

INFORMATION AGE PUBLISHING

TECHNOLOGY 2022

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RECENT TITLES

ADVANCES IN RESEARCH ON RUSSIAN BUSINESS AND MANAGEMENT



Meta-Scientific Study of Artificial Intelligence

Elena G. Popkova, Moscow State Institute of International Relations, Moscow, Russia; Victoria N. Ostrovskaya, Center for Marketing Initiatives

A volume in the series *Advances in Research on Russian Business and Management*

2021. Paperback 978-1-64802-515-0 \$72.99. Hardcover 978-1-64802-516-7 \$99.99. eBook 978-1-64802-517-4 \$74.

The book studies artificial intelligence as a new reality and a perspective direction for the modern economy's development, as well as its future technological basis. The book forms a meta-scientific approach to studying AI, which allows uniting the efforts of scholars from different spheres of science for formation of a comprehensive idea of AI. The book reflects the meta-scientific approach to the balanced use of human and artificial intelligence and the features of successful development of the information economy under the conditions of technological progress based on artificial intelligence. It describes the implementation of the subject approach in psychology and pedagogy based on artificial intelligence and reflects the political and legal aspects of creating, implementing and developing artificial intelligence. The impact of artificial intelligence on the economy and financial services is considered, and modernization of management of production and distribution processes and systems based on AI are studied. The target audience of the book includes scholars from different spheres of science who study AI, companies interested in implementation of AI, and government that regulates the issues of development and use of AI.



The Transformation of Social Relationships in Industry 4.0

Economic Security and Legal Prevention

Agnessa O. Inshakova, Volgograd State University; Evgenia E. Frolova, Peoples' friendship University of Russia

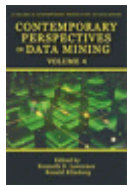
A volume in the series *Advances in Research on Russian Business and Management*

2022. Paperback 978-1-64802-684-3 \$65.99. Hardcover 978-1-64802-685-0 \$95.99. eBook 978-1-64802-686-7 \$74.

The dynamics of scientific and technological development of modern society is characterized by high growth rates, accompanied by the algorithmization of the digital economy raises new and transformation of existing social relations in which the boundaries between physical, digital and biological worlds are disappearing, giving rise to an objective need for a comprehensive socioeconomic and institutional transformations in society require an appropriate legal base.

In modern scientific literature, the term "fourth industrial revolution" – Industry 4.0 – is used to refer to a radical change in traditional methods and forms of management associated with the introduction of innovative technologies, such as artificial intelligence, the Internet of things, unmanned vehicles, robotic systems, big data, etc. A study on the establishment of the legal concept of neo-industrial modernization, including directions and mechanisms of development of technologies of Industry 4.0, as well as preventive measures to prevent collisions through the use of all types of convergent technologies, is of great scientific and practical value because it provides additional opportunities for economic development and the formation of a fundamentally new legislative approaches to solving fundamental and applied problems in this area for the next 10 years.

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 \$74.

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.

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 \$74.

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.

CURRENT PERSPECTIVES ON COGNITION, LEARNING AND INSTRUCTION



Social Media

Influences on Education

Marlynn M. Griffin, Georgia Southern University; Cordelia Zinskie, Georgia Southern University

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*

2021. Paperback 978-1-64802-655-3 \$45.99. Hardcover 978-1-64802-656-0 \$85.99. eBook 978-1-64802-657-7 \$74.

Social media is a multi-faceted tool that has been used by educators and/or their students in ways both beneficial and detrimental. Despite the ubiquitous nature of this tool, there is much research still needed on the multitude of ways that social media impacts education. This book presents research on the influences of social media on education, broadly construed. Specifically, the research included in this book is categorized into four broad areas, examining the educational influence of social media on youth and college students, professional development in content areas, higher education learning, and social justice and activism.

Chapter authors emphasize the opportunities of social media use in education and provide recommendations for how to address challenges that may arise with social media integration into the teaching and learning setting. These authors also advocate for use of social media to grow and enhance professional interaction among educators, moving beyond the social aspect of these platforms to advocate for educational and societal change. Individuals working in K-12 schools, teacher education, teacher professional development, and higher education, including pharmacy, nursing, dental and medical education, as well as those in other educational settings can use these findings to support and guide integration of social media into teaching and learning as well as their professional practice.

Endorsements for Social Media: Influences on Education

"Anyone attempting to understand these issues and the emerging, critical role of social media in education today should read the excellent edited book Social Media: Influences on Education. I've been monitoring educational media and technology research and practice for the past 40 years. In my view this book is an important contribution to a current perspective on social media and its impact from preschool to higher education and professional studies in general and social justice issues specifically."

Richard E. Clark, Emeritus Professor
University of Southern California

"Social Media: Influences on Education is an essential book for those seeking to understand the relationship between education and social media or to conduct social media research in education. Griffin and Zinskie have collected a variety of essays showcasing approaches to researching social media from qualitative interviews with teachers, to meta-analyses of nascent literature, and research within the platforms themselves. Providing a well-rounded introduction to the field, this book provides a foundation for those interested in understanding and exploring the impact social media has had on elementary, secondary, and tertiary education."

Naomi Barnes, Senior Lecturer
Queensland University of Technology, Australia

"Social Media: Influences on Education is a must-read for anyone interested in social media's impact on education and social justice. Grounded in the latest research, Griffin and Zinskie offer an informed, critical perspective on key issues – children's social media use, cyber-harassment, misinformation, social justice through social media, professional networking, and more – as social media pervades every aspect of our lives. Educators, parents, students, activists and social media users everywhere, if you're invested in education and social justice, this book is for you!"

Christine Greenhow, Associate Professor
Michigan State University

DISTANCE LEARNING JOURNAL



Designing and Teaching Online Courses During Uncertain Times

A Special Issue of Distance Learning Ends and Means Columns, Distance Learning - Volume 17 #4

Natalie B. Milman, The George Washington University

A volume in the series *Distance Learning Journal*

2020. Paperback 978-1-64802-441-2 \$35. Hardcover 978-1-64802-446-7 \$49.99. eBook 978-1-64802-442-9 \$74.

Distance Learning is for leaders, practitioners, and decision makers in the fields of distance learning, e-learning, telecommunications, and related areas. It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners, of all ages, using telecommunications technologies of all types. Stories are written by practitioners for practitioners with the intent of providing usable information and ideas. Articles are accepted from authors--new and experienced--with interesting and important information about the effective practice of distance teaching and learning.

This special issue of Distance Learning consists of several Ends and Means articles that I have written or coauthored and that I have organized using the three major elements of the community of inquiry (CoI) framework. The last section has articles written by other authors who incorporated CoI.

EMERGING INFORMATION TECHNOLOGIES: APPLICATIONS, INNOVATIONS, AND RESEARCH



Enterprise Systems and Technological Convergence

Research and Practice

Sam Goundar, RMIT University

A volume in the series *Emerging Information Technologies: Applications, Innovations, and Research*

2021. Paperback 978-1-64802-341-5 \$45.99. Hardcover 978-1-64802-342-2 \$85.99. eBook 978-1-64802-343-9 \$74.

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.

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

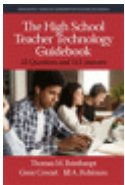
A volume in the series *Instructional Technology Guidebooks for Educators and Parents*

2021. Paperback 978-1-64802-387-3 \$45.99. Hardcover 978-1-64802-388-0 \$85.99. eBook 978-1-64802-389-7 \$74.

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.



The High School Teacher Technology Guidebook

22 Questions and 313 Answers

Thomas M. Brinthaupt, Middle Tennessee State University; Gene Cowart, Central Magnet High School, Murfreesboro, TN; Jill A. Robinson, Wellsville, NY, School District

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

2021. Paperback 978-1-64802-474-0 \$45.99. Hardcover 978-1-64802-475-7 \$85.99. eBook 978-1-64802-476-4 \$74.

This guidebook is designed to be the high 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. high 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.

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 \$74.

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.

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 \$74.

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.

PEACE EDUCATION



Coronavirus and Vulnerable People

Addressing the Divide in Harm and Responses and Exploring Implications for a More Peaceful World

Laura L. Finley, Barry University; Pamela D. Hall, Barry University

A volume in the series *Peace Education*

2022. Paperback 978-1-64802-883-0 \$45.99. Hardcover 978-1-64802-884-7 \$85.99. eBook 978-1-64802-885-4 \$74.

Drawing from many disciplinary areas, this edited volume explores how the Coronavirus pandemic has disproportionately harmed vulnerable and marginalized people in the U.S. Chapters address harm to people of color that exacerbated structural racism and harm to low-wage workers that highlighted existing inequalities. In addition, the volume provides strategies that have been successful in mitigating these harms and recommendations for a post-pandemic more peaceful and just future.

RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT



Principles of Responsible Management Education (PRME) in the Age of Artificial Intelligence (AI)

Opportunities, Threats, and the Way Forward

Agata Stachowicz-Stanusch, Canadian University Dubai; Wolfgang Amann, HEC Paris; Radha R. Sharma, New Delhi Institute of Management, India; Fauzia Jabeen, Abu Dhabi University

A volume in the series *Research in Management Education and Development*

2021. Paperback 978-1-64802-543-3 \$45.99. Hardcover 978-1-64802-544-0 \$85.99. eBook 978-1-64802-545-7 \$74.

Artificial intelligence (AI) technologies are one of the top investment priorities in these days. We expect that by 2030, some 800 million jobs will have disappeared and taken over by machines, and artificial intelligence will reach human levels by around 2029. Continuing this train of thought to 2045, we will have multiplied the intelligence, the human biological machine intelligence of our civilization a billion-fold. The time of machines requires new forms of work and new ways of business education.

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 like how may AI be used /or is a threat for PRME implementation, how will AI impact the business education world or what we should teach in business school in the time of AI (what the 'right' set of future skills is)?

In our book, we address the following questions:

1. How will AI impact the business education world?
2. How will AI be used in business schools and management learning?
3. Is AI a threat for the successful implementation of PRME?
4. What should new learning goals be?
5. How should we create next generation learning journeys?

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 \$74.

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 IN STRATEGY SCIENCE



Cultural Values in Strategy and Organization

T. K. Das, City University of New York

A volume in the series *Research in Strategy Science*

2021. Paperback 978-1-64802-512-9 \$45.99. Hardcover 978-1-64802-513-6 \$85.99. eBook 978-1-64802-514-3 \$74.

The field of strategy science has grown in both the diversity of issues it addresses and the increasingly interdisciplinary approaches it adopts in understanding the nature and significance of problems that are continuously emerging in the world of human endeavor. These newer kinds of challenges and opportunities arise in all forms of organizations, encompassing private and public enterprises, and with strategies that experiment with breaking the traditional molds and contours. The field of strategy science is also, perhaps inevitably, being impacted by the proliferation of hybrid organizations such as strategic alliances, the upsurge of approaches that go beyond the customary emphasis on competitiveness and profit making, and the intermixing of time-honored categories of activities such as business, industry, commerce, trade, government, the professions, and so on. The blurring of the boundaries between various areas and types of human activities points to a need for academic research to address the consequential developments in strategic issues. Hence, research and thinking about the nature of issues to be tackled by strategy science should also cultivate requisite variety in issues recognized for research inquiry, including the conceptual foundations of strategy and strategy making, and the examination of the critical roles of strategy makers, strategic thinking, time and temporalities, business and other goal choices, diversity in organizing modes for strategy implementation, and the complexities of managing strategy, to name a few. This book series on Research in Strategy Science aims to provide an outlet for ideas and issues that publications in the field do not provide, either expressly or adequately, especially as regards the comprehensive coverage deserved by certain emerging areas of interest. The topics of the volumes in the series will keep in view this objective to expand the research areas and theoretical approaches routinely found in strategy science, the better to permit expanded and expansive treatments of promising issues that may not sufficiently align with the usual research coverage of publications in the field.

Cultural Values in Strategy and Organization contains contributions by leading scholars on the role of cultural values in the field of strategy science research. The 11 chapters in this volume cover the topics of ecological organizing and evolving cultural values, corporate cultural responsibility, cultural integration in mergers and acquisitions, culture and paradoxical frames, cultural values in the fair trade market, national culture and legitimacy, family businesses as values-driven organizations, cultural intelligence of executives, building an alliance culture, personal values of civil engineers and architects, and cultural characteristics of Chilean and Brazilian workforces. The chapters collectively present a wide-ranging review of the noteworthy research perspectives on the role of cultural values in strategy and organization.

RESEARCH ON EDUCATION IN AFRICA, THE CARIBBEAN, AND THE MIDDLE EAST



Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East

Cynthia S Sunal, University of Alabama; Oluseyi Matthew Odebiyi, Arizona State University; Kagendo Mutua, University of Alabama

A volume in the series *Research on Education in Africa, the Caribbean, and the Middle East*

2022. Paperback 978-1-64802-926-4 \$45.99. Hardcover 978-1-64802-927-1 \$85.99. eBook 978-1-64802-928-8 \$74.

As the demand for education at all levels has increased, so have the models of meeting these increased demands for education. As in many other parts of the world, public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions have instituted mandates, policies, and frameworks intended to simultaneously increase access to public education opportunities as well as improve the quality of education provided and to address a wide populace. Because the increase in educational demand has occurred at all levels, these efforts often address various levels of education from early childhood through primary schooling, junior secondary and secondary schooling and into tertiary education. Efforts also have been made to increase participation in education by marginalized and/or special populations. The range of efforts is large with some focusing on involving migrants/immigrants/refugees in primary education while others aim at opening up choices at the university level.

Recently, nations in the region have recognized the possibilities of digital learning (online learning) as cell phones and other widely used portable wireless devices have made it possible to sell the idea that one can learn from anywhere at any time. This widespread access to technology has made it possible for governments as well as private entities to expand learning opportunities even to populations previously unreached or to address difficult to reach sectors of the population. At the same time, the population itself has not only increased in numbers but in diversity. Maintaining quality through digital and other means of quick expansion of educational opportunities continues to be challenging if not problematic.

Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East is Book IX of the series, Research on Education in Africa, the Caribbean, and the Middle East. Chapters document, describe and/or raise critical issues and/or questions resulting from government policies, mandates and frameworks intended to make available public education to an ever-growing populace while at the same time being mindful of improving quality of education being availed to an increasingly diverse populace.

RESEARCH ON WOMEN AND 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 \$74.

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.

RESEARCH, INNOVATION & METHODS IN EDUCATIONAL TECHNOLOGY



Preparing Pre-Service Teachers to Teach Computer Science

Models, Practices, and Policies

Chrystalla Mouza, University of Delaware; Aman Yadav, Michigan State University; Anne Ottenbreit-Leftwich, Indiana University

A volume in the series *Research, Innovation & Methods in Educational Technology*

2021. Paperback 978-1-64802-456-6 \$45.99. Hardcover 978-1-64802-457-3 \$85.99. eBook 978-1-64802-458-0 \$74.

Computer science has emerged as a key driver of innovation in the 21st century. Yet preparing teachers to teach computer science or integrate computer science content into K-12 curricula remains an enormous challenge. Recent policy reports have suggested the need to prepare future teachers to teach computer science through pre-service teacher education programs. In order to prepare a generation of teachers who are capable of delivering computer science to students, however, the field must identify research-based examples, pedagogical strategies, and policies that can facilitate changes in teacher knowledge and practices.

The purpose of this book is to provide examples that could help guide the design and delivery of effective teacher preparation on the teaching of computer science.

This book identifies promising pathways, pedagogical strategies, and policies that will help teacher education faculty and pre-service teachers infuse computer science content into their curricula as well as teach stand-alone computing courses. Specifically, the book focuses on pedagogical practices for developing and assessing pre-service teacher knowledge of computer science, course design models for pre-service teachers, and discussion of policies that can support the teaching of computer science. The primary audience of the book is students and faculty in educational technology, educational or cognitive psychology, learning theory, teacher education, curriculum and instruction, computer science, instructional systems, and learning sciences.

TEACHING AND LEARNING ONLINE



Teaching and Learning Online

Science for Elementary Grade Levels

Franklin S. Allaire, University of Houston-Downtown; Jennifer E. Killham, University of La Verne

A volume in the series *Teaching and Learning Online*

2022. Paperback 978-1-64802-874-8 \$45.99. Hardcover 978-1-64802-875-5 \$85.99. eBook 978-1-64802-876-2 \$74.

Science is unique among the disciplines since it is inherently hands-on. However, the hands-on nature of science instruction also makes it uniquely challenging when teaching in virtual environments. How do we, as science teachers, deliver high-quality experiences in an online environment that leads to age/grade-level appropriate science content knowledge and literacy, but also collaborative experiences in the inquiry process and the nature of science?

The expansion of online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners. Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning (Killham et al., 2014; Wong et al., 2018), PreK-12 teachers consistently report feeling underprepared or overwhelmed by online learning environments (Molnar et al., 2021; Seaman et al., 2018). This is coupled with persistent challenges related to elementary teachers' lack of confidence and low science teaching self-efficacy (Brigido, Borrachero, Bermejo, & Mellado, 2013; Gunning & Mensah, 2011).

Teaching and Learning Online: Science for Elementary Grade Levels comprises three distinct sections: Frameworks, Teacher's Journeys, and Lesson Plans. Each section explores the current trends and the unique challenges facing elementary teachers and students when teaching and learning science in online environments. All three sections include alignment with Next Generation Science Standards, tips and advice from the authors, online resources, and discussion questions to foster individual reflection as well as small group/classwide discussion. Teacher's Journeys and Lesson Plan sections use the 5E model (Bybee et al., 2006; Duran & Duran, 2004). Ideal for undergraduate teacher candidates, graduate students, teacher educators, classroom teachers, parents, and administrators, this book addresses why and how teachers use online environments to teach science content and work with elementary students through a research-based foundation.

THE MARCES BOOK SERIES



Enhancing Effective Instruction and Learning Using Assessment Data

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

A volume in the series *The MARCES Book Series*

2022. Paperback 978-1-64802-626-3 \$45.99. Hardcover 978-1-64802-627-0 \$85.99. eBook 978-1-64802-628-7 \$74.

This book introduces theories and practices for using assessment data to enhance learning and instruction. Topics include reshaping the homework review process, iterative learning engineering, learning progressions, learning maps, score report designing, the use of psychosocial data, and the combination of adaptive testing and adaptive learning. In addition, studies proposing new methods and strategies, technical details about the collection and maintenance of process data, and examples illustrating proposed methods and software are included.

Chapters 1, 4, 6, 8, and 9 discuss how to make valid interpretations of results and achieve more efficient instructions from various sources of data. Chapters 3 and 7 propose and evaluate new methods to promote students' learning by using evidence-based iterative learning engineering and supporting the teachers' use of assessment data, respectively. Chapter 2 provides technical details on the collection, storage, and security protection of process data. Chapter 5 introduces software for automating some aspects of developmental education and the use of predictive modeling. Chapter 10 describes the barriers to using psychosocial data for formative assessment purposes. Chapter 11 describes a conceptual framework for adaptive learning and testing and gives an example of a functional learning and assessment system.

In summary, the book includes comprehensive perspectives of the recent development and challenges of using test data for formative assessment purposes. The chapters provide innovative theoretical frameworks, new perspectives on the use of data with technology, and how to build new methods based on existing theories. This book is a useful resource to researchers who are interested in using data and technology to inform decision making, facilitate instructional utility, and achieve better learning outcomes.

WORK-LIFE BALANCE



Parenting in the Pandemic

The Collision of School, Work, and Life at Home A Collection of Essays

Rebecca Lowenhaupt, Boston College; George Theoharis, Syracuse University

A volume in the series *Work-Life Balance*

2021. Paperback 978-1-64802-520-4 \$45.99. Hardcover 978-1-64802-521-1 \$85.99. eBook 978-1-64802-522-8 \$74.

In March of 2020, our daily lives were upended by the COVID pandemic and subsequent school closures. With work and school shifting online, a new and ongoing set of demands has been placed on parents as school moved to online, virtual and hybrid models of learning. Families need to balance professional responsibilities with parenting and supporting their children's education. As education professors, we find ourselves in a particular position as our expertise collides with the reality of schooling our own children in our homes during a global pandemic. This book focuses on the experiences of education faculty who navigate this relationship as pandemic professionals and pandemic parents.

In this collection of personal essays, we explore parenting in the pandemic among education professors. Through our stories, we share our perspectives on this moment of upheaval, as we find ourselves confronting practical (and impractical) aspects of long held theories about what school could be, seeing up close and personally the pedagogy our children endure online, watching education policy go awry in our own living rooms (and kitchens and bathrooms), making high-stakes decisions about our children's (and other children's) access to opportunity, and trying to maintain our careers at the same time. In this collision of personal and professional identities, we find ourselves reflecting on fundamental questions about the purpose and design of schooling, the value of our work as education professors, and the precious relationships we hope to maintain with our children through this difficult time.

Praise for Parenting in the Pandemic

"Lowenhaupt and Theoharis have curated a magnificent collection of essays that captures the hopes, fears, tensions, and possibilities of parenting in

a time of crisis. A gift to parents and educators everywhere as we continue to process and reflect on what the pandemic has taught us about what it means to educate others, and perhaps through a renewed imagination, our very own children." - **Sonya Douglass Horsford**, Teachers College, Columbia University

"In this powerful collection of essays, we have a rare window into how the personal and professional worlds of academics collided during the COVID-19 pandemic. What emerges from these reflections is an intimate portrait of the longstanding tensions in our lives as public intellectuals and parents that have long burned as embers, but are now set ablaze by the public health, economic, and educational crisis we have lived through during the last year. Reading these essays will help us to see questions of education policy and practice in a new, more personal light." - **Matthew Kraft**, Brown University

NO SERIES



Age of Inference Cultivating a Scientific Mindset

Philip C. Short, Austin Peay State University; Harvey Henson, Southern Illinois University; John R. McConnell, Austin Peay State University

2021. Paperback 978-1-64802-797-0 \$65.99. Hardcover 978-1-64802-798-7 \$95.99. eBook 978-1-64802-799-4 \$74.

In an age where we are inundated with information, the ability to discern verifiable information to make proper decisions and solve problems is ever more critical. Modern science, which espouses a systematic approach to making “inferences,” requires a certain mindset that allows for a degree of comfort with uncertainty.

This book offers inspirations and ideas for cultivating the proper mindset for the studying, teaching, and practicing of science that will be useful for those new to as well as familiar with the field. Although a paradigm shift from traditional instruction is suggested in the National Framework for K-12 science, this volume is intended to help educators develop a personal mental framework in which to transition from a teacher-centered, didactical approach to a student-centered, evidence-guided curriculum.

While the topics of the book derive from currently published literature on STEM education as they relate to the National Framework for K-12 Science and the Three-Dimensional science instruction embedded in the Next Generation Science Standards, this book also examines these topics in the context of a new societal age posited as the “Age of Inference” and addresses how to make sense of the ever-increasing deluge of information that we are experiencing by having a scientific and properly discerning mindset.

ENDORSEMENTS:

"This volume takes on one of the thorniest existential problems of our time, the contradiction between the exponentially growing amount of information that individuals have access to, and the diminished capacity of those individuals to understand it. Its chapters provide the reader with an introduction to the relationship between knowledge, science, and inference; needed new approaches to learning science in our new data rich world; and a discussion of what we can and must do to reduce or eliminate the growing gap between the inference have's and have nots. It is not too much to say that how we resolve the issues outlined in this volume will determine the future of our species on this planet." — **Joseph L. Graves Jr.**, Professor of Biological Sciences North Carolina A&T State University, Fellow, American Association for the Advancement of Science: Biological Sciences, Author of: The Emperor's New Clothes: Biological Theories of Race at the Millennium

"Big data is not enough for addressing dangers to the environment or tackling threats to democracy; we need the ability to draw sound inferences from the data. Cultivating a scientific mindset requires fundamental changes to the way we teach and learn. This important and well-written volume shows how." — **Ashok Goel**, Professor of Computer Science and Human Centered Computing, Georgia Institute of Technology. Editor of AI Magazine Founding Editor of AAAI's Interactive AI Magazine

"If you are a science teacher concerned about the implications of information overload, analysis paralysis, and intellectual complacency on our health, economic future, and democracy, then I recommend this book." — **Michael Svec**, Professor for Physics and Astronomy Education, Furman University, Fulbright Scholar to Czech Republic



AI Smart Kit

Agile Decision-Making on AI (Abridged Version)

Melodena Stephens, Mohammed Bin Rashid School of Government; Himanshu Vashishtha, SixthFactor Consulting

2021. Paperback 978-1-64802-415-3 \$32.99. Hardcover 978-1-64802-416-0 \$59.99. eBook 978-1-64802-417-7 \$74.

There are many myths about Artificial Intelligence (AI) relating to what it is and what it can and cannot do. The people making decisions on AI projects are often not technologically savvy and unable to find easy answers. The spending on and the returns from AI projects are not necessarily straightforward. Part of the reason for this is the lack of understanding of the impact of critical decision criteria. AI touches on many ethical concepts - data privacy, validity, and, more importantly, its potential misuse. AI often replaces human decision-making, as managers do not clearly understand the implications of those choices. This book provides an easy and accessible guide for practitioners without a technological background to understand AI. It guides the reader through the fundamental issues confronting decision-makers. It offers advice on 'how to ask relevant questions' using the 15 decision scales. There is currently no comparable book on the market that acts as a pocketbook management reference guide for the AI layman.



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 \$65.99. Hardcover 978-1-64802-116-9 \$95.99. eBook 978-1-64802-117-6 \$74.

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.



The Talking Point

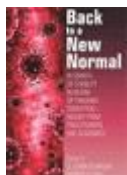
Creating an Environment for Exploring Complex Meaning 2nd Edition

Thomas R. Flanagan, Institute for 21st Century Agoras; Alexander N. Christakis, Institute for 21st Century Agoras

2021. Paperback 978-1-64802-670-6 \$45.99. Hardcover 978-1-64802-671-3 \$85.99. eBook 978-1-64802-672-0 \$74.

The Talking Point is all about how people learn within groups. People can be much smarter than crowds if you measure "smart" as decision-making speed. Crowds can be much wiser than individuals if you measure wisdom by depth of understanding. It is possible to understand a great deal of information yet (or maybe because of this) you can also be slow to make decisions. If rushed, crowds will make poor decisions in spite of their wisdom. So... to get good group decisions on a time scale that will keep pace with policy development needs and social necessities, groups have to be supported so that their decision-making process can be accelerated. Much has been said and written about this problem over the years. It is dangerous to have the power of groups without the wisdom of groups, and it is tragic to have the wisdom of groups without the power of groups. The Talking Point presents a meeting point for the wisdom and power of groups through the use of Structured Dialogic Design. With hopeful intentions, as a culture we have poisoned the well just when we need it most. We have touted design charettes and stakeholder processes as engagement vehicles and

then ignored, marginalized or corrupted the very input that we swore to hold as sacred. This has created a myth that large scale collaboration is not possible, and the myth has led to considerable disillusionment among would-be participants and could-be sponsors. Structured Dialogic Design seeks to bust the myth about our limited capabilities to sustain boundary spanning collaboration. To bust this myth, Structured Dialogic Design needs to usher in a new wave of collaborative planning. Scholars have identified the Structured Dialogic Design methodology as the cutting edge of “third phase” science - where the reality of a situation embraces interactions between objective findings and subjective intentions. The Talking Point provides a window for observing how Structured Dialogic Design has been put into practice and paints a panorama of the issues that confront complex social system design. This book is itself a bridge between scholarship and practice, written to be accessible yet anchored to major themes in cognitive psychology, information systems, social systems, and models of group learning. The book is an invitation for transformational leaders and those who support transformational leaders to pick up a new tool in the essential quest to put our nation and our world back on track toward sustainable futures. The Talking Point is a fresh source of water in a world that is thirsty for new ways of solving complex problems.



Back to a New Normal

In Search of Stability in an Era of Pandemic Disruption – Insight from Practitioners and Academics

S. Charles Malka, Sullivan University; Robert H. Tiell, Psychology Resource Group

2022. Paperback 978-1-64802-821-2 \$45.99. Hardcover 978-1-64802-822-9 \$85.99. eBook 978-1-64802-823-6 \$74.

This book aims at exploring the profound effects of Covid-19 on people’s ways of life at home and at work, and offers strategies and expert advice for ‘survival’ as the world finds itself in a new reality that has formed by the pandemic. At the very core of Back to a New Normal is the premise that the virus, which continues to infect more than 137 million individuals worldwide and has caused millions of deaths, has also triggered radical changes within individual and organizational levels.

At the same time, it opened opportunities that ignited human ingenuity and tested human adaptation. Taming the pandemic is urgent and essential but it is just the first step. Just as critical, is the need to be better prepared for future pandemics that are sure to occur. Focusing primarily on the latter, the book’s chapters follow a how to approach by exposing the severity of Covid-19’s impact on the behaviors of people and organizations, and effective ways for managing the pandemic’s unfolding consequences with an eye on the future.

For that purpose, we asked a group of experts from the academia and practitioners from various fields to share their know how and experience dealing with the consequences of the pandemic, and offer strategies for coping with its harmful effects. This book follows in that vein.



Teaching Large Online and Blended Classes

Selma Koc, Cleveland State University; Marius Boboc, Cleveland State University

2022. Paperback 978-1-64802-678-2 \$45.99. Hardcover 978-1-64802-679-9 \$85.99. eBook 978-1-64802-680-5 \$74.

As the demand for online learning grows, designing and managing large classes in online and blended learning environments can be challenging for faculty. This book aims to provide practical assistance to higher education faculty who teach large online or blended classes. The authors who contributed to the book include higher education faculty, instructional designers, facilitators in providing faculty development and researchers with years of experience and understanding as well as interest in improving the effectiveness of large online classes. They share their experiences in designing and delivering active, engaging, collaborative teaching and learning by using innovative technology tools and instructional strategies.

We hope that this book adds to the relevant literature by continuing conversations started before the COVID-19 pandemic but brought to the fore by it. Moving forward, it is our intent to provide readers with examples of how instructors around the world adapted to the new reality of teaching online since early 2020. Distilling what has worked and why from areas that require further analysis would benefit us all by identifying strategies, structures, support services, and policies that could augment online education, with a particular focus on large virtual classes.

BACK LIST

Title	Year	Paperback	Hardcover
Application of Artificial Intelligence to Assessment Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i>	2020	\$45.99 978-1-64113-951-9	\$85.99 978-1-64113-952-6
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