years, global freedom has followed a downward slope, according to Freedom House. Once viewed as the world's model of freedom, the United States has slipped in world ratings of democracy. For a rising portion of the world's population, faith in democracy is flagging. At the same time, a wave of nationalism and xenophobia is rising in the West, questioning democracy's ability to meet the needs of its citizens.

The contributors to this volume examine democracy's discontent from a variety of perspectives. What forces have produced the extreme partisanship and polarization roiling America's civic life and politics? How has today's populist movement challenged democratic norms and institutions? What role has social media played in democracy's discontent and its defense? How do we overcome persistent racism in the face of emboldened White supremacist and anti-immigrant agitation?

Across the pages of this book, teachers, teacher educators, and education policy makers will recognize a common theme in responding to democracy's discontent – the need to rebuild the nation's civic infrastructure. Research on best practices in civic learning and engagement serve as a guide to transforming how we prepare citizens for democratic deliberation and civic action. Creative and effective teaching materials and approaches await only the will to invest the needed time and support. Repairing our civic infrastructure will help to restore confidence in our civic capabilities and trust in our ability to work together for the public good. Without a serious recommitment to the civic mission of schools, the nation will be ill prepared to defend against those within and beyond our borders who are intent on undermining democracy.

LITERACY, LANGUAGE AND LEARNING



Collaborative Learning in a Global World

Miri Shonfeld, Kibbutzim College of Education; David Gibson, Curtin University

A volume in the series *Literacy, Language and Learning*

2018. Paperback 978-1-64113-465-1 \$45.99. Hardcover 978-1-64113-466-8 \$85.99. eBook 978-1-64113-467-5 \$65.

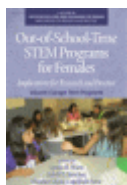
The 21st century has brought about changes in every aspect of life through ubiquitous technology and Internet-based social media. The distances between cultures and continents have narrowed, the world has become flat, and multicultural work-teams composed of members from different countries have become a daily reality in global businesses. However, in many ways these global changes in work practices have only just begun to have an impact on education.

To better prepare students for the information age, researchers and policy makers largely agree about the skills needed for shared knowledge construction. Indeed, the education systems in several different countries have begun to integrate these skills into teaching and learning and are placing a strong emphasis on their implementation (Melamed et al, 2010; Resta et al, 2011). In 2015 the OECD PISA exam for the first time, included

assessment of collaborative problem-solving in its country-by-country comparison.

Collaborative learning is not a trivial challenge nor is it intuitive for all teachers and learners. One must acquire and practice the essential skills in order to successfully work in a team. Consequently it is essential to train teachers in collaborative teamwork, as they must serve as role models for students. In addition, new tools and practices become available at a rate that outpaces the abilities of many higher education institutions to adopt and implement. This book surveys the current state of the field and provides theoretical guidance and practical examples to help meet the gaps in research, development and practice.

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.

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 HUMAN RESOURCE MANAGEMENT



The Brave New World of eHRM 2.0

James H. Dulebohn, Michigan State University; Dianna L. Stone, University at Albany and Virginia Tech

A volume in the series *Research in Human Resource Management*

2018. Paperback 9781641131551 \$45.99. Hardcover 9781641131568 \$85.99. eBook 9781641131575 \$65.

Information technology has had a profound effect on almost every aspect of our lives including the way we purchase products, communicate with others, receive health care services, and deliver education and training. It has also had a major impact on human resource management (HR) processes, and it has transformed the way that we recruit, select, motivate, and retain employees (Gueutal & Stone, 2005; Kavanagh, Thite, & Johnson, 2015). For example, some estimates indicated that 100 % of large organizations now use web-based recruiting (Sierra-Cedar, 2016-2017), and over half of the training conducted in America is delivered using technology-based methods (American Society for Training and Development, 2015). Results of a survey by the Society for Human Resource Management (SHRM) (2002) revealed that technology is one of the major drivers of change in today’s HR departments.

In spite of the increased use of technology in the field of HR, relatively little research has examined the acceptance and effectiveness of electronic human resource management (eHRM) methods. As a consequence, practitioners are implementing these new systems without the benefit of research. Thus, the primary purpose of this issue is to review the results of research on a number of important eHRM practices including e-recruitment, e-selection, gamification, e-socialization, e-learning, and e-performance management. It also considers how technology can be used to manage task-based contingent workers, and examines the problems associated with cyberdeviance in organizations. The chapters in this series should be extremely beneficial for HR researchers and practitioners who are employing these new systems.

SCIENCE & ENGINEERING EDUCATION SOURCES



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 HANDBOOK OF RESOURCES IN MIDDLE LEVEL EDUCATION



The Online Classroom Resources for Effective Middle Level Virtual Education

Brooke B. Eisenbach, Lesley University; Paula Greathouse, Tennessee Tech University

A volume in the series *The Handbook of Resources in Middle Level Education*
2018. Paperback 978-1-64113-459-0 \$45.99. Hardcover 978-1-64113-460-6 \$85.99. eBook 978-1-64113-461-3 \$65.

The world of middle level education is rapidly evolving. Increasingly, online learning platforms are complementing or replacing traditional classroom settings. As students exchange classroom interaction for online collaboration, pencils for keyboards, face-to-face conversations for chat room texts, and traditional lessons for digital modules, it becomes apparent that teachers, schools, and administrators must identify ways to keep pace. We must identify ways to meet the needs of middle level learners within this digital context. In this volume, researchers and teachers share a variety of resources centered on the growing world of virtual education and its implications for the middle level learner, educator, and classroom.

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.



Data Analytics and Psychometrics Informing Assessment Practices

Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland; Anna Van Wie, University of Maryland

A volume in the series *The MARCES Book Series*
2018. Paperback 978-1-64113-326-5 \$45.99. Hardcover 978-1-64113-327-2 \$85.99. eBook 978-1-64113-328-9 \$65.

The general theme of this book is to encourage the use of relevant methodology in data mining which is or could be applied to the interplay of education, statistics and computer science to solve psychometric issues and challenges in the new generation of assessments. In addition to item response data, other data collected in the process of assessment and learning will be utilized to help solve psychometric challenges and facilitate learning and other educational applications. Process data include those collected or available for collection during the process of assessment and instructional phase such as responding sequence data, log files, the use of help features, the content of web searches, etc. Some book chapters present the general exploration of process data in large-scale assessment. Further, other chapters also address how to integrate psychometrics and learning analytics in assessment and survey, how to use data mining techniques for security and cheating detection, how to use more assessment results to

facilitate student's learning and guide teacher's instructional efforts. The book includes both theoretical and methodological presentations that might guide the future in this area, as well as illustrations of efforts to implement big data analytics that might be instructive to those in the field of learning and psychometrics. The context of the effort is diverse, including K-12, higher education, financial planning, and survey utilization. It is hoped that readers can learn from different disciplines, especially those who are specialized in assessment, would be critical to expand the ideas of what we can do with data analytics for informing assessment practices.

NO SERIES



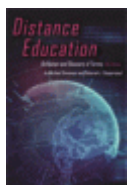
Strategic Leadership

Victor X. Wang, Grand Canyon University

2017. Paperback 9781641131346 \$45.99. Hardcover 9781641131353 \$85.99. eBook 9781641131360 \$65.

Strategic leadership is broadly defined as utilizing particular approaches in the management of employees. The main objective is productivity. It provides the vision and direction for the long term growth and success of an organization. It requires objectivity and potential to look at the broader picture. It is leaders' responsibility to incorporate aspects of both the analytical and human dimensions to effectively drive the organizations forward. As an academic subject, it is taught in both education and business. Leaders and managers have turned to strategic leadership to inspire and guide their visions, and to formulate the directions so essential for the long term growth and success of an organization or a country. Leaders need the skills and tools for strategy formulation and implementation in order to deal with change in our society. Managing change and ambiguity requires strategic leaders who not only provide a sense of direction, but who can also build ownership and alignment within their workgroups to implement change.

The goal of strategic leadership is to drive innovation, and maximize team performance to enhance organizations' long term growth and success in today's complex world of fast-paced, dramatic change. Research on strategic leadership has been going on for decades. Textbooks on this subject are readily available. If we look deeper, we realize the vast majority of these books were written from a practitioner's perspective. In other words, these books were not based on empirical research. Naturally, these existing books have failed to better serve the needs of today's graduate students who should be equipped with empirical research on such an academic subject. This book will investigate emergent administrative techniques and business practices being used within educational establishments and corporate worlds. It will highlight empirical research and best practices within strategic leadership.



Distance Education Definition and Glossary of Terms, 4rd Edition

Michael Simonson, Nova Southeastern University; Deborah J. Seepersaud, The University of Mississippi

2018. Paperback 978-1-64113-400-2 \$45.99. Hardcover 978-1-64113-401-9 \$85.99. eBook 978-1-64113-402-6 \$65.

The fourth edition of this book updates background information about the definition and supporting theories and updates the glossary with new terms related to distance education and instructional technology.



Learning Analytics in Education

David Niemi, Kaplan Inc.; Roy D. Pea, Stanford University; Bror Saxberg, Chan Zuckerberg Initiative; Richard E. Clark, University of Southern California

2018. Paperback 9781641133692 \$45.99. Hardcover 9781641133708 \$85.99. eBook 9781641133715 \$65.

This book provides a comprehensive introduction by an extraordinary range of experts to the recent and rapidly developing field of learning analytics. Some of the finest current thinkers about ways to interpret and benefit from the increasing amount of evidence from learners' experiences have taken time to explain their methods, describe examples, and point out new underpinnings for the field. Together, they show how this new field has the

potential to dramatically increase learner success through deeper understanding of the academic, social-emotional, motivational, identity and meta-cognitive context each learner uniquely brings. Learning analytics is much more than “analyzing learning data”—it is about deeply understanding what learning activities work well, for whom, and when.

Learning Analytics in Education provides an essential framework, as well as guidance and examples, for a wide range of professionals interested in the future of learning. If you are already involved in learning analytics, or otherwise trying to use an increasing density of evidence to understand learners’ progress, these leading thinkers in the field may give you new insights. If you are engaged in teaching at any level, or training future teachers/faculty for this new, increasingly technology-enhanced learning world, and want some sense of the potential opportunities (and pitfalls) of what technology can bring to your teaching and students, these forward-thinking leaders can spark your imagination. If you are involved in research around uses of technology, improving learning measurements, better ways to use evidence to improve learning, or in more deeply understanding human learning itself, you will find additional ideas and insights from some of the best thinkers in the field here. If you are involved in making administrative or policy decisions about learning, you will find new ideas (and dilemmas) coming your way from inevitable changes in how we design and deliver instruction, how we measure the outcomes, and how we provide feedback to students, teachers, developers, administrators, and policy-makers. For all these players, the trick will be to get the most out of all the new developments to efficiently and effectively improve learning performance, without getting distracted by “shiny” technologies that are disconnected from how human learning and development actually work.



The Rise of the Human Digital Brain How Multidirectional Thinking is Changing the Way We Learn

Beatriz Pacheco, Spalding University

2018. Paperback 978-1-64113-274-9 \$45.99. Hardcover 978-1-64113-275-6 \$85.99. eBook 978-1-64113-276-3 \$65.

Cover Design By: Rebecca Gibson Jones

It is estimated that up to sixty-five percent of children entering grade school this year will end up working in careers that have yet to be created. This is a result, in part, of the rapid advances in technology that have occurred since Apple introduced the iPhone just ten years ago. This technology is not only impacting the way that we learn or the jobs that we will hold in the future, but it is literally changing the way that we think.

As modern technologies are introduced during formative periods of brain development, they are having an impact on traditionally linear patterns of thought. Today’s youth no longer process information in the same linear fashion as past generations. This is creating confusion in educational settings that are specifically designed to meet the needs of linear thinkers. Administrators, educators, and parents must learn to better understand these changes in order to create models that will be viable for 21st century learners. We must work together to create systems that will both support and encourage children who literally think differently than those who teach them.

The Rise of the Human Digital Brain: How Multidirectional Thinking is Changing the Way We Learn contains information about the history of education, the changes in the systems of education over the years, and the impact of technology on learning for 21st century students. It also contains the results of a unique study regarding the impact of iPad instruction on literacy attainment for struggling readers. The hope is that the information contained in this book will cause administrators, educators, parents, and developers of new technologies to take a moment to step back and envision a new model that will revolutionize education across the world.

Praise for The Rise of the Human Digital Brain:

"Beatriz Pacheco’s experience as both a researcher and a practitioner in the field of education lends an authenticity to her writing that is both refreshing and enlightening. She has conducted one of the most comprehensive studies to date concerning the use of the iPad for direct instruction, and the results of her study have the potential to influence the teaching of literacy skills on the national level. I highly recommend this book." ~ Michael Gurian, *New York Times* bestselling author of *The Wonder of Boys* and *The Minds of Girls*

"For much of human history adults have looked upon the youth of their era as flawed creatures who fail to measure up to nostalgic standards. Dr. Beatriz Pacheco’s Rise of the Human Digital Brain guides us to recognize and to understand the elements that make rising generations of young people different from their predecessors. The digital brain prefers collaborative engagement over traditional hierarchy and linear thinking. Anyone with a smart phone has command of massive amounts of data and information, and coming generations will be more creative and more critical. Educational systems must change to meet the needs of a changing time. Any educator would benefit from this book." ~ Tori Murden McClure, *President of Spalding University* Author of *A Pearl in The Storm*

"There is no doubt that the accelerated development of digital technology in our day has profoundly transformed the ways in which human beings interact and how we interpret reality. We live in a new paradigm that demands critical assessment of how we educate the new generations, especially in an era of multidimensional thinking. Beatriz Pacheco’s well-researched work insightfully names key questions, poses challenges, and offers ways forward. This book promises to be a key tool in defining the what and the how of education during the rest of the 21st century." ~ Hosffman Ospino *Associate Professor of Theology and Education Boston College*

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