INFORMATION AGE PUBLISHING
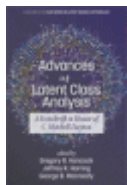
TECHNOLOGY 2020

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RECENT TITLES

CILVR SERIES ON LATENT VARIABLE METHODOLOGY

Advances in Latent Class Analysis
A Festschrift in Honor of C. Mitchell Dayton

Gregory R. Hancock, University of Maryland; Jeffrey R. Harring, University of Maryland; George B. Macready, University of Maryland

A volume in the series *CILVR Series on Latent Variable Methodology*
2019. Paperback 9781641135610 $45.99. Hardcover 9781641135627 $85.99. eBook 9781641135634 $65.

What is latent class analysis? If you asked that question thirty or forty years ago you would have gotten a different answer than you would today. Closer to its time of inception, latent class analysis was viewed primarily as a categorical data analysis technique, often framed as a factor analysis model where both the measured variable indicators and underlying latent variables are categorical. Today, however, it rests within much broader mixture and diagnostic modeling framework, integrating measured and latent variables that may be categorical and/or continuous, and where latent classes serve to define the subpopulations for whom many aspects of the focal measured and latent variable model may differ.

For latent class analysis to take these developmental leaps required contributions that were methodological, certainly, as well as didactic. Among the leaders on both fronts was C. Mitchell "Chan" Dayton, at the University of Maryland, whose work in latent class analysis spanning several decades helped the method to expand and reach its current potential. The current volume in the Center for Integrated Latent Variable Research (CILVR) series reflects the diversity that is latent class analysis today, celebrating work related to, made possible by, and inspired by Chan's noted contributions, and signaling the even more exciting future yet to come.

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT

Seeing The HiddEn Minority
Increasing the Talent Pool through Identity, Socialization, and Mentoring Constructs

Andrea L. Tyler, Tennessee State University; Stephen Hancock, University of North Carolina at Charlotte; Sonyia C. Richardson, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2020. Paperback 978-1-64113-948-9 $45.99. Hardcover 978-1-64113-949-6 $85.99. eBook 978-1-64113-950-2 $65.

The participation of Black students in science, technology, engineering, and mathematics (STEM) fields, is an issue of national concern. Educators and policymakers are seeking to promote STEM studies and eventual degree attainment, especially those from underrepresented groups, including Black students, women, economically disadvantaged, and students with disabilities. Literature shows that this has been of great interest to researchers, policymakers, and institutions for several years (Nettles & Millet, 2006; Council of Graduate School (CGS), 2009; National Science Foundation (NSF), 2006), therefore an extensive understanding of access, attrition, and degree completion for Black students in STEM is needed.

According to Hussar and Bailey (2014), the Black and Latino postsecondary enrollment rates will increase by approximately 25% between 2011 and 2022. It is critical that this projected enrollment increase translates into an increase in Black student STEM enrollment, persistence and consequently STEM workforce. In view of the shifting demographic landscape, addressing access, equity and achievement for Black students in STEM is essential. Institutions, whether they are secondary or postsecondary, all have unique formal and informal academic structures that students must learn to navigate in order to become academically and socially acclimated to the institution (Tyler, Brothers, & Haynes, 2014). Therefore positive experience with the academic environment becomes critical to the success of a student persisting and graduating.

Understanding and addressing the challenges faced by Black students in STEM begins with understanding the complexities they face at all levels of education. A sense of urgency is now needed to explore these complexities and how they impact students at all educational levels. This book will explore hidden figures and concerns of social connectedness, mentoring practices, and identity constructs that uncover unnoticed talent pools and encourage STEM matriculation among Black STEM students' in preK-12 and post-secondary landscapes.

Section 1-Socialization Social discourse concerning how male and females are supposed to enact their socially sanctioned roles is being played out daily in educational institutions. Individuals who chose STEM education and STEM careers are constantly battling this social discourse. It is necessary for P-20 STEM spaces to examine and integrate understanding of socialization within the larger societal culture for systemic and lasting change to happen.

Section 2-Mentoring A nurturing process in which a more skilled or more experienced person, serving as a role model teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's academic, professional and/or personal development.

Section 3-Identity Research focusing on identity constructs in STEM has become more common, especially as it relates to student retention and attrition. Researchers have been able to use identity as a way to examine how social stigma can cause students to (dis)identify within STEM spaces.

CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION

Understanding the Intersections of Race, Gender, and Gifted Education
An Anthology By and About Talented Black Girls and Women in STEM

Nicole M. Joseph, Vanderbilt University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*
2020. Paperback 978-1-64113-963-2 $45.99. Hardcover 978-1-64113-964-9 $85.99. eBook 978-1-64113-965-6 $65.

This book seeks to understand the complexities of talented and high-performing Black girls and women in STEM across the P-20 trajectory. Analogously, this volume aims to understand the intersections between giftedness, its identification, and racial, gender, and academic discipline identities. The dearth of literature on this subject suggests that Black girls and women have unique experiences in gifted programming, in large part because of factors associated with gifted programs in general. Key factors affecting Black students, and Black girls in particular, are identification and underrepresentation. These factors can be shaped by interlocking systems of racism, classism, gender bias, and other forms of oppression.

Teachers in the P-12 educational system are the first identifiers for gifted programming and look for student characteristics, such as natural leadership, inquisitiveness, and students' desire to be in gifted programs. Because many Black girls are stereotyped and teachers rarely have deep understanding of cultural differences, Black girls are less likely to be identified for gifted programming. More specifically, Black girls' lack of representation in gifted mathematics or STEM programs contradicts research that finds that girls reach several developmental advantages ahead of boys. For example, research has shown that girls talk and read earlier, receive higher grades in elementary school, and drop-out less often than boys. Other studies have also shown that Black girls have higher mathematics career aspirations than their White and Latina female peers; yet, they are rarely represented in gifted math and Advanced Placement (AP) math programs. Furthermore, the underrepresentation of urban, low-income African-American students in gifted education is related to low test scores, student and family choice, a lack of teacher referral, and a mismatch between home and school cultures.

Some high-performing Black girls and women are participating in programs that nurture and support their racial and gender identities and contribute to them developing into strong and efficacious girls and women who have agency in their lives. This anthology includes studies that illustrate the complexities of intersectionality in various STEM programs, while also demonstrating that increasing access to STEM for Black girls and women is doable.

CURRENT PERSPECTIVES ON SCHOOL/UNIVERSITY/COMMUNITY RESEARCH

Integrating Digital Technology in Education
School-University-Community Collaboration

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

This fourth volume in the Current Perspectives on School/University/Community Research series brings together the perspectives of authors who are deeply committed to the integration of digital technology with teaching and learning. Authors were invited to discuss either a completed project, a work-in-progress, or a theoretical approach which aligned with one of the trends highlighted by the New Media Consortium's NMC/CoSN Horizon Report: 2017 K-12 Edition, or to consider how the confluence of interest and action (Thompson, Martinez, Clinton, & Díaz, 2017) among school-university-community collaborative partners in the digital technology in education space resulted in improved outcomes for all—where "all" is broadly conceived and consists of the primary beneficiaries (the students) as well as the providers of the educational opportunities and various subsets of the community in which the integrative endeavors are enacted.

The chapters in this volume are grouped into four sections: Section 1 includes two chapters that focus on computational thinking/coding in the arts (music and visual arts); Section 2 includes three chapters that focus on the instructor in the classroom, preservice teacher preparation, and pedagogy; Section 3 includes four chapters that focus on building the academic proficiency of students; and Section 4 includes two chapters that focus on the design and benefits of school-university-community collaboration.

DIGITAL MEDIA AND LEARNING

Negotiating Place and Space through Digital Literacies
Research and Practice

Damiana G. Pyles, Appalachian State University; Ryan M. Rish, University at Buffalo; Julie Warner, Independent Researcher

Digital literacy practices have often been celebrated as means of transcending the constraints of the physical world through the production of new social spaces. At the same time, literacy researchers and educators are coming to understand all the ways that place matters. This volume, with contributors from across the globe, considers how space/place, identities, and the role of digital literacies create opportunities for individuals and communities to negotiate living, being, and learning together with and through digital media.

The chapters in this volume consider how social, cultural, historical, and political literacies are brought to bear on a range of places that traverse the urban, rural, and suburban/exurban, with emphasis placed on the ways digital technology is used to create identities and do work within social, digital, and material worlds. This includes agentive work in digital literacies from a variety of identities or subjectivities that disrupt metronormativity, urban centrism (and other -isms) on the way to more authentic engagement with their communities and others. Featuring instances of research and practice across intersections of differences (including, but not limited to race, class, gender, sexuality, ability, and language) and places, the contributions in this volume demonstrate the ways that digital literacies hold educative potential.

INSTRUCTIONAL TECHNOLOGY GUIDEBOOKS FOR EDUCATORS AND PARENTS

The Middle-Level Teacher Technology Guidebook
20 Questions and 260 Answers

Thomas M. Brinthaupt, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District; Richard P. Lipka, St. Bonaventure University

A volume in the series *Instructional Technology Guidebooks for Educators and Parents*
2019. Paperback 978-1-64113-713-3 $45.99. Hardcover 978-1-64113-714-0 $85.99. eBook 978-1-64113-715-7 $65.

This guidebook is designed to be the middle-level teacher's friend in addressing a wide variety of questions regarding the use of educational and instructional technologies. It can serve as a companion and guide through the myriad challenges and opportunities related to the effective use of technology in one's classroom and school.

A sample of middle level U.S. teachers provided us with detailed answers about their experiences with using technology in their teaching. Specifically, they shared their challenges, barriers, ideas, and suggestions for working successfully with administrators, technology specialists, students, fellow teachers, and parents when teaching with technology. We have organized the teachers' experiences and recommendations according to each stakeholder.

Rather than recommending or reviewing specific educational technology companies, applications, or tools, we provide a large number of strategies that are "built to last" and should be applicable regardless of the specific tool under consideration. We assume that it doesn't ultimately matter what the tool or technology is that you're using—it's how and why you're using it for teaching and learning that will determine whether it is successful or not. The "how" and "why" aspects encompass the built-to- last strategies included in this guidebook.

LANDSCAPES OF EDUCATION

Contemporary Urban Youth Culture in China
A Multiperspectival Cultural Studies of Internet Subcultures

Jing Sun, Huazhong University of Science and Technology

A volume in the series *Landscapes of Education*
2019. Paperback 978-1-64113-888-8 $45.99. Hardcover 978-1-64113-889-5 $85.99. eBook 978-1-64113-890-1 $65.

In Contemporary Urban Youth Culture in China: A Multiperspectival Cultural Studies of Internet Subcultures, Jing Sun explores contemporary Chinese urban youth culture through analyses of three Chinese Internet subcultural artifacts--A Bloody Case of a Steamed Bun, Cao Ni Ma, and Du Fu Is Busy. Using Douglas Kellner's (1995) multiperspectival cultural studies (i.e., critical theory and critical media literacy) as the theoretical framework, and diagnostic critique and semiotics as the analytical method, Sun examines three general themes--resistance, power relations, and consumerism. The power of multiperspectival cultural studies, an interdisciplinary inquiry, lies in its potentials to explore contemporary Chinese urban youth culture from multiple perspectives; explore historical backgrounds and complexity of cultural artifacts to understand contradictions and trajectories of contemporary Chinese urban youth culture; recognize alternative medias as a space for contemporary urban Chinese youth to express frustrations and dissatisfactions, to challenge social inequalities and injustices, and to create dreams and hopes for their future; recognize that the intertexuality among cultural artifacts and subcultures creates possibilities for Chinese urban youth to invent more alternative media cultures that empower them to challenge dominations, perform their identities, and release their imagination for the future; invite Chinese youth to be the change agents for the era but not to be imprisoned by the era; and overcome misunderstanding, misrepresentation, or underrepresentation of contemporary Chinese urban youth cultural texts to promote linguistic and cultural diversity in a multicultural, multilingual, and multiracial world. Sun argues that contemporary urban youth need to obtain critical media literacy to become the change agents in contemporary China. They need to be the medium of cultural exchanges in the multicultural, multilingual, and multiracial world. In order to best assist contemporary Chinese urban youth in expressing their voices, portraying their hopes, and performing their historical responsibilities as change agents, Sun sincerely hopes more research will be done on the contemporary Chinese urban youth culture, especially on its contradictions and trajectories, with the intent to shed light on more richly textured, nuanced, and inspiring insights into the interconnection between contemporary Chinese urban youth and media power in an increasingly multicultural, multilingual, and multiracial world.

NEW METHODS IN THE ERA OF BIG DATA AND AI

Transforming Healthcare with Big Data and AI

Alex Liu, IBM; Anna Farzindar, University of Southern California; Mingbo Gong, Slalom Consulting

A volume in the series *New Methods in the Era of Big Data and AI*
2020. Paperback 978-1-64113-897-0 $45.99. Hardcover 978-1-64113-898-7 $85.99. eBook 978-1-64113-899-4 $65.

Healthcare and technology are at a convergence point where significant changes are poised to take place. The vast and complex requirements of medical record keeping, coupled with stringent patient privacy laws, create an incredibly unwieldy maze of health data needs. While the past decade has seen giant leaps in AI, machine learning, wearable technologies, and data mining capacities that have enabled quantities of data to be accumulated, processed, and shared around the globe. Transforming Healthcare with Big Data and AI examines the crossroads of these two fields and looks to the future of leveraging advanced technologies and developing data ecosystems to the healthcare field.

This book is the product of the Transforming Healthcare with Data conference, held at the University of Southern California. Many speakers and digital healthcare industry leaders contributed multidisciplinary expertise to chapters in this work. Authors' backgrounds range from data scientists, healthcare experts, university professors, and digital healthcare entrepreneurs. If you have an understanding of data technologies and are interested in the future of Big Data and A.I. in healthcare, this book will provide a wealth of insights into the new landscape of healthcare.

RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT

Management and Business Education in the Time of Artificial Intelligence
The Need to Rethink, Retrain, and Redesign

Agata Stachowicz-Stanusch, Canadian University Dubai; Wolfgang Amann, HEC Paris in Qatar

A volume in the series *Research in Management Education and Development*
2019. Paperback 978-1-64113-809-3 $45.99. Hardcover 978-1-64113-810-9 $85.99. eBook 978-1-64113-811-6 $65.

Artificial intelligence (AI) technologies are one of top investment priorities in these days. They are aimed at finding applications in fields of special value for humans, including education.

The fourth industrial revolution will replace not only human hands but also human brains, the time of machines requires new forms of work and new ways of business education, however we must be aware that if there is no control of human-AI interaction, there is a risk of losing sight of this interaction's goal. First, it is important to get people to truly understand AI systems, to intentionally participate in their use, as well as to build their trust, because "the measure of success for AI applications is the value they create for human lives" (Stanford University 2016, 33). Consequently, society needs to adapt to AI applications if it is to extend its benefits and mitigate the inevitable errors and failures. This is why it is highly recommended to create new AI-powered tools for education that are the result of cooperation between AI researchers and humanities' and social sciences' researchers, who can identify cognitive processes and human behaviors.

This book is authored by a range of international experts with a diversity of backgrounds and perspectives hopefully bringing us closer to the responses for the questions what we should teach (what the 'right' set of future skills is), how we should teach (the way in which schools should teach and assess them) and where we should teach (what implications does AI have for today's education infrastructure). We must remember as we have already noticed before "...education institutions would need to ensure that that they have an appropriate infrastructure, as well as the safety and credibility of AI-based systems. Ultimately, the law and policies need to adjust to the rapid pace of AI development, because the formal responsibility for appropriate learning outcomes will in future be divided between a teacher and a machine. Above all, we should ensure that AI respect human and civil rights (Stachowicz-Stanusch, Amann, 2018)".

RESEARCH IN SCIENCE EDUCATION

Physics Teaching and Learning
Challenging the Paradigm

Dennis W. Sunal, University of Alabama; Jonathan T. Shemwell, University of Alabama; James W. Harrell, University of Alabama; Cynthia S Sunal, University of Alabama

A volume in the series *Research in Science Education*
2019. Paperback 978-1-64113-656-3 $45.99. Hardcover 978-1-64113-657-0 $85.99. eBook 978-1-64113-658-7 $65.

Physics Teaching and Learning: Challenging the Paradigm, RISE Volume 8, focuses on research contributions challenging the basic assumptions, ways of thinking, and practices commonly accepted in physics education. Teaching physics involves multifaceted, research-based, value added strategies designed to improve academic engagement and depth of learning.

In this volume, researchers, teaching and curriculum reformers, and reform implementers discuss a range of important issues. The volume should be considered as a first step in thinking through what physics teaching and physics learning might address in teacher preparation programs, in-service professional development programs, and in classrooms.

To facilitate thinking about research-based physics teaching and learning each chapter in the volume was organized around five common elements:

1. A significant review of research in the issue or problem area.
2. Themes addressed are relevant for the teaching and learning of K-16 science
3. Discussion of original research by the author(s) addressing the major theme of the chapter.
4. Bridge gaps between theory and practice and/or research and practice.
5. Concerns and needs are addressed of school/community context stakeholders including students, teachers, parents, administrators, and community members.

RESEARCH ON WOMEN AND EDUCATION

Girls and Women of Color In STEM
Their Journeys in Higher Education

Nahed Abdelrahman, Texas A&M University; Beverly Irby, Texas A&M University; Julia Ballenger, Texas A&M University; Barbara Polnick, Texas A&M University

A volume in the series *Research on Women and Education*
2020. Paperback 978-1-64802-091-9 $45.99. Hardcover 978-1-64802-092-6 $85.99. eBook 978-1-64802-093-3 $65.

The 11 chapters in this book provide a glimpse into the journeys that women from diverse backgrounds and ethnic differences take in their higher education undergraduate or graduate careers. The diverse women include ethnicities of Arabic, Asian, African-American, American Indian, and Latina.

Girls and Women of Color In STEM
Navigating the Double Bind in K-12 Education

Barbara Polnick, Texas A&M University; Julia Ballenger, Texas A&M University; Beverly Irby, Texas A&M University; Nahed Abdelrahman, Texas A&M University

A volume in the series *Research on Women and Education*
2020. Paperback 978-1-64802-097-1 $45.99. Hardcover 978-1-64802-098-8 $85.99. eBook 978-1-64802-099-5 $65.

Though there has been a rapid increase of women's representation in law and business, their representation in STEM fields has not been matched. Researchers have revealed that there are several environmental and social barriers including stereotypes, gender bias, and the climate of science and

engineering departments in colleges and universities that continue to block women's progress in STEM. In this book, the authors address the issues that encounter women of color in STEM in higher education.

THE MARCES BOOK SERIES

Data Analytics and Psychometrics
Informing Assessment Practices

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

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.

Application of Artificial Intelligence to Assessment

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

The general theme of this book is to present the applications of artificial intelligence (AI) in test development. In particular, this book includes research and successful examples of using AI technology in automated item generation, automated test assembly, automated scoring, and computerized adaptive testing. By utilizing artificial intelligence, the efficiency of item development, test form construction, test delivery, and scoring could be dramatically increased.

Chapters on automated item generation offer different perspectives related to generating a large number of items with controlled psychometric properties including the latest development of using machine learning methods. Automated scoring is illustrated for different types of assessments such as speaking and writing from both methodological aspects and practical considerations. Further, automated test assembly is elaborated for the conventional linear tests from both classical test theory and item response theory perspectives. Item pool design and assembly for the linear-on-the-fly tests elaborates more complications in practice when test security is a big concern. Finally, several chapters focus on computerized adaptive testing (CAT) at either item or module levels. CAT is further illustrated as an effective approach to increasing test-takers' engagement in testing.

In summary, the book includes both theoretical, methodological, and applied research and practices that serve as the foundation for future development. These chapters provide illustrations of efforts to automate the process of test development. While some of these automation processes have become common practices such as automated test assembly, automated scoring, and computerized adaptive testing, some others such as automated item generation calls for more research and exploration. When new AI methods are emerging and evolving, it is expected that researchers can expand and improve the methods for automating different steps in test development to enhance the automation features and practitioners can adopt quality automation procedures to improve assessment practices.

Braided Organizations
Designing Augmented Human-Centric Processes to Enhance Performance and Innovation

Michel Zarka, Theano Advisors; Elena Kochanovskaya, Theano Advisors; William Pasmore, Columbia University

2019. Paperback 978-1-64113-555-9 $45.99. Hardcover 978-1-64113-556-6 $85.99. eBook 978-1-64113-557-3 $65.

New digital technologies are changing the way organizations are designed and work is done. Companies that have seized this opportunity are finding that they can speed up innovation, enhance collaboration across boundaries, and enable greater commitment and creativity. This totally new approach for digitally-enabled collaboration doesn't stop at the edge of an organization's boundary but extends beyond it in space and time. We refer to these new ways of organizing as "braids" - an intertwined network of contributors with different capabilities, not controlled or managed by a formal hierarchy, who work together to invent ways to accomplish a common purpose in line with organization's mission and strategy.

Braids allow significant advantages over traditional, hierarchical, mechanistic and bounded ways of organizing. These include access to knowledge and capabilities that are key to achieving breakthrough levels of performance; improved coordination among individuals and groups performing interdependent tasks; increased organizational agility; enhanced knowledge-processing as experts contribute more directly to the most important technical and strategic decisions; and greater motivation, as people team together to leverage their capabilities to innovate and accelerate performance.

Learning from the trailblazing experimentation of companies like Airbus, Procter & Gamble, Red Hat, and Dassault Systèmes, this book outlines how to approach designing braided organizations for a variety of purposes, such as enhancing open innovation or enabling greater supply chain adaptability in order to respond to changing customer demands. In the past, human limitations have restricted the ways we organize companies for growth. Today, there's no excuse for allowing the organizational chart as it's currently drawn to constrain possibilities for improved performance and innovation.

Culturally and Linguistically Diverse Learners and STEAM
Teachers and Researchers Working in Partnership to Build a Better Tomorrow

Pamela Spycher, WestEd; Erin F. Haynes, Engage Language, LLC

2019. Paperback 9781641136051 $45.99. Hardcover 9781641136068 $85.99. eBook 9781641136075 $65.

Multilingual students, multidialectal students, and students learning English as an additional language constitute a substantial and growing demographic in the United States. But these groups of students tend to receive unequal access to and inadequate instruction in Science, Technology, Engineering, Arts, and Mathematics (STEAM), with their cultural and linguistic assets going largely unacknowledged and underutilized. The need for more information about quality STEAM education for culturally and linguistically diverse students is pressing. This book seeks to address this need, with chapters from asset-oriented researchers and practitioners whose work offers promising teaching and learning approaches in the STEAM subjects in K-16 education settings. Authors share innovative ways in which classroom teachers integrate disciplinary reading, writing, discussion, and language development with content knowledge development in STEAM subjects. Also shared are approaches for integrating indigenous epistemologies, culturally sustaining pedagogy, and students' linguistic resources and life experiences into classroom teaching.

The value of quality STEAM education for all students is an equity issue, a civics issue, and an economic issue. Our technologically-driven, scientifically-oriented, innovative society should be led by diverse people with diverse ways of approaching and being in the world. This book aims to make quality STEAM education a reality for all students, taking into account the many perspectives, bodies of knowledge, and skills they bring from a range of cultural and linguistic backgrounds, with the ultimate goal of strengthening the fields that will drive our society towards the future. There are three primary audiences for this book: teachers (both in-service and pre-service teachers), teacher educators (both pre-service preparation and professional learning); and applied researchers. Whatever their current or evolving role, readers are encouraged to use this book and the inquiry questions provided at the end of each chapter as a launching point for their own important work in achieving equity in STEAM education.

Nanoscience Research Modules for Pre-Service STEM Teachers
Core Nanoscience Concepts as a Vehicle in STEM Education

Clair T. Berube, Hampton University; Shawn T. Dash, Hampton University; Cindy Thomas-Charles, Hampton University

2019. Paperback 9781641135528 $45.99. Hardcover 9781641135535 $85.99. eBook 9781641135542 $65.

STEM (science, technology, engineering and mathematics) is a fairly new concept in American education. As separate subjects, science and math have been around for a long time but have rarely been taught as a seamless unit of skills; rather as discreet content areas. This is not how the real world outside of the classroom functions however; in actual research laboratories scientists infuse their science with math, and their math with science, and along with technology and engineering they solve real life problems. In practice you cannot separate the various fields, as you need all of them in order to discover the underpinnings of the natural world, cure a disease, or solve a problem with the space rover. The American future depends on a scientifically literate workforce, armed with knowledge about the laws and theories of science, based on empirical facts instead of beliefs. In addition, there is a shortage of graduates in STEM related disciplines. Economic data show that 1 million additional STEM graduates will be needed over the next decade to fill America's economic demand. STEM based jobs are expected to grow 17% in the next 10 years, outpacing the overall job growth of 10%. If teachers across America were trained with fundamental and impending scientific concepts in their science-methods courses at the university level, scientific literacy can only dramatically improve. Nanoscience is one such concept; as it is multidisciplinary in nature and is regarded as the basis for innovated technologies in many fields. The authors of this book seek to provide pre-service and in-service science teachers with high-quality STEM modules, with which to create lesson plans and problem-based lessons to use in their future classrooms, both at the elementary and secondary level. Nanoscience was chosen since its applications reaches across virtually every scientific field; from biology to physics and for that matter all STEM domains.

Teaching and Learning at a Distance
Foundations of Distance Education 7th Edition

Michael Simonson, Nova Southeastern University; Susan M. Zvacek, University of Denver; Sharon Smaldino, Northern Illinois University

2019. Paperback 978-1-64113-626-6 $45.99. Hardcover 978-1-64113-627-3 $85.99. eBook 978-1-64113-628-0 $65.

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

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

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

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

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

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

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

BACK LIST

Title	Year	Paperback	Hardcover
The Brave New World of eHRM 2.0 James H. Dulebohn, Michigan State University; Dianna L. Stone, Universities of New Mexico, Albany, and Virginia Tech *Series: Research in Human Resource Management*	2018	$45.99 9781641131551	$85.99 9781641131568
Collaborative Learning in a Global World Miri Shonfeld, Kibbutzim College of Education; David Gibson, Curtin University *Series: Literacy, Language and Learning*	2018	$45.99 978-1-64113-465-1	$85.99 978-1-64113-466-8
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 *Series: Educational Leadership for Social Justice*	2018	$45.99 978-1-64113-390-6	$85.99 978-1-64113-391-3
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