

INFORMATION AGE PUBLISHING

TECHNOLOGY 2021

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RECENT TITLES

CONTEMPORARY PERSPECTIVES IN CORPORATE SOCIAL PERFORMANCE AND POLICY



Artificial Intelligence and its Impact on Business

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

A volume in the series *Contemporary Perspectives in Corporate Social Performance and Policy*
2020. Paperback 9781648020735 \$45.99. Hardcover 9781648020742 \$85.99. eBook 9781648020759 \$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-chatbot 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)".

CONTEMPORARY PERSPECTIVES IN DATA MINING



Contemporary Perspectives in Data Mining Volume 4

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

A volume in the series *Contemporary Perspectives in Data Mining*
2021. Paperback 978-1-64802-143-5 \$45.99. Hardcover 978-1-64802-144-2 \$85.99. eBook 978-1-64802-145-9 \$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 business (banking, brokerage, and insurance), marketing (customer relationship, retailing, logistics, and travel), as well as in manufacturing, health care, fraud detection, homeland security and law enforcement.

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 ISSUES IN OUT-OF-SCHOOL TIME



Measure, Use, Improve! Data Use in Out-of-School Time

Christina A. Russell, Policy Studies Associates; Corey Newhouse, Public Profit

A volume in the series *Current Issues in Out-of-School Time*

2021. Paperback 978-1-64802-253-1 \$45.99. Hardcover 978-1-64802-254-8 \$85.99. eBook 978-1-64802-255-5 \$65.

Measure, Use, Improve! Data Use in Out-of-School Time shares the experience and wisdom from a broad cross-section of out-of-school time professionals, ranging from internal evaluators, to funders, to researchers, to policy advocates. Key themes of the volume include building support for learning and evaluation within out-of-school time programs, creating and sustaining continuous quality improvement efforts, authentically engaging young people and caregivers in evaluation, and securing funder support for learning and evaluation.

This volume will be particularly useful to leadership-level staff in out-of-school time organizations that are thinking about deepening their own learning and evaluation systems, yet aren't sure where to start. Authors share conceptual frameworks that have helped inform their thinking, walk through practical examples of how they use data in out-of-school time, and offer advice to colleagues.

INSTRUCTIONAL TECHNOLOGY GUIDEBOOKS FOR EDUCATORS AND PARENTS



The Elementary School Teacher Technology Guidebook 21 Questions and 282 Answers

Thomas M. Brinthaupt, Middle Tennessee State University; Shannon E. Harmon, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District

A volume in the series *Instructional Technology Guidebooks for Educators and Parents*

2021. Paperback 978-1-64802-387-3 \$45.99. Hardcover 978-1-64802-388-0 \$85.99. eBook 978-1-64802-389-7 \$65.

This guidebook is designed to be the elementary school 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 U.S. elementary school 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 group.

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 intertextuality 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.

LIFESPAN LEARNING



Adolescents in the Internet Age A Team Learning and Teaching Perspective Third Edition

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

A volume in the series *Lifespan Learning*

2021. Paperback 978-1-64802-381-1 \$45.99. Hardcover 978-1-64802-382-8 \$85.99. eBook 978-1-64802-383-5 \$65.

This book is intended for prospective secondary teachers, university education and human development faculty and students, and in-service secondary school teachers. The text focuses on the current environment of adolescents. Physical growth, sexuality, nutrition, exercise, and substance abuse receive attention. Social development depends on consideration of advice given by peers and adults. Neuroscience insights are reported on information processing, attention and distraction. Detection of cheating, cyber abuse, and parental concerns are considered. Career exploration issues are discussed. Visual intelligence, creative thinking, and Internet learning are presented with ways to help students gauge risks, manage stress, and acquire resilience.

Peers become the most prominent influence on social development during adolescence, and they recognize the Internet as their greatest resource for locating information. Teachers want to know how to unite these powerful sources of learning, peers and the Internet, to help adolescents acquire teamwork skills employers will expect of them. This goal is achieved by implementing Collaboration Integration Theory. Ten Cooperative Learning Exercises and Roles (CLEAR) at the end of chapters allow each student to choose one role per chapter. Insights gained from these roles are shared with teammates before work is submitted to the teacher. This approach enables students to select assignments, expands group learning, and makes everyone accountable for instruction. The adult teacher role becomes more creative as they design exercises and roles that differentiate team learning. Using Zoom or other platforms a teacher can observe or record cooperative team sharing. Involvement with CLEAR can enable prospective teachers to apply this system to empower their secondary students.

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.

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 II: Short-Term Programs

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

A volume in the series *Out-of-School-Time STEM Programs for Females: Implications for Research and Practice*

2021. Paperback 978-1-64802-149-7 \$45.99. Hardcover 978-1-64802-150-3 \$85.99. eBook 978-1-64802-151-0 \$65.

Vol. II: Short-Term Programs features eight OST STEM programs for females from across the United States that run one to three days in length, in most cases, a single day. In this book, the chapter authors describe their programs, the effectiveness of those programs, and practical implications of their program evaluation data. This book series 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.

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 underrepresented groups in STEM. Participants in OST programs have shown improved achievement, interest, and confidence in STEM, as well as greater awareness of STEM role models and careers.

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*
2020. 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 ORGANIZATIONAL SCIENCE



Organizations Behaving Badly Destructive Behavior and Corrective Responses

Daniel J. Svyantek, Auburn University

A volume in the series *Research in Organizational Science*
2021. Paperback 978-1-64802-354-5 \$45.99. Hardcover 978-1-64802-355-2 \$85.99. eBook 978-1-64802-356-9 \$65.

Organizational science profits from taking new perspectives using a simple model to understand why behaviors of particular types occur within them. This volume provides readers with a rich source of casestudies and empirical studies of the role played by the interaction between individual actors, organizational contexts, and the actual behaviors being performed the actors. These chapters each seek to describe how these three interact in to create organizational practices with negative effects on either internal members of the organization or external stakeholders (e.g., clients). The chapters provide insight into how organizations may control these negative behaviors with basic Human Resource Management practices. It is this volume's hope that these chapters may provide insight into the important role these three factors plays in understanding negative organizational behavior within organizations across the world.

RESEARCH ON WOMEN AND EDUCATION

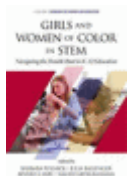


Girls and Women of Color In STEM Their Journeys in Higher Education

Nahed Abdelrahman, Texas A&M University; Beverly Irby, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce; 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, Commerce; 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.



Women of Color In STEM Navigating the Double Bind in Higher Education

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

A volume in the series *Research on Women and Education*
2021. Paperback 978-1-64802-369-9 \$45.99. Hardcover 978-1-64802-370-5 \$85.99. eBook 978-1-64802-371-2 \$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



Application of Artificial Intelligence to Assessment

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

A volume in the series *The MARCES Book Series*

2020. Paperback 978-1-64113-951-9 \$45.99. Hardcover 978-1-64113-952-6 \$85.99. eBook 978-1-64113-953-3 \$65.

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.



Innovative Psychometric Modeling and Methods

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

A volume in the series *The MARCES Book Series*

2020. Paperback 978-1-64802-222-7 \$45.99. Hardcover 978-1-64802-223-4 \$85.99. eBook 978-1-64802-224-1 \$65.

The general theme of this book is to present innovative psychometric modeling and methods. In particular, this book includes research and successful examples of modeling techniques for new data sources from digital assessments, such as eye-tracking data, hint uses, and process data from game-based assessments. In addition, innovative psychometric modeling approaches, such as graphical models, item tree models, network analysis, and cognitive diagnostic models, are included.

Chapters 1, 2, 4 and 6 are about psychometric models and methods for learning analytics. The first two chapters focus on advanced cognitive diagnostic models for tracking learning and the improvement of attribute classification accuracy. Chapter 4 demonstrates the use of network analysis for learning analytics. Chapter 6 introduces the conjunctive root causes model for the understanding of prerequisite skills in learning. Chapters 3, 5, 8, 9 are about innovative psychometric techniques to model process data. Specifically, Chapters 3 and 5 illustrate the usage of generalized linear mixed effect models and item tree models to analyze eye-tracking data. Chapter 8 discusses the modeling approach of hint uses and response accuracy in learning environment. Chapter 9 demonstrates the identification of observable outcomes in the game-based assessments. Chapters 7 and 10 introduce innovative latent variable modeling approaches, including the graphical and generalized linear model approach and the dynamic modeling approach.

In summary, the book includes theoretical, methodological, and applied research and practices that serve as the foundation for future development. These chapters provide illustrations of efforts to model and analyze multiple data sources from digital assessments. When computer-based assessments are emerging and evolving, it is important that researchers can expand and improve the methods for modeling and analyzing new data sources. This book provides a useful resource to researchers who are interested in the development of psychometric methods to solve issues in this digital assessment age.

NO SERIES



Preparing STEM Teachers The UTeach Replication Model

Joanne E. Goodell, Cleveland State University; Selma Koç, Cleveland State University

2020. Paperback 978-1-64802-166-4 \$45.99. Hardcover 978-1-64802-167-1 \$85.99. eBook 978-1-64802-168-8 \$65.

STEM project-based instruction is a pedagogical approach that is gaining popularity across the USA. However, there are very few teacher education programs that focus specifically on preparing graduates to teach in project-based environments. This book is focused on the UTeach program, a STEM teacher education model that is being implemented across the USA in 46 universities. Originally focused only on mathematics and science, many UTeach programs are now offering engineering and computer science licensure programs as well.

This book provides a forum to disseminate how different institutions have implemented the UTeach model in their local context. Topics discussed will include sustainability features of the model, and how program assessment, innovative instructional programming, classroom research and effectiveness research have contributed to its success. The objectives of the book are:

- To help educators gain insight into a teacher education organizational model focused on STEM and how and why it was developed
- To present the theoretical underpinnings of a STEM education model, i.e. deep learning, conceptual understanding
- To present innovative instructional programming in teacher education, i.e. projectbased instruction, functions and modeling, research methods
- To present research and practice in classroom and field implementation and future research recommendations
- To disseminate program assessments and improvement efforts



Enterprise Systems and Technological Convergence Research and Practice

Sam Goundar, The University of the South Pacific

2021. Paperback 978-1-64802-341-5 \$45.99. Hardcover 978-1-64802-342-2 \$85.99. eBook 978-1-64802-343-9 \$65.

Enterprise Systems have been used for many years to integrate technology with the management of an organization but rapid technological disruptions are now creating new challenges and opportunities that require urgent consideration. This book reappraises the implementation and management of Enterprise Systems in the digital age and investigates the vital link between business processes, information technology and the Internet for an organization's competitive advantage and success.

This book primarily focuses on the implementation, operation, management and integration of Enterprise Systems with fastemerging disruptive technologies such as blockchains, big data, cryptocurrencies, artificial intelligence, cloud computing, data mining and data analytics. These disruptive technologies are now becoming mainstream and the book proposes several innovations that organizations need to adopt to remain competitive within this rapidly changing landscape. In addition, it examines Enterprise Systems, their components, architecture, and applications and enlightens readers on the benefits and shortcomings of implementing them.

This book contains primary research on organizations, case studies, and benchmarks ERP implementation against international best practice.



Evidence-Based Inquiries in Ethno-STEM Research

Investigations in Knowledge Systems Across Disciplines and Transcultural Settings

Iman C Chahine, University of Massachusetts-Lowell; Josef de Beer, North West University

2021. Paperback 978-1-64802-115-2 \$45.99. Hardcover 978-1-64802-116-9 \$85.99. eBook 978-1-64802-117-6 \$65.

The purpose of the edited volume is to provide an international lens to examine evidence-based investigations in Ethno-STEM research: Ethno-science, Ethno-technology, Ethno-engineering, and Ethno-mathematics. These themes grew out of multi-national, multi-institutional and multi-disciplinary efforts to preserve as well as epitomize the role that Indigenous Knowledge Systems (IKS) play in cognitive development and its vital contributions to successful and meaningful learning in conventional and non-conventional contexts. Principled by the Embodied, Situated, and Distributed Cognition (ESDC), this innovative book will provide evidence supporting the embeddedness of a thinking-in-acting model as a fundamental framework that explains and supports students' acquisition of scientific knowledge.

So often 'western' science curricula are experienced as irrelevant, since it does not take cognizance of the daily experiences and world in which the learner finds himself. This book takes a socio-cultural look at IKS and applies research in neuroscience to make a case its incorporation in the STEM (Science, Technology, Engineering and Mathematics) classroom. We use the Embodied Situated Distributed Cognition (ESDC) Model as conceptual framework in this book.

Although the value of IKS is often acknowledged in curriculum policy documents, teachers are most often not trained in incorporating IK in the classroom. Teachers' lack of the necessary pedagogical content knowledge (PCK) in effectively incorporating IK in their classrooms is a tremendous problem internationally. Another problem is that IK is often perceived as "pseudo-science", and scholars advocating for the incorporation of IK in the school curriculum often do not contextualize their arguments within a convincing theoretical and conceptual framework.

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