

INFORMATION AGE PUBLISHING

# TECHNOLOGY 2023

# TABLE OF CONTENTS

<b>RECENT TITLES</b>	<b>3</b>
<b>ADVANCES IN RESEARCH ON RUSSIAN BUSINESS AND MANAGEMENT:</b>	
- The Transformation of Social Relationships in Industry 4.0. <i>Economic Security ...</i> (2022)	3
<b>CONTEMPORARY ISSUES IN ACCREDITATION, ASSESSMENT, AND PROGRAM EVALUATION RESEARCH IN EDUCATOR PREPARATION:</b>	
- Effectively Using Data for Educator Preparation Program Improvement (2023)	3
<b>CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT:</b>	
- Unveiling the Cloak of Invisibility. <i>Why Black Males are Absent in STEM Disciplines</i> (2023)	4
<b>CONTEMPORARY PERSPECTIVES ON LEARNING ENVIRONMENTS:</b>	
- Effective Learning Environments in Higher Education Online Settings. <i>Establishing Social Presence</i> (2022)	5
<b>DISTANCE LEARNING JOURNAL:</b>	
- Distance Learning. <i>Volume 19 #3</i> (2022)	5
- Distance Learning. <i>Volume 19 #4</i> (2022)	6
<b>PEACE EDUCATION:</b>	
- Coronavirus and Vulnerable People. <i>Addressing the Divide in Harm and Responses</i> (2022)	6
<b>QUARTERLY REVIEW OF DISTANCE EDUCATION - JOURNAL:</b>	
- Quarterly Review of Distance Education. <i>Volume 23 #2</i> (2022)	6
<b>RESEARCH IN MANAGEMENT CONSULTING:</b>	
- Digital Transformation. <i>Organizational Challenges and Management Transformation Methods</i> (2023)	7
<b>RESEARCH IN STRATEGY SCIENCE:</b>	
- Managerial Practice Issues in Strategy and Organization (2023)	7
<b>RESEARCH ON EDUCATION IN AFRICA, THE CARIBBEAN, AND THE MIDDLE EAST:</b>	
- Effects of Government Mandates and Policies on Public Education ... (2022)	8
<b>RESEARCH, INNOVATION &amp; METHODS IN EDUCATIONAL TECHNOLOGY:</b>	
- Professional Development for In-Service Teachers. <i>Research and Practices in Computing Education</i> (2022)	9
<b>TEACHING AND LEARNING ONLINE:</b>	
- Teaching and Learning Online. <i>Science for Elementary Grade Levels</i> (2022)	9
- Teaching and Learning Online. <i>Science for Secondary Grade Levels</i> (2023)	10
<b>THE MARCES BOOK SERIES:</b>	
- Enhancing Effective Instruction and Learning Using Assessment Data (2022)	10
<b>NO SERIES:</b>	
- Back to a New Normal. <i>In Search of Stability in an Era of Pandemic Disruption</i> (2022)	11
- Instructional Design Fieldbook (2022)	11
- STEM Teacher Preparation and Practice for the 21st Century. <i>Research-based Insights</i> (2022)	11
- Teaching Large Online and Blended Classes (2022)	12
- Handbook of STEM Faculty Development (2023)	12

<b>BACK LIST</b>	<b>14</b>
<b>JOURNALS</b>	<b>32</b>
<b>INTERNATIONAL DISTRIBUTORS</b>	<b>33</b>
<b>ORDER FORM</b>	<b>35</b>

# RECENT TITLES

## ADVANCES IN RESEARCH ON RUSSIAN BUSINESS AND MANAGEMENT



### 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 \$72.99. Hardcover 978-1-64802-685-0 \$104.99. eBook 978-1-64802-686-7 \$85.

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 ISSUES IN ACCREDITATION, ASSESSMENT, AND PROGRAM EVALUATION RESEARCH IN EDUCATOR PREPARATION



### Effectively Using Data for Educator Preparation Program Improvement

Christine Carrino Gorowara, University of Delaware; Erica M. Brownstein, Independent Consultant; Timothy Wall, Northwest Missouri State University

A volume in the series *Contemporary Issues in Accreditation, Assessment, and Program Evaluation Research in Educator Preparation*

2023. Paperback 979-8-88730-207-2 \$52.99. Hardcover 979-8-88730-208-9 \$94.99. eBook 979-8-88730-209-6 \$85.

This volume provides a synthesis of protocols, and strategies to support assessment leaders in effectively using data for educator preparation program improvement. Data-informed decision-making has become increasingly important in quality assurance for both internal and external audiences, yet there are scant resources to guide those charged with managing the development and application of data for monitoring and improving the quality of their programs. Until this work, there has been little explication of how assessment directors working in educator preparation should conceptualize, organize, and implement best practices in data collection, analysis, interpretation, and sharing.

As state and national expectations for evidence of quality are growing, it is essential to chronicle the collective wisdom of assessment leaders in education preparation in one manuscript. For both novice and experienced assessment directors, this volume offers insightful perspectives and excellent strategies to facilitate the journey from complying with external expectations to strategically using data and evidence to achieve goals, leveraging assessment to achieve socially just outcomes, involving multiple voices and interpreters, and opening windows to further inquiry.

The editors have gathered experts in all phases of the assessment process and organized their work in an easy-to-follow manner. This work provides both conceptual underpinnings of educator preparation quality assurance as well as practical lessons learned that will support the transformation of an assessment professional into an assessment leader.

## ENSORSEMENTS

*"Finally, a book that shows what we can learn from accreditation, collectively. The strength of the volume lies in the concrete examples of evaluation and improvement that are woven throughout the chapters. Effectively Using Data for Educator Preparation Improvement is a welcome addition to the small but growing body of useful literature related to quality assurance work in the field."*

Mark LaCelle-Peterson, Ed.D.  
President and CEO  
Association for Advancing Quality in Educator Preparation

*"The volume Effectively Using Data for Educator Preparation Program Improvement provides many examples of how providers collect data and evidence to establish or enhance quality assurance. The publication will be of value to any provider seeking to enhance quality and improve their programs. The publication is particularly timely given many state efforts to increase enrollments and diversity which have resulted in lowered standards. Having measures and evidence of quality provide a necessary counter balance to these efforts."*

Christopher Koch, Ed.D.  
President  
Council for the Accreditation of Educator Preparation

*"Effectively Using Data for Educator Preparation Program Improvement assists educators in data-informed research and practice to improve programs, diversify the profession, and ensure that our teacher candidates are "profession-ready." Written predominantly for the assessment director—or leaders as the editors posit, this volume goes beyond that goal to add a valuable resource for all of us who care about the field of educator preparation. I highly recommend this book to the field as we work together to elevate the teaching profession."*

Lynn M. Gangone, Ed.D.  
President & CEO  
American Association of Colleges for Teacher Education

## CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



### Unveiling the Cloak of Invisibility Why Black Males are Absent in STEM Disciplines

Anthony G. Robins, Robert Morris University; Locksley Knibbs, Florida Gulf Coast University; Ted N. Ingram, Bronx Community College; Michael N. Weaver, University of Wisconsin Madison; Adriel A. Hilton, Southern University at New Orleans

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2023. Paperback 979-8-88730-175-4 \$52.99. Hardcover 979-8-88730-176-1 \$94.99. eBook 979-8-88730-177-8 \$85.

This book explores why Black men continue to be severely underrepresented in the STEM disciplines. It provides chapters that explore factors that lead to underrepresentation of Black males in STEM (e.g., societal traditions of what type of work is appropriate; the ruptured pipeline that leads to higher rates of attrition at every level of career development; barriers in science fields such as subtle and overt discrimination; and inequitable resources and opportunities). The premise of this volume is if Black males are to compete in an emerging global economy fueled by rapid innovation and marked by an astonishing pace of technological breakthroughs, they must be present.

The book makes new contributions to the field. The collective of higher education professionals and change agents whom are tied to STEM bring cutting-edge thinking in how best to address the leaky STEM pipeline which has left the industry/workforce void of talented Black men. The volume promises timely, relevant and emergent scholarship and perspectives for STEM leadership, scholars and supporters. It provides promising practices (best practices) and recommendations in recruiting and retaining Black males in STEM disciplines and the competitive market place.

## CONTEMPORARY PERSPECTIVES ON LEARNING ENVIRONMENTS



### Effective Learning Environments in Higher Education Online Settings Establishing Social Presence

Karen Moroz, Hamline University; Trish Harvey, Hamline University; Jennifer Carlson, Hamline University

A volume in the series *Contemporary Perspectives on Learning Environments*

2022. Paperback 979-8-88730-063-4 \$52.99. Hardcover 979-8-88730-064-1 \$94.99. eBook 979-8-88730-065-8 \$85.

Effective online teaching is a well-documented topic, however, this book is different because it specifically addresses the effective and affective pedagogy and learning. It provides methods for building a strong and meaningful online environment that builds community, relationships, and establishes the social presence of each individual learner. This book provides a different perspective as it is written by experienced faculty members in higher education, all of whom have been teaching online for a decade or more. It also addresses the how and why establishing social presence as a necessity for effective online learning.

This book addresses the “Why?” in the need for understanding contemporary approaches for exemplar online teaching with the establishment of social presence. With an increase in online learning, there is a shift in how current teaching practices are impacted and what is important to student learning in this change. This book describes the importance of strong andragogical practices in online teaching: rigor, teacher and learner mindset, and the importance of constructing social presence.

Effective Learning Environments in Higher Education Online Settings: Establishing Social Presence provides pedagogical tools for enhancing the online learning experience. A relevant guide for constructing and teaching virtual / distance / elearning / online / hybrid / blended courses, faculty, instructional designers, professional development leaders, and administrators will find this book a practical and valuable resource for building community and establishing social presence in authentic ways.

## DISTANCE LEARNING JOURNAL



### Distance Learning Volume 19 #3

Michael Simonson, Nova Southeastern University

A volume in the series *Distance Learning Journal*

2022. Paperback 979-8-88730-196-9 \$40. eBook 979-8-88730-197-6 \$85.

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.

Distance Learning is published quarterly. Each issue includes eight to ten articles and three to four columns, including the highly regarded "And Finally..." column covering recent important issues in the field and written by Distance Learning editor, Michael Simonson. Articles are written by practitioners from various countries and locations, nationally and internationally.



## Distance Learning

### Volume 19 #4

Michael Simonson, Nova Southeastern University

A volume in the series *Distance Learning Journal*

2022. Paperback 979-8-88730-234-8 \$40. eBook 979-8-88730-235-5 \$85.

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.

Distance Learning is published quarterly. Each issue includes eight to ten articles and three to four columns, including the highly regarded "And Finally..." column covering recent important issues in the field and written by Distance Learning editor, Michael Simonson. Articles are written by practitioners from various countries and locations, nationally and internationally.

## 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 \$52.99. Hardcover 978-1-64802-884-7 \$94.99. eBook 978-1-64802-885-4 \$85.

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.

## QUARTERLY REVIEW OF DISTANCE EDUCATION - JOURNAL



### Quarterly Review of Distance Education

#### Volume 23 #2

Michael Simonson, Nova Southeastern University; Anymir Orellana, Nova Southeastern University

A volume in the series *Quarterly Review of Distance Education - Journal*

2022. Paperback 979-8-88730-122-8 \$40. eBook 979-8-88730-123-5 \$85.

The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles, research briefs, reviews, and editorials dealing with the theories, research, and practices of distance education. The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors. The Quarterly Review publishes full length manuscripts as well as research briefs, editorials, reviews of programs and scholarly works, and columns. The Quarterly Review defines

distance education as institutionally based formal education in which the learning group is separated and interactive technologies are used to unite the learning group.

## RESEARCH IN MANAGEMENT CONSULTING



### Digital Transformation Organizational Challenges and Management Transformation Methods

Emmanuel Monod, Paris-Dauphine University; Yuewei Jiang, UCMT

A volume in the series *Research in Management Consulting*

2023. Paperback 979-8-88730-204-1 \$52.99. Hardcover 979-8-88730-205-8 \$94.99. eBook 979-8-88730-206-5 \$85.

Whereas digital transformation, considered from the standpoint of strategy, suggests a direct link with business benefits, questions linger about the implementation of digital technologies that often result in a lack of return on investment. Many consulting trends adopt a technology-centered approach, assuming that AI, IoT, data analytics, or robotics, would lead to business performance. Yet, most of the time, organizational factors are neglected, especially hidden costs or hidden work. Moreover, unexpected consequences are overlooked, such as resistance to change. Digital transformation is a practical problem for managers. Are IS implementation approaches such as agile methods to Socio-Technical Systems (STS) sufficient to tackle these issues? This book suggests starting from organizational transformation, in essence, independently from technology with methods such as Business Process Management (BPM), Socio-Economic Approaches to Management (SEAM) or Organizational Development (OD).

Overall, whereas technology-centered approaches have been associated with numerous unintended consequences and failures with previous generations of technologies (e.g., ERP or KMS), process-centered and human-centered approaches may represent a less risky approach to digital transformation implementation.

This volume focuses on evaluating the potential performance improvements and risks of digital transformation and ways to assess how technology may support work and organizational goals. Therefore, whereas written by both academics and practitioners, this book has been written for all managers in companies and institutions in order to help them achieve digital transformation success.

## RESEARCH IN STRATEGY SCIENCE



### Managerial Practice Issues in Strategy and Organization

T. K. Das, City University of New York

A volume in the series *Research in Strategy Science*

2023. Paperback 979-8-88730-021-4 \$52.99. Hardcover 979-8-88730-022-1 \$94.99. eBook 979-8-88730-023-8 \$85.

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.

Managerial Practice Issues in Strategy and Organization contains contributions by leading scholars on significant issues relating to managerial practices in the field of strategy science research. The 11 chapters in this volume cover the topics of Big Science collaborations, open innovations in pharmaceutical companies, complementary roles and relative optimism of company CEOs, CFOs, and Board Chairs, business modelling, management of uncertainty, meta-management practices, proximity in innovation networks, institutional logics in alliances, and using technology in teaching. The chapters collectively present a wide-ranging review of the noteworthy research perspectives on the managerial practice issues 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 \$52.99. Hardcover 978-1-64802-927-1 \$94.99. eBook 978-1-64802-928-8 \$85.

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, INNOVATION & METHODS IN EDUCATIONAL TECHNOLOGY



### Professional Development for In-Service Teachers Research and Practices in Computing Education

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

A volume in the series *Research, Innovation & Methods in Educational Technology*  
2022. Paperback 978-1-64802-906-6 \$72.99. Hardcover 978-1-64802-907-3 \$104.99. eBook 978-1-64802-908-0 \$85.

Computer science is increasingly becoming an essential 21st century skill. As school systems around the world recognize the importance of computer science, demand for teachers who have the knowledge and skills to deliver computer science instruction is rapidly growing. Yet a number of recent studies indicate that teachers report low confidence and limited understanding of computer science, frequently confusing basic computer literacy skills with computer science. This is true for both teachers at the K-8 level as well as secondary education teachers who frequently transition to computer science from other content areas, such as mathematics. As computer science is not yet included in most teacher preparation programs, professional development is a critical step in efforts to prepare in-service teachers to deliver high-quality computer science instruction. To date, however, research on best practices in computer science professional development has been severely lacking in the literature, making it difficult for researchers and practitioners alike to examine effective in-service preparation models.

This book provides examples of professional development approaches that help teachers integrate aspects of computing in existing curricula at the K-8 level or deliver stand-alone computer science courses at the secondary school level. Further, this book identifies computational competencies for teachers, promising pedagogical strategies that advance teacher learning, as well as alternative pathways for ongoing learning including microcredentials. The primary audience of the book is graduate students and faculty in educational technology, educational or cognitive psychology, learning theory, curriculum and instruction, computer science, instructional systems and learning sciences. Additionally, the book will serve as a valuable addition to education practitioners and curriculum developers as well as policy makers looking to increase the number of teachers who are prepared to deliver computing education.

## 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 \$52.99. Hardcover 978-1-64802-875-5 \$94.99. eBook 978-1-64802-876-2 \$85.

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.



## Teaching and Learning Online Science for Secondary 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*

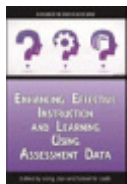
2023. Paperback 979-8-88730-127-3 \$72.99. Hardcover 979-8-88730-128-0 \$104.99. eBook 979-8-88730-129-7 \$85.

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 to secondary students 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 Secondary Grade Levels comprises three distinct sections: Frameworks, Teacher's Journeys, and Lesson Plans. Each section explores the current trends and the unique challenges facing secondary 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 \$52.99. Hardcover 978-1-64802-627-0 \$94.99. eBook 978-1-64802-628-7 \$85.

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.

## NO SERIES



### 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 \$52.99. Hardcover 978-1-64802-822-9 \$94.99. eBook 978-1-64802-823-6 \$85.

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.



### Instructional Design Fieldbook

Kathryn A. Wolfe, Anderson University; Josh Herron, Anderson University; Wanda V. Chaves, University of South Carolina

2022. Paperback 978-1-64802-951-6 \$52.99. Hardcover 978-1-64802-952-3 \$94.99. eBook 978-1-64802-953-0 \$85.

From a field developed out of the need to train military personnel at scale to its current role in enabling virtual learning and training experiences, instructional design has developed into a complex, multifaceted discipline.

The modern instructional design process goes by many names (e.g., learning experience design, learning engineering, training and development, organizational development) and continues to adapt with continual changes in society and skill development needs. From mobile to remote learning as well as online and traditional classrooms, instructional designers are faced with meeting the learner where they are to design authentic and engaging learning experiences. Additionally, learning development needs have expanded outside of formal learning into professional development, on the job training, and continuous learning.



### STEM Teacher Preparation and Practice for the 21st Century

#### Research-based Insights

Patrick M. Jenlink, Stephen F. Austin State University

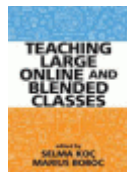
2022. Paperback 979-8-88730-039-9 \$52.99. Hardcover 979-8-88730-040-5 \$94.99. eBook 979-8-88730-041-2 \$85.

STEM Teacher Preparation and Practice for the 21st Century: Research-based Insights introduces the reader to a collection of thoughtful, research-based works by authors that represent current thinking about the future of science, technology, engineering, and mathematics or STEM as it known today, as well as STEM education for a rapidly evolving global society and the preparation of STEM teachers to meet the educational needs of a changing educational landscape. Each chapter focuses on STEM teaching and the preparation of teachers who will enter classrooms to instruct the next generation of students in STEM.

Research in the learning sciences focuses on the cognitive, epistemological, and socio-cultural characteristics of scientific and engineering research communities in their efforts to improve Science, Technology, Engineering, and Mathematics (STEM) education. STEM education is a means to help individuals develop different strategies in order to solve interdisciplinary problems and gain skills and knowledge as they are engaged with STEM related activities through formal and informal learning programs.

Research also suggests that STEM may well stand as the new general education for the 21st century. In much of the current discourse on teacher quality and preparation, two essential points for consideration have emerged: the strength of the relationship between teacher content knowledge and student achievement, and the specific representations of knowledge that are most conducive to effective teaching. Add to these two points one additional: the nature of transforming a chaotic system of discreet preparation and clinical experiences into a coherent, aligned and logical system of continuous and progressive development and support throughout a teacher's career. These three points apply to STEM teacher preparation, induction and professional learning as well as to teacher preparation, induction and professional learning in general.

Importantly, the contributing authors to this book have brought to the foreground research-based insights concerning STEM teacher preparation. Each chapter presents clear paths to understanding and reimagining STEM teaching and the importance of STEM teacher preparation, acknowledging the value of STEM literacy and the interdisciplinary nature of STEM teaching.



## Teaching Large Online and Blended Classes

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

2022. Paperback 978-1-64802-678-2 \$52.99. Hardcover 978-1-64802-679-9 \$94.99. eBook 978-1-64802-680-5 \$85.

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.



## Handbook of STEM Faculty Development

Sandra M. Linder, Clemson University; Cindy M. Lee, Clemson University; Shannon K. Steff, Clemson University; Karen A. High, Clemson University

2023. Paperback 979-8-88730-045-0 \$72.99. Hardcover 979-8-88730-046-7 \$104.99. eBook 979-8-88730-047-4 \$85.

Faculty in the science, technology, engineering, and mathematics (STEM) disciplines face intensifying pressures in the 21st century, including multiple roles as educator, researcher, and entrepreneur. In addition to continuously increasing teaching and service expectations, faculty are engaged in substantive research that requires securing external funding, mentoring other faculty and graduate students, and disseminating this work in a broad range of scholarly outlets. Societal needs of their expertise include discovery, innovation, and workforce development. It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research. This edited handbook provides STEM stakeholders with an opportunity to share studies and/or experiences that explore STEM faculty development (FD) in higher education settings. More specifically, we include work that examines faculty development planning, techniques/models, experiences, and outcomes focused on supporting the teaching, research, service, and leadership responsibilities of STEM faculty. The Handbook is suited for researchers and practitioners in STEM, STEM Education, Mathematics, Science, Technology, and Engineering disciplines. It is also suited towards faculty developers, higher education administrators, funding agencies, industry leaders, and the STEM community at large.

This handbook is organized around three constructs (INPUTS, MECHANISMS, and OUTPUTS). The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs. Questions addressed in the handbook around this topic include: What barriers/supports exist for STEM faculty? How are these barriers/supports being addressed through STEM FD? How do contexts (e.g., economic, political, historical) influence faculty/administrative needs related to STEM FD? How do demographics (e.g., gender, ethnicity, age, family background) influence faculty/administrative needs related to STEM FD? The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory. Questions addressed in the handbook around this topic include: What are the processes for developing models of STEM FD? What are effective models of STEM FD? How is effectiveness determined? What roles do stakeholders (e.g., faculty, administration, consultants) play within STEM FD mechanisms? The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity, teacher quality, and identity in relation to faculty development. Questions addressed in the handbook around this topic include: How has STEM FD influenced higher education practices and settings? What are appropriate output measures and how are they used in practice? What collaborations emerge from STEM FD? How does STEM FD affect

other STEM stakeholders (e.g. students, administration, business, community)?

The aim for this handbook was to examine the multifaceted demands of faculty roles, and together with members of the STEM education community, envision pathways through which universities and individuals may support STEM colleagues, regardless of their experience or rank, to enjoy long and satisfying careers. Our hope is for these chapters to aid readers in deep reflection on challenges faculty face, to contemplate adaptations of models presented, and to draw inspiration for creating or engaging in new professional development programs. Chapters across this handbook highlight a variety of institutional contexts from 2-year technical colleges, to teaching-focused institutions, in addition to research-centric settings. Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction. Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences. There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors. Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD. It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD, and in particular, the intentional focus of faculty development initiatives to extend to the many facets of academic life.



# BACK LIST

Title	Year	Paperback	Hardcover
<b>Adolescents in the Internet Age: A Team Learning and Teaching Perspective</b> Third Edition Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i>	2021	\$52.99 <small>978-1-64802-381-1</small>	\$94.99 <small>978-1-64802-382-8</small>
<b>Age of Inference: Cultivating a Scientific Mindset</b> Philip C. Short, Austin Peay State University; Harvey Henson, Southern Illinois University; John R. McConnell, Austin Peay State University	2021	\$72.99 <small>978-1-64802-797-0</small>	\$104.99 <small>978-1-64802-798-7</small>
<b>AI Smart Kit: Agile Decision-Making on AI (Abridged Version)</b> Melodena Stephens, Mohammed Bin Rashid School of Government; Himanshu Vashishtha, SixthFactor Consulting	2021	\$37.94 <small>978-1-64802-415-3</small>	\$68.99 <small>978-1-64802-416-0</small>
<b>Contemporary Perspectives in Data Mining: Volume 4</b> Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University <i>Series: Contemporary Perspectives in Data Mining</i>	2021	\$52.99 <small>978-1-64802-143-5</small>	\$94.99 <small>978-1-64802-144-2</small>
<b>Cultural Values in Strategy and Organization</b> T. K. Das, City University of New York <i>Series: Research in Strategy Science</i>	2021	\$52.99 <small>978-1-64802-512-9</small>	\$94.99 <small>978-1-64802-513-6</small>
<b>The Elementary School Teacher Technology Guidebook: 21 Questions and 282 Answers</b> Thomas M. Brinthead, Middle Tennessee State University; Shannon E. Harmon, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District <i>Series: Instructional Technology Guidebooks for Educators and Parents</i>	2021	\$52.99 <small>978-1-64802-387-3</small>	\$94.99 <small>978-1-64802-388-0</small>
<b>Enterprise Systems and Technological Convergence: Research and Practice</b> Sam Goundar, RMIT University <i>Series: Emerging Information Technologies: Applications, Innovations, and Research</i>	2021	\$52.99 <small>978-1-64802-341-5</small>	\$94.99 <small>978-1-64802-342-2</small>
<b>Evidence-Based Inquiries in Ethno-STEM Research: Investigations in Knowledge Systems Across Disciplines and Transcultural Settings</b> Iman C Chahine, University of Massachusetts-Lowell; Josef de Beer, North West University	2021	\$72.99 <small>978-1-64802-115-2</small>	\$104.99 <small>978-1-64802-116-9</small>
<b>The High School Teacher Technology Guidebook: 22 Questions and 313 Answers</b> Thomas M. Brinthead, Middle Tennessee State University; Gene Cowart, Central Magnet High School, Murfreesboro, TN; Jill A. Robinson, Wellsville, NY, School District <i>Series: Instructional Technology Guidebooks for Educators and Parents</i>	2021	\$52.99 <small>978-1-64802-474-0</small>	\$94.99 <small>978-1-64802-475-7</small>
<b>Measure, Use, Improve!: Data Use in Out-of-School Time</b> Christina A. Russell, Policy Studies Associates; Corey Newhouse, Public Profit <i>Series: Current Issues in Out-of-School Time</i>	2021	\$52.99 <small>978-1-64802-253-1</small>	\$94.99 <small>978-1-64802-254-8</small>
<b>Meta-Scientific Study of Artificial Intelligence</b> Elena G. Popkova, MGIMO University; Victoria N. Ostrovskaya, Center for Marketing Initiatives <i>Series: Advances in Research on Russian Business and Management</i>	2021	\$72.99 <small>978-1-64802-515-0</small>	\$114.99 <small>978-1-64802-516-7</small>

<b>Organizations Behaving Badly: Destructive Behavior and Corrective Responses</b> Daniel J. Svyantek, Auburn University <i>Series: Research in Organizational Science</i>	2021	\$52.99 978-1-64802-354-5	\$94.99 978-1-64802-355-2
<b>Out-of-School-Time STEM Programs for Females: Implications for Research and Practice Volume II: Short-Term Programs</b> Lynda R. Wiest, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada; Jafeth E. Sanchez, University of Nevada <i>Series: Out-of-School-Time STEM Programs for Females: Implications for Research and Practice</i>	2021	\$52.99 978-1-64802-149-7	\$94.99 978-1-64802-150-3
<b>Parenting in the Pandemic: The Collision of School, Work, and Life at Home A Collection of Essays</b> Rebecca Lowenhaupt, Boston College; George Theoharis, Syracuse University <i>Series: Work-Life Balance</i>	2021	\$52.99 978-1-64802-520-4	\$94.99 978-1-64802-521-1
<b>Preparing Pre-Service Teachers to Teach Computer Science: Models, Practices, and Policies</b> Chrystalla Mouza, University of Delaware; Aman Yadav, Michigan State University; Anne Ottenbreit-Leftwich, Indiana University <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2021	\$52.99 978-1-64802-456-6	\$94.99 978-1-64802-457-3
<b>Principles of Responsible Management Education (PRME) in the Age of Artificial Intelligence (AI): Opportunities, Threats, and the Way Forward</b> Agata Stachowicz-Stanusch, Canadian University Dubai; Wolfgang Amann, HEC Paris; Radha R. Sharma, New Delhi Institute of Management, India; Fauzia Jabeen, Abu Dhabi University <i>Series: Research in Management Education and Development</i>	2021	\$52.99 978-1-64802-543-3	\$94.99 978-1-64802-544-0
<b>Quarterly Review of Distance Education: Volume 22 #4</b> Michael Simonson, Nova Southeastern University; Anymir Orellana, Nova Southeastern University <i>Series: Quarterly Review of Distance Education - Journal</i>	2021	\$40 978-1-64802-909-7	
<b>Social Media: Influences on Education</b> Marlynn M. Griffin, Georgia Southern University; Cordelia Zinskie, Georgia Southern University <i>Series: Current Perspectives on Cognition, Learning and Instruction</i>	2021	\$52.99 978-1-64802-655-3	\$94.99 978-1-64802-656-0
<b>The Talking Point: Creating an Environment for Exploring Complex Meaning 2nd Edition</b> Thomas R. Flanagan, Institute for 21st Century Agoras; Alexander N. Christakis, Institute for 21st Century Agoras	2021	\$52.99 978-1-64802-670-6	\$94.99 978-1-64802-671-3
<b>Women of Color In STEM: Navigating the Double Bind in Higher Education</b> 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 <i>Series: Research on Women and Education</i>	2021	\$52.99 978-1-64802-369-9	\$94.99 978-1-64802-370-5
<b>Application of Artificial Intelligence to Assessment</b> Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i>	2020	\$52.99 978-1-64113-951-9	\$94.99 978-1-64113-952-6
<b>Artificial Intelligence and its Impact on Business</b> Wolfgang Amann, HEC Paris; Agata Stachowicz-Stanusch, Canadian University Dubai <i>Series: Contemporary Perspectives in Corporate Social Performance and Policy</i>	2020	\$52.99 9781648020735	\$94.99 9781648020742



<b>Designing and Teaching Online Courses During Uncertain Times: A</b> Special Issue of Distance Learning Ends and Means Columns, Distance Learning - Volume 17 #4 Natalie B. Milman, The George Washington University <i>Series: Distance Learning Journal</i>	2020	\$40.25 978-1-64802-441-2	\$57.49 978-1-64802-446-7
<b>Girls and Women of Color In STEM: Their Journeys in Higher</b> 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 <i>Series: Research on Women and Education</i>	2020	\$52.99 978-1-64802-091-9	\$94.99 978-1-64802-092-6
<b>Girls and Women of Color In STEM: Navigating the Double Bind in K-</b> 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 <i>Series: Research on Women and Education</i>	2020	\$52.99 978-1-64802-097-1	\$94.99 978-1-64802-098-8
<b>Innovative Psychometric Modeling and Methods</b> Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i>	2020	\$52.99 978-1-64802-222-7	\$94.99 978-1-64802-223-4
<b>Management and Business Education in the Time of Artificial</b> <b>Intelligence: The Need to Rethink, Retrain, and Redesign</b> Agata Stachowicz-Stanusch, Canadian University Dubai; Wolfgang Amann, HEC Paris <i>Series: Research in Management Education and Development</i>	2020	\$52.99 978-1-64113-809-3	\$94.99 978-1-64113-810-9
<b>Preparing STEM Teachers: The UTeach Replication Model</b> Joanne E. Goodell, Cleveland State University; Selma Koç, Cleveland State University	2020	\$72.99 978-1-64802-166-4	\$104.99 978-1-64802-167-1
<b>Seeing The HiddEn Minority: Increasing the Talent Pool through</b> 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 <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2020	\$52.99 978-1-64113-948-9	\$94.99 978-1-64113-949-6
<b>Transforming Healthcare with Big Data and AI</b> Alex Liu, IBM; Anna Farzindar, University of Southern California; Mingbo Gong, Slalom Consulting <i>Series: New Methods in the Era of Big Data and AI</i>	2020	\$52.99 978-1-64113-897-0	\$94.99 978-1-64113-898-7
<b>Understanding the Intersections of Race, Gender, and Gifted</b> <b>Education: An Anthology By and About Talented Black Girls and</b> Women in STEM Nicole M. Joseph, Vanderbilt University <i>Series: Contemporary Perspectives on Multicultural Gifted Education</i>	2020	\$52.99 978-1-64113-963-2	\$94.99 978-1-64113-964-9
<b>Advances in Latent Class Analysis: A Festschrift in Honor of C.</b> Mitchell Dayton Gregory R. Hancock, University of Maryland; Jeffrey R. Harring, University of Maryland; George B. Macready, University of Maryland <i>Series: CILVR Series on Latent Variable Methodology</i>	2019	\$52.99 9781641135610	\$94.99 9781641135627
<b>Braided Organizations: Designing Augmented Human-Centric</b> Processes to Enhance Performance and Innovation Michel Zarka, Theano Advisors; Elena Kochanovskaya, Theano Advisors; William Pasmore, Columbia University	2019	\$52.99 978-1-64113-555-9	\$94.99 978-1-64113-556-6

<b>Contemporary Urban Youth Culture in China: A Multiperspectival Cultural Studies of Internet Subcultures</b> Jing Sun, Huazhong University of Science and Technology <i>Series: Landscapes of Education</i>	2019	\$52.99 978-1-64113-888-8	\$94.99 978-1-64113-889-5
<b>Culturally and Linguistically Diverse Learners and STEAM: Teachers and Researchers Working in Partnership to Build a Better Tomorrow</b> Pamela Spycher, WestEd; Erin F. Haynes, Engage Language, LLC	2019	\$72.99 9781641136051	\$104.99 9781641136068
<b>Integrating Digital Technology in Education: School-University-Community Collaboration</b> R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston <i>Series: Current Perspectives on School/University/Community Research</i>	2019	\$52.99 978-1-64113-670-9	\$94.99 978-1-64113-671-6
<b>The Middle-Level Teacher Technology Guidebook: 20 Questions and 260 Answers</b> Thomas M. Brinhaupt, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District; Richard P. Lipka, St. Bonaventure University <i>Series: Instructional Technology Guidebooks for Educators and Parents</i>	2019	\$52.99 978-1-64113-713-3	\$94.99 978-1-64113-714-0
<b>Nanoscience Research Modules for Pre-Service STEM Teachers: Core Nanoscience Concepts as a Vehicle in STEM Education</b> Clair T. Berube, Hampton University; Shawn T. Dash, Hampton University; Cindy Thomas-Charles, Hampton University	2019	\$52.99 9781641135528	\$94.99 9781641135535
<b>Negotiating Place and Space through Digital Literacies: Research and Practice</b> Damiana G. Pyles, Appalachian State University; Ryan M. Rish, University at Buffalo; Julie Warner, Independent Researcher <i>Series: Digital Media and Learning</i>	2019	\$52.99 9781641134835	\$94.99 9781641134842
<b>Physics Teaching and Learning: Challenging the Paradigm</b> Dennis W. Sunal, University of Alabama; Jonathan T. Shemwell, University of Alabama; James W. Harrell, University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Research in Science Education</i>	2019	\$52.99 978-1-64113-656-3	\$94.99 978-1-64113-657-0
<b>Teaching and Learning at a Distance: Foundations of Distance Education 7th Edition</b> Michael Simonson, Nova Southeastern University; Susan M. Zvacek; Sharon Smaldino, Northern Illinois University	2019	\$52.99 978-1-64113-626-6	\$94.99 978-1-64113-627-3
<b>The Brave New World of eHRM 2.0</b> James H. Dulebohn, Michigan State University; Dianna L. Stone, Universities of New Mexico, Albany, and Virginia Tech <i>Series: Research in Human Resource Management</i>	2018	\$52.99 9781641131551	\$94.99 9781641131568
<b>Collaborative Learning in a Global World</b> Miri Shonfeld, Kibbutzim College of Education; David Gibson, Curtin University <i>Series: Literacy, Language and Learning</i>	2018	\$52.99 978-1-64113-465-1	\$94.99 978-1-64113-466-8
<b>Crossing the Bridge of the Digital Divide: A Walk with Global Leaders</b> Anthony H. Normore, California State University Dominguez Hills; Antonia Issa Lahera, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i>	2018	\$52.99 978-1-64113-390-6	\$94.99 978-1-64113-391-3
<b>Data Analytics and Psychometrics: Informing Assessment Practices</b> Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland; Anna Van Wie, University of Maryland <i>Series: The MARCES Book Series</i>	2018	\$52.99 978-1-64113-326-5	\$94.99 978-1-64113-327-2

<b>Democracy's Discontent and Civic Learning:</b> Multiple Perspectives Charles S. White, Social Science Education Consortium <i>Series: International Social Studies Forum: The Series</i>	2018	<b>\$52.99</b> 978-1-64113-338-8	<b>\$94.99</b> 978-1-64113-339-5
<b>Distance Education:</b> Definition and Glossary of Terms, 4th Edition Michael Simonson, Nova Southeastern University; Deborah J. Seepersaud, The University of Mississippi	2018	<b>\$52.99</b> 978-1-64113-400-2	<b>\$94.99</b> 978-1-64113-401-9
<b>A Guide to College Success for Post-traditional Students:</b> 2nd Edition Henry S. Merrill <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i>	2018	<b>\$52.99</b> 978-1-64113-417-0	<b>\$94.99</b> 978-1-64113-418-7
<b>Hacking Education in a Digital Age:</b> Teacher Education, Curriculum, and Literacies Bryan Smith, James Cook University; Nicholas Ng-A-Fook, University of Ottawa; Linda Radford, University of Ottawa; Sarah Smitherman Pratt, University of North Texas <i>Series: Contemporary Perspectives in Philosophy and Technology</i>	2018	<b>\$52.99</b> 978-1-64113-200-8	<b>\$94.99</b> 978-1-64113-201-5
<b>Learning Analytics in Education</b> David Niemi, Kaplan Inc.; Roy D. Pea, Stanford University; Bror Saxberg, Chan Zuckerberg Initiative; Richard E. Clark, University of Southern California	2018	<b>\$52.99</b> 9781641133692	<b>\$94.99</b> 9781641133708
<b>Mobile Learning:</b> Perspectives on Practice and Policy Danielle Herro, Clemson University; Sousan Arafeh, Southern Connecticut State University; Richard Ling, Nanyang Technological University; Chris Holden, University of New Mexico <i>Series: Digital Media and Learning</i>	2018	<b>\$52.99</b> 9781641131223	<b>\$94.99</b> 9781641131230
<b>The Online Classroom:</b> Resources for Effective Middle Level Virtual Education Brooke B. Eisenbach, Lesley University; Paula Greathouse, Tennessee Tech University <i>Series: The Handbook of Resources in Middle Level Education</i>	2018	<b>\$52.99</b> 978-1-64113-459-0	<b>\$94.99</b> 978-1-64113-460-6
<b>Promising Practices for Engaging Families in STEM Learning</b> Margaret Caspe, Global Family Research Project; Taniesha Woods, Independent Consultant; Joy Lorenzo Kennedy, Databrary <i>Series: Family School Community Partnership Issues</i>	2018	<b>\$52.99</b> 978-1-64113-280-0	<b>\$94.99</b> 978-1-64113-281-7
<b>The Rise of the Human Digital Brain:</b> How Multidirectional Thinking is Changing the Way We Learn Beatriz Pacheco, Spalding University	2018	<b>\$52.99</b> 978-1-64113-274-9	<b>\$94.99</b> 978-1-64113-275-6
<b>Audio Visual:</b> Materials and Techniques James S. Kinder <i>Series: Classics in Distance Learning</i>	2017	<b>\$28.75</b> 9781681239729	
<b>Audio Visual Materials:</b> Their Nature and Use <i>Series: Classics in Distance Learning</i>	2017	<b>\$28.75</b> 9781681239705	
<b>Audio-Visual Paths to Learning</b> Walter Arno Wittich; John Guy Fowlkes <i>Series: Classics in Distance Learning</i>	2017	<b>\$28.75</b> 9781681239781	
<b>Computers, Cockroaches, and Ecosystems:</b> Understanding Learning through Metaphor Kevin J. Pugh, University of Northern Colorado	2017	<b>\$52.99</b> 9781681237763	<b>\$94.99</b> 9781681237770

<b>Contemporary Perspectives in Data Mining: Volume 3</b> Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University <i>Series: Contemporary Perspectives in Data Mining</i>	2017	\$52.99 978-1-64113-054-7	\$94.99 978-1-64113-055-4
<b>Exploding the Castle: Rethinking How Video Games &amp; Game Mechanics Can Shape the Future of Education</b> Michael F. Young, University of Connecticut; Stephen T. Slota, University of Connecticut <i>Series: Psychological Perspectives on Contemporary Educational Issues</i>	2017	\$52.99 9781681239354	\$94.99 9781681239361
<b>Foundations for Teacher Education in Audio-Visual Instruction</b> Elizabeth Goudy Noel; J. Paul Leonard <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239620	
<b>The Instructional Design Process</b> Jerrold E. Kemp <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239767	
<b>Model Science Teacher Preparation Programs: An International Comparison of What Works</b> Jon Pedersen, University of South Carolina; Tetsuo Isozaki, Hiroshima University; Toshihde Hirano, Aichi University of Education	2017	\$52.99 9781681238005	\$94.99 9781681238012
<b>National Society for the Study of Education Forty-Eighth Yearbook, Part I: Audio-Visual Materials of Instruction</b> <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239606	
<b>Out-of-School-Time STEM Programs for Females: Implications for Research and Practice Volume I: Longer-Term Programs</b> Lynda R. Wiest, University of Nevada; Jafeth E. Sanchez, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada <i>Series: Out-of-School-Time STEM Programs for Females: Implications for Research and Practice</i>	2017	\$52.99 9781681238432	\$94.99 9781681238449
<b>Planning Schools for Use of Audio-Visual Materials NO. 1: Classrooms</b> <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239644	
<b>Planning Schools for Use of Audio-Visual Materials NO. 2: Auditoriums</b> <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239668	
<b>Planning Schools for Use of Audio-Visual Materials NO. 3: AV Instructional Materials Center</b> <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239682	
<b>Sports and Understanding Organizations</b> Daniel J. Svyantek, Auburn University <i>Series: Research in Organizational Science</i>	2017	\$52.99 9781681237916	\$94.99 9781681237923
<b>Successful Science and Engineering Teaching in Colleges and Universities, 2nd Edition</b> Calvin S. Kalman, Concordia University <i>Series: Science &amp; Engineering Education Sources</i>	2017	\$52.99 9781681239576	\$94.99 9781681239583
<b>Technological Innovation Networks: Collaboration and Partnership</b> Bing Ran, Penn State Harrisburg <i>Series: Contemporary Perspectives on Technological Innovation, Management and Policy</i>	2017	\$52.99 9781681238586	\$94.99 9781681238593

<b>Technology Enhanced Innovative Assessment:</b> Development, Modeling, and Scoring From an Interdisciplinary Perspective Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i>	2017	\$52.99 9781681239293	\$94.99 9781681239309
<b>Visual Aids</b> G. G. Weaver; E. W. Bollinger <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239743	
<b>2016 BPOL (Best Practices in Online Learning) Forum Proceedings:</b> FREE DOWNLOAD Michael Simonson, Nova Southeastern University	2016		
<b>Beyond the Online Course:</b> Leadership Perspectives on e-Learning Anthony A. Pina, Sullivan University System; Jason B. Huett, University of West Georgia <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2016	\$72.99 9781681235097	\$104.99 9781681235103
<b>Deep Learning in Introductory Physics:</b> Exploratory Studies of Model-Based Reasoning Mark J. Lattery, University of Wisconsin Oshkosh <i>Series: Science &amp; Engineering Education Sources</i>	2016	\$52.99 9781681236285	\$94.99 9781681236292
<b>Distance Education:</b> Statewide, Institutional, and International Applications of Distance Education, 2nd Edition Michael Simonson, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2016	\$52.99 9781681236414	\$94.99 9781681236421
<b>E-Learning and Social Media:</b> Education and Citizenship for the Digital 21st Century Elinor L. Brown, University of Kentucky; Anna Krasteva, New Bulgarian University; Maria Ranieri, University of Florence <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i>	2016	\$52.99 9781681234281	\$94.99 9781681234298
<b>Science and Service Learning</b> Jane L. Newman, University of Alabama; Dennis W. Sunal, University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Research in Science Education</i>	2016	\$52.99 9781681237367	\$94.99 9781681237374
<b>Technology For Transformation:</b> Perspectives of Hope in the Digital Age Libbi R. Miller, California State University, Fresno; Daniel Becker, Lakehead University; Katherine Becker, Lakehead University, Orillia	2016	\$52.99 9781681234373	\$94.99 9781681234380
<b>Techwise Infant and Toddler Teachers:</b> Making Sense of Screen Media for Children Under 3 Patricia A. Cantor, Plymouth State University; Mary M. Cornish, Plymouth State University	2016	\$52.99 9781681236704	\$94.99 9781681236711
<b>Virtual Teams in Higher Education:</b> A Handbook for Students and Teachers Madelyn Flammia, University of Central Florida; Yvonne Cleary, University of Limerick; Darina M. Slattery, University of Limerick	2016	\$52.99 978-1-68123-262-1	\$94.99 978-1-68123-263-8
<b>Application of Visual Data in K-16 Science Classrooms</b> Kevin D. Finson, Bradley University; Jon Pedersen, University of South Carolina	2015	\$52.99 978-1-68123-047-4	\$94.99 978-1-68123-048-1
<b>Assessment in Online and Blended Learning Environments</b> Selma Koç, Cleveland State University; Xiongyi Liu, Cleveland State University; Patrick Wachira, Cleveland State University	2015	\$52.99 978-1-68123-044-3	\$94.99 978-1-68123-045-0



<b>Contemporary Perspectives in Data Mining, Volume 2</b> Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University <i>Series: Contemporary Perspectives in Data Mining</i>	2015	\$52.99 978-1-68123-087-0	\$94.99 978-1-68123-088-7
<b>Emerging Web 3.0/Semantic Web Applications in Higher Education: Growing Personalization and Wider Interconnections in Learning</b> Charles Wankel, St. John's University, New York; Agata Stachowicz-Stanusch, Silesian University of Technology, Poland <i>Series: Research in Management Education and Development</i>	2015	\$52.99 978-1-68123-146-4	\$94.99 978-1-68123-147-1
<b>Going Back to Our Future II: Carrying Forward the Spirit of Pioneers of Science Education</b> Jon Pedersen, University of South Carolina; Kevin D. Finson, Bradley University; Barbara S. Spector, University of South Florida <i>Series: Pioneers of Science Education</i>	2015	\$52.99 9781681231914	\$94.99 9781681231921
<b>A Guide to Data-Driven Leadership in Modern Schools</b> Leslie Jones, Nicholls State University; Eugene Kennedy, Louisiana State University	2015	\$52.99 9781623969851	\$94.99 9781623969868
<b>Mobile Makes Learning Free: Building Conceptual, Professional and School Capacity</b> Boris Handal, The University of Notre Dame, Australia <i>Series: Current Perspectives on Applied Information Technologies</i>	2015	\$52.99 9781681232836	\$94.99 9781681232843
<b>New Directions in Technological Pedagogical Content Knowledge Research: Multiple Perspectives</b> Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates	2015	\$52.99 978-1-68123-104-4	\$94.99 978-1-68123-105-1
<b>Supernumerary Intelligence: A New Approach to Analytics for Management</b> John W. Dickey, Virginia Tech; Ian A. Birdsall, Walden University; G. Richard Larkin, Walden University; Kwang Sik Kim, Sungkyunkwan University	2015	\$72.99 9781623968298	\$104.99 9781623968304
<b>#youthaction: Becoming Political in the Digital Age</b> Ben Kirshner, University of Colorado School of Education; Ellen Middaugh, Mills College <i>Series: Adolescence and Education</i>	2014	\$52.99 9781623967956	\$94.99 9781623967963
<b>Adolescents In The Internet Age, 2nd Edition: Teaching And Learning From Them</b> Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i>	2014	\$72.99 9781623967628	\$104.99 9781623967635
<b>The Future of Post-Human Accounting: Towards a New Theory of Addition and Subtraction in Information Management</b> Peter Baofu	2014	\$87.39 9781623966829	\$144.89 9781623966836
<b>Organizational Processes and Received Wisdom</b> Daniel J. Svyantek, Auburn University; Kevin T. Mahoney, South Dakota State University <i>Series: Research in Organizational Science</i>	2014	\$52.99 9781623965501	\$94.99 9781623965518
<b>Real-Life Distance Education: Case Studies in Practice</b> Anthony A. Pina, Sullivan University System; Al. P. Mizell, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2014	\$72.99 9781623965266	\$104.99 9781623965273

**Research Based Undergraduate Science Teaching**

Dennis W. Sunal, University of Alabama; Cynthia S Sunal, University of Alabama; Emmett L. Wright, Kansas State University; Cheryl L. Mason, San Diego State University; Dean Zollman, Kansas State University

*Series: Research in Science Education*

2014 \$72.99 \$104.99  
9781623967505 9781623967512

**Research on Course Management Systems in Higher Education**

Angela D. Benson, University of Alabama; Andrew Whitworth, Manchester University

*Series: Perspectives in Instructional Technology and Distance Education*

2014 \$52.99 \$94.99  
9781623966010 9781623966027

**Research on Technology Use in Multicultural Settings**

Tirupalavanam Ganesh, Arizona State University; Anna W. Boriack, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University; Trina J. Davis, Texas A&M University; Hersch C. Waxman, Texas A&M University

*Series: Research in Educational Diversity and Excellence*

2014 \$52.99 \$94.99  
9781623968250 9781623968267

**Rethinking Science Education: Philosophical Perspectives**

Roland M. Schulz

*Series: Science & Engineering Education Sources*

2014 \$52.99 \$94.99  
9781623967147 9781623967154

**STEM and the City: A Report on STEM Education in the Great American Urban Public School System**

Clair T. Berube, Hampton University

2014 \$52.99 \$94.99  
9781623966379 9781623966386

**Teaching and Learning at a Distance: Foundations of Distance Education, 6th Edition**

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

2014 \$59.99 \$94.99  
9781623967987 9781623967994

**Technologies of Government: Politics and Power in the "Information Age"**

Benjamin Baez, Florida International University

*Series: Studies in the Philosophy of Education*

2014 \$52.99 \$94.99  
9781623967925 9781623967932

**Advances in Help-Seeking Research and Applications: The Role of Emerging Technologies**

Stuart A. Karabenick, University of Michigan; Minna Puustinen, INS HEA

2013 \$52.99 \$94.99  
9781623963347 9781623963354

**Applications of Self-Regulated Learning across Diverse**

**Disciplines:** A Tribute to Barry J. Zimmerman

Héfer Bembenutty, Queens College of The City University of New York; Timothy J. Cleary, Rutgers University; Anastasia Kitsantas, George Mason University

2013 \$72.99 \$104.99  
9781623961329 9781623961336

**Contemporary Perspectives in Data Mining, Volume 1**

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

*Series: Contemporary Perspectives in Data Mining*

2013 \$52.99 \$94.99  
9781623960551 9781623960568

**Contemporary Uses of Technology in K-12 Physical**

**Education:** Policy, Practice, and Advocacy

Steve Sanders, University of South Florida; Lisa Witherspoon, University of South Florida

*Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*

2013 \$52.99 \$94.99  
978-1-61735-959-0 978-1-61735-960-6

**Cultural Competence in America's Schools: Leadership, Engagement and Understanding**

Bruce Anthony Jones, University of South Florida; Edwin J. Nichols, Nicolas & Associates, Inc.

*Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*

2013 \$52.99 \$94.99  
9781623961749 9781623961756

**The Dark Side of Technological Innovation**

Bing Ran, Penn State Harrisburg

*Series: Contemporary Perspectives on Technological Innovation, Management and Policy*

2013

\$72.99

9781623960612

\$104.99

9781623960629

**Distance Education:** Statewide, Institutional, and International Applications of Distance Education

Michael Simonson, Nova Southeastern University

*Series: Perspectives in Instructional Technology and Distance Education*

2013

\$52.99

9781623962746

\$94.99

9781623962753

**Global Perspectives on Technological Innovation ~ VOL. 1**

Bing Ran, Penn State Harrisburg

*Series: Contemporary Perspectives on Technological Innovation, Management and Policy*

2013

\$72.99

9781623960582

\$104.99

9781623960599

**Killing ideas softly?:** The promise and perils of creativity in the classroom

Ronald A. Beghetto, University of Oregon

2013

\$28.74

9781623963644

\$57.49

9781623963651

**A Learner Centered Approach To Online Education**

Lisa Harrell, Instructional Designer and Online Course Instructor

2013

\$52.99

9781623962920

\$94.99

9781623962937

**Learning Through Visual Displays**

Gregory Schraw, University of Nevada - Las Vegas; Matthew T.

McCrudden, Victoria University of Wellington; Daniel Robinson, Colorado State University

*Series: Current Perspectives on Cognition, Learning and Instruction*

2013

\$72.99

9781623962333

\$104.99

9781623962340

**Learning to Learn with Integrative Learning Technologies (ILT): A**

Practical Guide for Academic Success (Chinese Edition)

Anastasia Kitsantas, George Mason University; Nada Dabbagh, George Mason University

2013

\$52.99

9781623962241

\$94.99

9781623962258

**New Directions in Social Education Research:** The Influence of Technology and Globalization on the Lives of Students

Brad M. Maguth, The University of Akron

*Series: Research in Social Education*

2013

\$52.99

9781623960018

\$94.99

9781623960025

**On the Move:** Mobile Learning for Development

Wanjira Kinuthia, Georgia State University; Stewart Marshall, The University of the West Indies

*Series: Educational Design and Technology in the Knowledge Society*

2013

\$52.99

9781623963071

\$94.99

9781623963088

**Online Learner Competencies:** Knowledge, Skills, and Attitudes for Successful Learning in Online Settings

Michael Beaudoin, University of New England; Gila Kurtz, College for Academic Studies; Insung Jung, International Christian University;

Katsuaki Suzuki, Kumamoto University; Barbara L. Grabowski, Pennsylvania State University

*Series: The Ibstpi Book Series*

2013

\$52.99

978-1-62396-400-9

\$94.99

978-1-62396-401-6

**Principal 2.0:** Technology and Educational Leadership

Matthew Militello, North Carolina State University; Jennifer Friend, University of Missouri - Kansas City

2013

\$52.99

978-1-62396-301-9

\$94.99

978-1-62396-302-6

**Received Wisdom, Kernels of Truth, and Boundary:** Conditions in Organizational Studies

Daniel J. Svyantek, Auburn University; Kevin T. Mahoney, South Dakota State University

*Series: Research in Organizational Science*

2013

\$72.99

9781623961893

\$104.99

9781623961909

**Research on Technology in English Education**

Carl A. Young, North Carolina State University; Sara Kajder, Shady Side Academy

*Series: Research, Innovation & Methods in Educational Technology*

2013

\$52.99

9781623960858

\$94.99

9781623960865



<b>Social Entrepreneurship as a Catalyst for Social Change</b> Charles Wankel, St. John's University, New York; Larry E. Pate, Decision Systems International and California State University, Long Beach <i>Series: Research in Management Education and Development</i>	2013	<b>\$72.99</b> 978-1-62396-445-0	<b>\$104.99</b> 978-1-62396-446-7
<b>Visual Data and Their Use in Science Education</b> Kevin D. Finson, Bradley University; Jon Pedersen, University of South Carolina	2013	<b>\$52.99</b> 9781623962043	<b>\$94.99</b> 9781623962050
<b>ANTI-History: Theorizing the Past, History, and Historiography in Management and Organization Studies</b> Gabrielle A. T. Durepos, St. Francis Xavier University; Albert J. Mills, Saint Mary's University	2012	<b>\$52.99</b> 978-1-61735-748-0	<b>\$94.99</b> 978-1-61735-749-7
<b>Best Practices of Online Education: A Guide for Christian Higher Education</b> Mark A. Maddix, Northwest Nazarene University; James R. Estep, Lincoln Christian University; Mary E. Lowe, Erskine Theological Seminary	2012	<b>\$34.49</b> 978-1-61735-768-8	<b>\$80.49</b> 978-1-61735-769-5
<b>Computers and Their Impact on State Assessments: Recent History and Predictions for the Future</b> Robert W. Lissitz, University of Maryland; Hong Jiao, University of Maryland <i>Series: The MARCES Book Series</i>	2012	<b>\$52.99</b> 978-1-61735-725-1	<b>\$94.99</b> 978-1-61735-726-8
<b>Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science</b> Dr. Funda Ornek, Bahrain Teachers College, University of Bahrain; Dr. Issa M. Saleh, Bahrain Teachers College in University of Bahrain	2012	<b>\$52.99</b> 978-1-61735-608-7	<b>\$94.99</b> 978-1-61735-609-4
<b>Designing Problem-Driven Instruction with Online Social Media</b> Kay Kyeong-Ju Seo, University of Cincinnati; Debra A. Pellegrino, University of Scranton; Chalee Engelhard, University of Cincinnati	2012	<b>\$52.99</b> 978-1-61735-644-5	<b>\$94.99</b> 978-1-61735-645-2
<b>Engaging the Avatar: New Frontiers in Immersive Education</b> Randy Hinrichs, 2b3d; Charles Wankel, St. John's University, New York <i>Series: Research in Management Education and Development</i>	2012	<b>\$72.99</b> 978-1-61735-751-0	<b>\$104.99</b> 978-1-61735-752-7
<b>Instructional Technology: The Definition and Domains of the Field</b> Barbara B. Seels, University of Pittsburgh; Rita C. Richey, Wayne State University	2012	<b>\$29.89</b> 978-1-61735-904-0	
<b>Learning From Media 2nd Ed.: Arguments, Analysis, and Evidence</b> Richard E. Clark, University of Southern California <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2012	<b>\$52.99</b> 978-1-61735-810-4	<b>\$94.99</b> 978-1-61735-811-1
<b>Moving Images: Effective Teaching with Film and Television in Management</b> Jon Billsberry, Deakin University; Pauline Leonard, University of Southampton	2012	<b>\$52.99</b> 978-1-61735-874-6	<b>\$94.99</b> 978-1-61735-875-3
<b>Strategic Alliances for Value Creation</b> T. K. Das, City University of New York <i>Series: Research in Strategic Alliances</i>	2012	<b>\$72.99</b> 978-1-61735-692-6	<b>\$104.99</b> 978-1-61735-693-3
<b>Taking Your Course Online: An Interdisciplinary Journey</b> Kathleen M. Torrens, University of Rhode Island; José A. Amador, University of Rhode Island	2012	<b>\$52.99</b> 978-1-61735-593-6	<b>\$94.99</b> 978-1-61735-594-3
<b>Technology-Based Assessments for 21st Century Skills: Theoretical and Practical Implications from Modern Research</b> Michael C. Mayrath, Harvard University; Jody Clarke-Midura, Harvard University; Daniel H. Robinson, University of Texas at Arlington; Gregory Schraw, University of Nevada - Las Vegas <i>Series: Current Perspectives on Cognition, Learning and Instruction</i>	2012	<b>\$52.99</b> 978-1-61735-632-2	<b>\$94.99</b> 978-1-61735-633-9

<b>Trends and Issues in Distance Education 2nd Edition:</b> International Perspectives Lya Visser, Learning Development Institute; Yusra Laila Visser, Florida Atlantic University; Ray Amirault, Florida Atlantic University; Michael Simonson, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2012	\$52.99 978-1-61735-828-9	\$94.99 978-1-61735-829-6
<b>Computer Games and Instruction</b> Sigmund Tobias, State University of New York–Albany; J. D. Fletcher, Institute for Defense Analyses	2011	\$72.99 978-1-61735-408-3	\$104.99 978-1-61735-409-0
<b>The Education of Children in Geographically Remote Regions Through Distance Education</b> Elaine Lopes, The University of Western Australia; Tom O'Donoghue, The University of Western Australia; Marnie O'Neill, The University of Western Australia	2011	\$52.99 978-1-61735-453-3	\$94.99 978-1-61735-454-0
<b>The Professor's Guide to Taming Technology:</b> Leveraging Digital Media, Web 2.0 and More for Learning Kathleen P. King, University of Central Florida; Thomas D. Cox, University of Houston-Victoria <i>Series: Innovative Perspectives of Higher Education: Research, Theory and Practice</i>	2011	\$52.99 978-1-61735-333-8	\$94.99 978-1-61735-334-5
<b>Ubiquitous Learning:</b> Strategies for Pedagogy, Course Design and Technology Terry T. Kidd, Texas A&M University; Irene Chen, University of Houston-Downtown	2011	\$52.99 978-1-61735-435-9	\$94.99 978-1-61735-436-6
<b>Arming America at War:</b> A Model for Rapid Defense Acquisition in Time of War Seth T. Blakeman; Anthony R. Gibbs; Jeyanthan Jeyasingam; Lawrence R. Jones, Naval Postgraduate School <i>Series: Research in Public Management</i>	2010	\$52.99 978-1-61735-061-0	\$94.99 978-1-61735-062-7
<b>Cases 'n' Places:</b> Global Cases in Educational and Performance Technology Stewart Marshall, The University of the West Indies; Wanjira Kinuthia, Georgia State University <i>Series: Educational Design and Technology in the Knowledge Society</i>	2010	\$52.99 978-1-60752-314-7	\$94.99 978-1-60752-315-4
<b>Complexity and Knowledge Management:</b> Understanding the Role of Knowledge in the Management of Social Networks Andrew Tait, Idea Sciences; Kurt A. Richardson, ISCE Research <i>Series: ISCE Book Series: Managing the Complex</i>	2010	\$52.99 978-1-60752-355-0	\$94.99 978-1-60752-356-7
<b>Educational Technology in Practice:</b> Research and Practical Case Studies from the Field Wanjira Kinuthia, Georgia State University; Stewart Marshall, The University of the West Indies <i>Series: Educational Design and Technology in the Knowledge Society</i>	2010	\$52.99 978-1-60752-451-9	\$94.99 978-1-60752-452-6
<b>Evaluating Technology in Teacher Education:</b> Lessons From the Preparing Tomorrow's Teachers for Technology (PT3) Program Walt Heinecke, University of Virginia; Pete Adamy, University of Rhode Island <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2010	\$52.99 978-1-60752-134-1	\$94.99 978-1-60752-135-8
<b>Fluency In Distance Learning</b> Celeste Fenton; Brenda Watkins	2010	\$52.99 978-1-61735-000-9	\$94.99 978-1-61735-001-6

**Handbook on Developing Curriculum Materials for****Teachers:** Lessons From Museum Education Partnerships

Gerald Bailey; Tara Baillargeon; Cara D. Barragree, Kansas State University; Ann Elliott, Auburn Washburn Unified School District, Topeka, Kansas; Raymond Doswell, Negro Leagues Baseball Museum

2010

**\$72.99**  
978-1-60752-323-9

**\$104.99**  
978-1-60752-324-6

**High-Tech Tots:** Childhood in a Digital World

Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida

*Series: Research in Global Child Advocacy*

2010

**\$52.99**  
978-1-61735-009-2

**\$94.99**  
978-1-61735-010-8

**Hybrid-Context Instructional Model:** The Internet and the Classrooms: The Way Teachers Experience It

Udeme T. Ndon, AU and Associates, Inc.

2010

**\$72.99**  
978-1-60752-419-9

**\$104.99**  
978-1-60752-420-5

**Learning at the Back Door:** Reflections on Non-Traditional Learning in the Lifespan

Charles A. Wedemeyer

2010

**\$52.99**  
978-1-60752-372-7

**Learning to Learn with Integrative Learning Technologies (ILT):** A Practical Guide for Academic Success

Anastasia Kitsantas, George Mason University; Nada Dabbagh, George Mason University

2010

**\$52.99**  
978-1-60752-302-4

**\$94.99**  
978-1-60752-303-1

**Online Conferences:** Professional Development for a Networked Era

Lynn Anderson; Terry Anderson, Athabasca University

2010

**\$52.99**  
978-1-61735-138-9

**\$94.99**  
978-1-61735-139-6

**Reforming (Transforming?) a Public Human Resource Management Agency:** The Case of the Personnel Board of Jefferson County, Alabama

Ronald R. Sims, William & Mary

*Series: Contemporary Human Resource Management Issues Challenges and Opportunities*

2010

**\$52.99**  
978-1-60752-436-6

**\$94.99**  
978-1-60752-437-3

**The Talking Point:** Creating an Environment for Exploring Complex Meaning

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

2010

**\$23**  
978-1-60752-361-1

**\$46**  
978-1-60752-362-8

**Technology in Retrospect:** Social Studies in the Information Age, 1984-2009

Richard A. Diem, University of Texas - San Antonio; Michael J. Berson, University of South Florida

*Series: International Social Studies Forum: The Series*

2010

**\$52.99**  
978-1-61735-038-2

**\$94.99**  
978-1-61735-039-9

**Topics in Mathematics for Elementary Teachers:** A Technology-Enhanced Experiential Approach

Sergei Abramovich, State University of New York at Potsdam

2010

**\$52.99**  
978-1-60752-460-1

**\$94.99**  
978-1-60752-461-8

**The X Factor:** Personality Traits of Exceptional Science Teachers

Clair T. Berube, Hampton University

2010

**\$52.99**  
978-1-61735-035-1

**\$94.99**  
978-1-61735-036-8

**Adolescents in the Internet Age**

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

*Series: Lifespan Learning*

2009

**\$72.99**  
978-1-60752-118-1

**\$104.99**  
978-1-60752-119-8

**Authentic Personal Branding:** A New Blueprint for Building and Aligning a Powerful Leadership Brand

Hubert K. Rampersad, President at TPS International Inc. and Personal Branding University, Miami Beach, USA

2009

**\$52.99**  
978-1-60752-099-3

**\$94.99**  
978-1-60752-100-6

<b>Bridging the Knowledge Divide:</b> Educational Technology for Development Stewart Marshall, The University of the West Indies; Wanjira Kinuthia, Georgia State University; Wallace Taylor, The University of the West Indies <i>Series: Educational Design and Technology in the Knowledge Society</i>	2009	\$72.99 978-1-60752-109-9	\$104.99 978-1-60752-110-5
<b>College Teaching and the Development of Reasoning</b> Robert G. Fuller, University of Nebraska Lincoln; Thomas C. Campbell, Illinois Central College; Dewey I. Dykstra, Boise State University; Scott M. Stevens, Carnegie Mellon University <i>Series: Science &amp; Engineering Education Sources</i>	2009	\$52.99 978-1607522362	\$94.99 978-1607522379
<b>Connected Minds, Emerging Cultures:</b> Cybercultures in Online Learning Steve Wheeler, University of Plymouth <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2009	\$52.99 978-1-60752-015-3	\$94.99 978-1-60752-016-0
<b>Constructivist Instructional Design (C-ID):</b> Foundations, Models, and Examples Jerry W. Willis, Manhattanville College <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2009	\$72.99 978-1-930608-60-3	\$104.99 978-1-930608-61-0
<b>Cross-National Information and Communication Technology Policies and Practices in Education:</b> (Revised Second Edition) Tjeerd Plomp, University of Twente; Ronald E. Anderson, University of Minnesota; Nancy Law, University of Hong Kong; Andreas Quale, University of Oslo, Norway <i>Series: Research in Educational Policy: Local, National, and Global Perspectives</i>	2009	\$87.39 978-1-60752-043-6	\$144.89 978-1-60752-044-3
<b>Distance Education 3rd Edition:</b> Definition and Glossary of Terms Lee Ayers Schlosser, Southern Oregon University; Michael Simonson, Nova Southeastern University	2009	\$52.99 978-1-60752-138-9	\$94.99 978-1-60752-139-6
<b>The Management Process:</b> An Integrated Functional Approach William M. Fox, University of Florida	2009	\$72.99 978-1-60752-233-1	
<b>Operations Research:</b> Methods, Models, and Applications Stanley Zionts; Jay E. Aronson <i>Series: The IC2 Management and Management Science Series</i>	2009	\$52.99 1-59311-266-1	
<b>The Perfect Online Course:</b> Best Practices for Designing and Teaching Anymir Orellana, Nova Southeastern University; Terry L. Hudgins, Nova Southeastern University; Michael Simonson, Nova Southeastern University <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2009	\$72.99 978-1-60752-120-4	\$94.87 978-1-60752-121-1
<b>Research on Technology in Social Studies Education</b> John Lee, North Carolina State University; Adam M. Friedman, Wake Forest University <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2009	\$52.99 978-1-60752-278-2	\$94.99 978-1-60752-279-9
<b>Wired for Learning:</b> An Educators Guide to Web 2.0 Terry T. Kidd, Texas A&M University; Irene Chen, University of Houston-Downtown	2009	\$52.99 978-1-60752-096-2	\$94.99 978-1-60752-097-9
<b>Building the Successful Online Course</b> Ken Haley, Paris Junior College; Karen Heise, Paris Junior College	2008	\$29.89 978-1-59311-932-4	\$68.99 978-1-59311-933-1
<b>Contemporary Perspectives on Science and Technology in Early Childhood Education</b> Olivia Saracho, University of Maryland; Bernard Spodek, University of Illinois <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2008	\$52.99 978-1-59311-635-4	\$94.99 978-1-59311-636-1

<b>Did I Ever Tell You about the Whale?:</b> or Measuring Technology Maturity William L. Nolte	2008	\$52.99 978-1-59311-963-8	\$94.99 978-1-59311-964-5
<b>Framing Research on Technology and Student Learning in the Content Areas:</b> Implications for Educators Lynn Bell, University of Virginia; Lynne Schrum, George Mason University; Ann D. Thompson <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2008	\$52.99 978-1-59311-706-1	\$94.99 978-1-59311-707-8
<b>The Impact of the Laboratory and Technology on Learning and Teaching Science K-16</b> Dennis W. Sunal, University of Alabama; Emmett L. Wright, Kansas State University; Cheryl Sundberg, University of Alabama <i>Series: Research in Science Education</i>	2008	\$52.99 978-1-59311-744-3	\$94.99 978-1-59311-745-0
<b>Joint Venturing</b> Paul W. Beamish	2008	\$52.99 978-1-59311-965-2	\$94.99 978-1-59311-966-9
<b>Knowledge-Driven Corporation:</b> Complex Creative Destruction George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates <i>Series: LMX Leadership: The Series</i>	2008	\$52.99 978-1-59311-941-6	\$94.99 978-1-59311-942-3
<b>New Knowledge Creation Through ICT Dynamic Capability:</b> Creating Knowledge Communities Using Broadband Mitsuru Kodama	2008	\$52.99 978-1-59311-874-7	\$94.99 978-1-59311-875-4
<b>Podcasting for Teachers Revised 2nd Edition:</b> Using a New Technology to Revolutionize Teaching and Learning Kathleen P. King, University of Central Florida; Mark Gura, Fordham University <i>Series: Emerging Technologies for Evolving Learners</i>	2008	\$52.99 978-1-60752-023-8	\$94.99 978-1-60752-024-5
<b>Qualitative Research Methods in Education and Educational Technology</b> Jerry W. Willis, Manhattanville College <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2008	\$52.99 1-930608-54-3	\$94.99 1-930608-55-1
<b>Service-eLearning:</b> Educating for Citizenship Amber Dailey-Hebert; Emily Donnelly Sallee; Laurie N. DiPadova-Stocks	2008	\$52.99 978-1-59311-920-1	\$94.99 978-1-59311-921-8
<b>Turning Research Into Results:</b> A Guide to Selecting the Right Performance Solutions Richard E. Clark, University of Southern California; Fred Estes	2008	\$52.99 978-1-59311-991-1	
<b>What Works in Distance Learning:</b> Sample Lessons Based on Guidelines Harold F. O'Neil, University of Southern California/CRESST	2008	\$52.99 978-1-59311-884-6	
<b>Accessible Education for Blind Learners:</b> Kindergarten through Post-Secondary Shelley Kinash; Ania Paszuk, University of Calgary, Canada <i>Series: Critical Concerns in Blindness</i>	2007	\$28.75 978-1-59311-649-1	
<b>Classroom Robotics:</b> Case Stories of 21st Century Instruction for Millennial Students Kathleen P. King, University of Central Florida; Mark Gura, Fordham University <i>Series: Instructional Innovations in Teaching and Learning</i>	2007	\$52.99 978-1-59311-601-9	\$94.99 978-1-59311-602-6
<b>Faculty Development by Design:</b> Integrating Technology in Higher Education Yong Zhao, Michigan State University; Matthew J. Koehler, Michigan State University; Punya Mishra, Michigan State University <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2007	\$52.99 978-1-59311-582-1	\$94.99 978-1-59311-583-8



<b>Faculty Mentoring: The Power of Students in Developing Technology Expertise</b> Ismail Sahin; Hsueh-Hua Chuang; Ann D. Thompson <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2007	\$52.99 978-1-59311-570-8	\$94.99 978-1-59311-571-5
<b>Online Learning Communities</b> Rocci Luppigini, University of Ottawa <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2007	\$52.99 978-1-59311-678-1	\$94.99 978-1-59311-679-8
<b>Podcasting for Teachers: Using a New Technology to Revolutionize Teaching and Learning</b> Kathleen P. King, University of Central Florida; Mark Gura, Fordham University <i>Series: Emerging Technologies for Evolving Learners</i>	2007	\$52.99 978-1-59311-658-3	\$94.99 978-1-59311-659-0
<b>Socio-Economic Intervention in Organizations: The Intervener-Researcher and the SEAM Approach to Organizational Analysis</b> Henri Savall, ISEOR and Jean Moulin University; Anthony F. Buono, Bentley University <i>Series: Research in Management Consulting</i>	2007	\$72.99 978-1-59311-621-7	\$104.99 978-1-59311-622-4
<b>Distance Education: Definition and Glossary of Terms (Second Edition)</b> Michael Simonson, Nova Southeastern University; Charles Schlosser, Nova Southeastern University	2006	\$52.99 1-59311-515-6	\$94.99 1-59311-516-4
<b>The Dream Weavers: Strategy Focused Leadership in Technology Driven Organizations</b> Kimberly S. Jaussi, SUNY- Binghamton; Shelley D. Dionne, SUNY- Binghamton; Yair Berson, Polytechnic University; Don I. Jung, San Diego State University; John J. Sosik, Pennsylvania State University	2006	\$52.99 1-59311-110-X	\$94.99 1-59311-111-8
<b>IT Workers Human Capital Issues in a Knowledge Based Environment</b> Tom Ferratt, University of Dayton; Fred Niederman, St. Louis University <i>Series: Research in Human Resource Management</i>	2006	\$72.99 1-59311-445-1	\$104.99 1-59311-446-X
<b>Online Professional Development for Teachers</b> Gene V Glass, Arizona State University; Charalambos Vrasidas, Centre for the Advancement of Research & Development in Educational Technology <i>Series: Current Perspectives on Applied Information Technologies</i>	2006	\$52.99 1-59311-203-3	\$94.99 1-59311-159-2
<b>Organizations as Complex Systems: An Introduction to Knowledge Cybernetics</b> Maurice Yolles, Liverpool John Moores University <i>Series: ISCE Book Series: Managing the Complex</i>	2006	\$80.49 978-1-59311-432-9	\$121.84 978-1-59311-433-6
<b>Research on Enhancing the Interactivity of Online Learning</b> Vivian H. Wright, University of Alabama; Elizabeth K. Wilson, The University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2006	\$52.99 1-59311-362-5	\$94.99 1-59311-363-3
<b>Technology and Assessment: The Tale of Two Interpretations</b> Michael Russell, Boston College <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2006	\$52.99 1-59311-038-3	\$94.99 1-59311-039-1
<b>Technology-Based Education: Bringing Researchers and Practitioners Together</b> Roger Bruning, University of Nebraska - Lincoln; Mary Bodvarsson, University of Nebraska-Lincoln; Lisa M. PytlkZillig, University of Nebraska-Lincoln <i>Series: Nebraska Symposium on Information Technology in Education</i>	2006	\$52.99 1-59311-220-3	\$94.99 1-59311-221-1

<b>An Administrator's Guide to Online Education</b> George Saltsman; Kaye Shelton <i>Series: The USDLA Book Series on Distance Learning</i>	2005	\$52.99 1-59311-424-9	\$94.99 1-59311-425-7
<b>Challenges and Issues in Knowledge Management</b> Flemming Poulfelt, Copenhagen Business School; Anthony F. Buono, Bentley University <i>Series: Research in Management Consulting</i>	2005	\$72.99 1-59311-419-2	\$104.99 1-59311-420-6
<b>Creating Successful Telementoring Programs</b> Frances K. Kochan, Auburn University <i>Series: Perspectives on Mentoring</i>	2005	\$52.99 1-930608-40-3	\$94.99 1-930608-41-1
<b>Managing Organizational Complexity: Philosophy, Theory and Application</b> Kurt A. Richardson, ISCE Research <i>Series: ISCE Book Series: Managing the Complex</i>	2005	\$71.88 1-59311-318-8	\$121.84 1-59311-319-6
<b>Preparing Teachers to Teach with Technology</b> Gene V Glass, Arizona State University; Charalambos Vrasidas, Centre for the Advancement of Research & Development in Educational Technology <i>Series: Current Perspectives on Applied Information Technologies</i>	2005	\$72.99 1-59311-160-6	\$104.99 1-59311-161-4
<b>Trends and Issues in Distance Education: International Perspectives</b> Yusra Laila Visser, Florida Atlantic University; Lya Visser, Learning Development Institute; Michael Simonson, Nova Southeastern University; Ray Amirault, Florida Atlantic University <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2005	\$52.99 1-59311-212-2	\$94.99 1-59311-213-0
<b>What Works in Distance Learning: Guidelines</b> Harold F. O'Neil, University of Southern California/CRESST	2005	\$52.99 1-59311-260-2	\$94.99 1-59311-261-0
<b>The Connecticon: Learning for the Connected Generation</b> Robin Mason, The Open University; Frank Rennie, University of the Highlands	2004	\$52.99 1-59311-209-2	\$94.99 1-59311-210-6
<b>E-Business Essentials: Special Issue of the Quarterly Journal of Electronic Commerce</b> Nick Bontis, McMaster University	2004	\$52.99 1-59311-248-3	\$94.99 1-59311-247-5
<b>Electronic Learning Communities Issues and Practices</b> Sorel Reisman, California State University, Fullerton <i>Series: The USDLA Book Series on Distance Learning</i>	2003	\$72.99 1-931576-96-3	\$104.99 1-931576-97-1
<b>Towards the Virtual University: International On-line Learning Perspectives</b> Steve Wheeler, University of Plymouth; Lyn English, Queensland University of Technology; Nicolae Nistor, Ludwig Maximilian University <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2003	\$52.99 1-931576-92-0	\$94.99 1-931576-93-9
<b>Web Based Learning: What do we know? Where do we go?</b> Lisa M. PytlikZillig, University of Nebraska-Lincoln; Peter Hom, Arizona State University; Roger Bruning, University of Nebraska - Lincoln	2003	\$52.99 1-59311-002-2	\$94.99 1-59311-003-0
<b>What Should Teachers Know about Technology: Perspectives and Practices</b> Yong Zhao, Michigan State University <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2003	\$52.99 1-59311-036-7	\$94.99 1-59311-037-5
<b>Distance Education and Distributed Learning</b> Charalambos Vrasidas, Centre for the Advancement of Research & Development in Educational Technology; Gene V Glass, Arizona State University <i>Series: Current Perspectives on Applied Information Technologies</i>	2002	\$52.99 1-931576-88-2	\$94.99 1-931576-89-0

<b>Equivalence in Measurement:</b> Equivalence-in-Measurement Linda L. Neider, University of Miami; Chester A. Schriesheim, University of Miami <i>Series: Research in Management</i>	2001	<b>\$52.99</b> 1-930608-88-8	<b>\$94.99</b> 1-930608-89-6
<b>Learning from Media:</b> Arguments, Analysis, and Evidence Richard E. Clark, University of Southern California <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2001	<b>\$52.99</b> 1-930608-77-2	<b>\$94.99</b> 1-930608-76-4
<b>Methods of Evaluating Educational Technology</b> Laura Blasi, University of Virginia; Walt Heinecke, University of Virginia <i>Series: Research, Innovation &amp; Methods in Educational Technology</i>	2001	<b>\$52.99</b> 1-930608-56-X	<b>\$94.99</b> 1-930608-57-8



# 2023 IAP Journal Subscription Rates

## Quarterly Review of Distance

### Education

*Volume 24, 2023*

**ISSN: 1528-3518**

**Institutional Print: \$210.00**

**Personal Print: \$95.00**

**Single Issue Price Institutions \$45.00/Personal \$25.00**

*Back Volume Special Price (print only):*

*Institutions: \$100.00 Personal: \$55.00 Student: \$45.00*

## The Distance Learning

### Magazine

*Volume 20, 2023*

**ISSN: 1547-4712**

**Institutional Print: \$175.00**

**Personal Print: \$60.00**

**Single Issue Price Institutions \$45.00/Personal \$25.00**

*Back Volume Special Price (print only):*

*Institutions: \$100.00 Personal: \$55.00 Student: \$35.00*

### Shipping and Handling for Journals

***IAP is a No Returns and No Refunds Publisher,***

***only credits will be issued***

Outside the U.S. add \$30.00 for surface mail. Personal subscription rates are valid only on orders paid for with a personal check or credit card.

*Institutional checks **will not** be honored for personal*

*subscriptions*

# International Distributors

## Canada

Login Brothers Canada  
324 Saultheaux Crescent  
Winnipeg, MB R3J3T2  
Tel: 204-837-2987  
Fax: 204-837-3116  
<http://www.lb.ca>

## Australia

Co Info Pty Ltd  
200A Rooks Road  
Vermont, VIC 3133  
Australia  
Tel.: +613 9210 7777  
Fax: + 613 9210 7788  
website: [www.coinfo.com.au](http://www.coinfo.com.au)

## China

Taylor & Francis Asia Pacific  
Room 1108B, Culture Square  
No. 59 Jia, Zhongguancun St.  
Haidian District  
Beijing 100872  
P.R. China  
Tel : +86 (10) 82502670  
Jeffrey Lim, Books Sales Director  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Cynthia Ji, Account Manager  
Email: [cynthia.ji@tandf.com.sg](mailto:cynthia.ji@tandf.com.sg)

*China - Shanghai Region*  
Chris Ye, Account Manager  
Room 916, Jinjiang Xiangyang Building  
993 Nanjing West Road  
Shanghai 200041  
P.R. China  
Tel: +86 21 62316030  
Email: [chris.ye@tandf.com.sg](mailto:chris.ye@tandf.com.sg)

*China - Guangdong Region*  
Cherry Wang, Sales Executive  
Email: [cherry.wang@tandf.com.sg](mailto:cherry.wang@tandf.com.sg)

## Indo-China

Jeffrey Lim, Books Sales Director  
Singapore Sales Office  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)

## Europe

The Eurospan Group:  
You can order from Eurospan by mail, fax, email  
or telephone:

Eurospan Group  
c/o Turpin Distribution  
Pegasus Drive  
Stratton Business Park  
Biggleswade, Bedfordshire SG18 8TQ, UK  
Tel: +44 (0) 1767 604972  
Fax: +44 (0) 1767 601640  
Orders: [eurospan@turpin-distribution.com](mailto:eurospan@turpin-distribution.com)  
Other info: [info@eurospangroup.com](mailto:info@eurospangroup.com)

Orders from buyers in UK, Continental Europe,  
Middle East and Africa can be supplied directly  
by our stockist in the UK: Eurospan. Please click  
here: [www.eurospanbookstore.com/infoagepub](http://www.eurospanbookstore.com/infoagepub)

## Hong Kong

Taylor & Francis Asia Pacific  
Suite 153, Somptueux Central  
52-54 Wellington Street  
Central  
Hong Kong  
Tel: +852 3752 0625/3752 0626  
Jeffrey Lim, Books Sales Director  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Andrew Kwan, Manager  
E-mail: [andrew.kwan@tandf.com.sg](mailto:andrew.kwan@tandf.com.sg)

## India

Sara Books Pvt Ltd  
G-1, Vardaan House  
7/28, Ansari Road, Daryaganj  
New Delhi - 110002  
India  
Phones : 00-91-11-23266107  
Fax : 00-91-11-23266102  
e mail : [ravindrasaxena@sarabooksindia.com](mailto:ravindrasaxena@sarabooksindia.com)  
Web : [www.sarabooksindia.com](http://www.sarabooksindia.com)  
Contact Person : Ravindra.Saxena

**Indonesia**

Mohamed Feroz, *Assistant Sales Manager*  
Singapore Sales Office  
Email: [mohamed.feroz@tandf.com.sg](mailto:mohamed.feroz@tandf.com.sg)

**Japan**

Maruzen Co. Ltd.  
9F Maruzen Building, 2-3-10  
Nihombashi, Chuoku, Tokyo  
Japan 103-8245  
Tel: +81-3-3272-3851  
Fax: +81-3-3272-3920  
[promote@maruzen.co.jp](mailto:promote@maruzen.co.jp)

**Korea**

Barry Clarke, *Managing Director*  
Singapore Office  
Email: [barry.clarke@tandf.com.sg](mailto:barry.clarke@tandf.com.sg)

**Malaysia and Brunei**

Taylor & Francis Publishing Services  
Taylor & Francis Asia Pacific  
No. 23-2, Jalan PJS 8/18  
Dataran Mentari,  
46150 Petaling Jaya  
Selangor Darul Ehsan  
Malaysia  
Tel: +603 56301361  
Fax: +603 56301732  
Mobile: +60 (0)16 331 9923  
David Yeong, *General Manager*  
Email: [david.yeong@tandf.com.sg](mailto:david.yeong@tandf.com.sg)

**Philippines**

Jeffrey Lim, *Books Sales Director*  
Singapore Sales Office  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)

**Puerto Rico, The Caribbean, South America:**

Cranbury International  
7 Clarendon Ave., Suite 2  
Montpelier, VT 05602  
Tel: 802-223-6565  
Fax: 802-223-6824  
email: [eatkin@cranburyinternational.com](mailto:eatkin@cranburyinternational.com)

**Singapore**

Taylor & Francis Asia Pacific  
60 MacPherson Road  
Block 1 #06-09  
Siemens Centre  
Singapore 348615  
Tel: +65 65082888  
Fax: +65 6742 9356  
Email: [sales@tandf.com.sg](mailto:sales@tandf.com.sg)  
Mohamed Feroz, *Assistant Sales Manager*  
Email: [mohamed.feroz@tandf.com.sg](mailto:mohamed.feroz@tandf.com.sg)

**Taiwan**

Taylor & Francis Asia Pacific  
Room 629, 6F, No. 6, Sec. 4, Hsinyi Road  
Da-an District  
Taipei 10683  
Taiwan (R.O.C.)  
Tel: +886 (2) 5551 1266 ext. 6291  
Jeffrey Lim, *Books Sales Director*  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Jason Lin, *Sales Manager*  
Email: [jason.lin@tandf.com.sg](mailto:jason.lin@tandf.com.sg)

**Thailand**

Taylor & Francis Asia Pacific  
Tel & Fax: +66 2 6391333 ext. 3612  
Jeffrey Lim, *Books Sales Director*  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Nonglak Sawaitong, *Account Manager*  
Email: [s.nonglak@tandf.com.sg](mailto:s.nonglak@tandf.com.sg)

**Vietnam**

Jeffrey Lim, *Books Sales Director*  
Singapore Sales Office  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)

## ***Order Form/ Library Recommendation Form:***

### **Books/Journals:**

ISBN/ISSN	Title	Price

Please place a check on the appropriate line:

☐ Visa      ☐ Mastercard      ☐ American Express      ☐ Check Enclosed

Card Number: \_\_\_\_\_ Exp. Date & Security Code: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

### **Shipping and Handling for Books:**

Domestic Handling Fee is \$7.50; International Handling fee is \$9.00 (one time fee per order) Shipping is \$3 per book (quantity)

### **Shipping and Handling for Journals:**

Outside the U.S. add \$30.00 for surface mail

Personal subscription rates are valid only on orders paid for with a personal check or credit card.

Institutional checks will not be honored for personal subscriptions.

***IAP - Information Age Publishing Inc.***

**P.O. Box 79049**

**Charlotte, NC 28271**

**tel: 704-752-9125 fax: 704-752-9113 e-mail: [orders@infoagepub.com](mailto:orders@infoagepub.com)**