

INFORMATION AGE PUBLISHING

TECHNOLOGY 2024

TABLE OF CONTENTS

RECENT TITLES	3
ADVANCES IN SERVICE-LEARNING RESEARCH:	
- Taking eService-Learning to the Next Level. <i>Models and Tools for Next Generation Implementation</i> (2023)	3
CONTEMPORARY ISSUES IN ACCREDITATION, ASSESSMENT, AND PROGRAM EVALUATION:	
- Effectively Using Data for Educator Preparation Program Improvement (2023)	3
CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT:	
- Unveiling the Cloak of Invisibility. <i>Why Black Males are Absent in STEM Disciplines</i> (2023)	4
CONTEMPORARY PERSPECTIVES ON LEARNING ENVIRONMENTS:	
- Effective Learning Environments in Higher Education Online Settings. <i>Establishing Social Presence</i> (2022)	5
DISTANCE LEARNING JOURNAL:	
- Distance Learning. <i>Volume 19 #3</i> (2022)	5
- Distance Learning. <i>Volume 19 #4</i> (2022)	6
- Distance Learning. <i>Volume 20 #1</i> (2023)	6
- Distance Learning. <i>Volume 20 #3</i> (2023)	6
- Distance Learning. <i>Volume 20 #4</i> (2023)	7
LEADERSHIP FOR SCHOOL IMPROVEMENT:	
- Continuous Improvement. <i>A Leadership Process for School Improvement</i> (2023)	7
QUARTERLY REVIEW OF DISTANCE EDUCATION - JOURNAL:	
- Quarterly Review of Distance Education. <i>Volume 23 #2</i> (2022)	8
- Quarterly Review of Distance Education. <i>Volume 24 #1</i> (2023)	8
RESEARCH IN GLOBAL CHILD ADVOCACY:	
- Digital Technologies and Early Childhood in China. <i>Policy and Practice</i> (2024)	8
RESEARCH IN MANAGEMENT CONSULTING:	
- Digital Transformation. <i>Organizational Challenges and Management Transformation Methods</i> (2023)	9
- Management Consulting in the Era of the Digital Organization (2023)	9
RESEARCH IN STRATEGY SCIENCE:	
- Managerial Practice Issues in Strategy and Organization (2023)	10
TEACHING AND LEARNING ONLINE:	
- Teaching and Learning Online. <i>Science for Secondary Grade Levels</i> (2023)	10
THE ENTREPRENEURSHIP SIG AT EUROPEAN ACADEMY OF MANAGEMENT:	
- The Entrepreneurship SIG at the European Academy of Management. <i>Setting the Base...</i> (2023)	11
NO SERIES:	
- Instructional Design Fieldbook (2022)	11
- STEM Teacher Preparation and Practice for the 21st Century. <i>Research-based Insights</i> (2022)	12
- AI Enabled Business. <i>A Smart Decision Kit</i> (2023)	12
- Handbook of STEM Faculty Development (2023)	13
- Leadership in a VUCA World (2023)	13

- Utilizing Visual Representation in Educational Research (2023)	14
- Teaching and Learning at a Distance. <i>Foundations of Distance Education 8th Edition</i> (2024)	15
BACK LIST	16
JOURNALS	35
INTERNATIONAL DISTRIBUTORS	36
ORDER FORM	38

RECENT TITLES

ADVANCES IN SERVICE-LEARNING RESEARCH



Taking eService-Learning to the Next Level Models and Tools for Next Generation Implementation

Jean R. Strait, FACE and St. Paul Public Schools; Robert D. Shumer, Metropolitan State University; Katherine J. Nurdyke, Missouri State University

A volume in the series *Advances in Service-Learning Research*

2023. Paperback 979-8-88730-280-5 \$52.99. Hardcover 979-8-88730-281-2 \$94.99. eBook 979-8-88730-282-9 \$85.

The chapters in this book provide an excellent story of the growth of e-learning and eService-learning over the past many years. Strait takes us from the first chapter examining current issues and considerations for eService-Learning, to a second chapter that documents the growth and maturation of a program at Missouri State University, to chapters that introduce “critical” e-service learning with a social justice orientation (Gordon and Jackson-Brown), and chapters that address international experiences (Ong, Tan, et al., and Dietrich and Ekici) that involve eService-learning in Singapore and long-distance relationships between the U.S. and Afghanistan, to illustrate the multiplicity and diversity of current models of service and learning that occur through electronic means.

The importance of the book and its chapters is that change happens. What was occurring in the early 21st century was altered by situations, such as the global pandemic of COVID-19, to increase the reliance on e-educational systems and promote the increased use of electronic educational programs that covered almost all areas of educational systems. While early mobile phones existed in the 1970s (Teixeira, T. 2010), they evolved, and more sophisticated versions were produced throughout the 20th century. By the end of the century, phones that could easily transmit emails were developed, and then came camera phones and then smart phones by 2003. And phone communication has continued to change, existing today as a total communication device used by people all over the world.

Similarly, video, and visual systems have evolved and continue to change. Zoom was developed in 2011 and has continued to evolve and expand services all over the world. People are now able to visually and orally communicate with others on every continent 24 hours a day, and the complexity and utility of communication has similarly expanded. Now phones can instantaneously translate between languages and people in all parts of the world can share experiences and visual products without barriers of language, country, or time. Indeed, the electronic world is an amazing entity and continues to evolve each year.

So, what are the implications of all these changes for education and service? Simply put, they are and will continue to evolve to more complex and more useful forms for all communication and interaction. And this current volume gives us much insight into the important areas of change in both e-learning and eService-learning. All the chapters add great insight and information about important issues in the field and highlight some of the critical concepts embedded in its development.

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.



Distance Learning Volume 20 #1

Michael Simonson, Nova Southeastern University

A volume in the series *Distance Learning Journal*

2023. Paperback 979-8-88730-390-1 \$40. eBook 979-8-88730-391-8 \$85.

Distance Learning is for leaders, practitioners, and decision makers in the fields of distance learning, elearning, 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 20 #3

Michael Simonson, Nova Southeastern University

A volume in the series *Distance Learning Journal*

2023. Paperback 979-8-88730-520-2 \$40. eBook 979-8-88730-521-9 \$85.

Distance Learning is for leaders, practitioners, and decision makers in the fields of distance learning, elearning, 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 20 #4

Michael Simonson, Nova Southeastern University

A volume in the series *Distance Learning Journal*

2023. Paperback 979-8-88730-536-3 \$40. eBook 979-8-88730-537-0 \$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.

This special edition of Distance Learning Magazine contains selected "And Finally..." columns from previously published issues.

LEADERSHIP FOR SCHOOL IMPROVEMENT



Continuous Improvement A Leadership Process for School Improvement

Erin Anderson, University of Denver; Sonya D. Hayes, University of Tennessee

A volume in the series *Leadership for School Improvement*

2023. Paperback 979-8-88730-370-3 \$72.99. Hardcover 979-8-88730-371-0 \$104.99. eBook 979-8-88730-372-7 \$85.

Through this book, we seek to describe improvement science in action for educators, schools, districts, universities, and communities. This book is a venue for improvement research in education focused on the application of improvement science in educational settings. Improvement science requires extensive engagement in rigorous work to implement sustainable change at a systemic level. As the editors of this volume for the Leadership in School Improvement SIG book series, we hope that these chapters, written by researchers, practitioners, and leaders engaged in improvement science will help others begin their own improvement processes to achieve desired, equitable, and sustainable results for student success.

ENDORSEMENTS:

"Continuous Improvement: A Leadership Process for School Improvement brings together an impressive group of field-leading improvement scholars, with deep connections to educational practice, to provide a powerful vision for what equity-centered improvement science looks like in action. The stories of improvement, partnership, and critical enabling conditions provide theoretically sound and practically useful guidance for anyone seeking to transform education organizations in service of more equitable learning opportunities for students." — Jennifer Lin Russell, Vanderbilt Peabody College

"This is a moment of empowerment in education, with movements for social justice and continuous improvement providing motivations and methods to interrogate, disrupt, and rebuild education systems to support the holistic development of all students. This essential book provides compelling accounts of what it looks like -- and what is possible -- when educational professionals, researchers, and other stakeholders come together to seize this moment." — Donald Peurach, University of Michigan's School of Education and Carnegie Foundation

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.



Quarterly Review of Distance Education Volume 24 #1

Michael Simonson, Nova Southeastern University

A volume in the series *Quarterly Review of Distance Education - Journal*
2023. Paperback 979-8-88730-413-7 \$40. eBook 979-8-88730-414-4 \$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, where the learning group is separated and where interactive technologies are used to unite the learning group.

RESEARCH IN GLOBAL CHILD ADVOCACY



Digital Technologies and Early Childhood in China Policy and Practice

Ilene R. Berson, University of South Florida; Wenwei Luo, Shanghai Normal University; Michael J. Berson, University of South Florida; Chuanmei Dong, Macquarie University

A volume in the series *Research in Global Child Advocacy*
2024. Paperback 979-8-88730-493-9 \$52.99. Hardcover 979-8-88730-494-6 \$94.99. eBook 979-8-88730-495-3 \$85.

This edited book on Digital Technologies and Early Childhood in China: Policy and Practice is the eighth volume in the Research in Global Child Advocacy Series. This volume details the entanglement of digital technologies and early childhood ecologies, learning and pedagogies in China. It analyses how traditional Chinese values, Eastern and Western curricular approaches, and socio-political, economic, cultural, and demographic changes influence current policies, services, and practice. This book is the first research-based review of technology integration into early childhood education and the factors that affect it in China. It is particularly timely given China's growing influence and the increased recognition of the importance of early childhood education for human capital development globally. Across international contexts, there is limited knowledge of China's early childhood curricular reforms, and this book offers insight into the socio-cultural and political influences that have driven the nation's tremendous investment in the technology infrastructure, the ambitious goals for implementation into the education of young children, and barriers to these integration efforts.

Collectively, this rich collection of chapters offers a nuanced understanding of the entanglement of digital technologies and early childhood education in China. Each chapter sheds light on a distinct aspect of this complex landscape, providing valuable insights and opening new avenues for exploration. It sheds light on the socio-cultural and political influences that have shaped China's ambitious goals for technology integration in the education of young children. By addressing the barriers and challenges faced in these integration efforts, the book provides critical knowledge for policymakers, researchers, and educators seeking to enhance early childhood education practices in China and beyond.

Furthermore, this volume contributes to the global understanding of China's early childhood curricular reforms and the significant investments made in technology infrastructure. As China continues to play an influential role in the global landscape, understanding its early childhood curricular reforms and technology integration efforts becomes increasingly important. This book contributes to the international knowledge base by offering insights into the socio-cultural and political influences driving China's investment in technology infrastructure and the challenges faced in its implementation. It serves as a valuable resource for researchers, policymakers, and educators worldwide seeking to enhance early childhood education practices, promote digital literacy, and harness the potential of digital technologies in early learning environments.

RESEARCH IN MANAGEMENT CONSULTING



Digital Transformation Organizational Challenges and Management Transformation Methods

Emmanuel Monod, EMSS and CPMC, Shanghai; 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.



Management Consulting in the Era of the Digital Organization

David Brian Szabla, Western Michigan University

A volume in the series *Research in Management Consulting*

2023. Paperback 979-8-88730-317-8 \$52.99. Hardcover 979-8-88730-318-5 \$94.99. eBook 979-8-88730-319-2 \$85.

The 4th Industrial Revolution is well underway. Our lives are changing at an exponential rate, resulting in a multi-faceted, deeply interconnected world. The digital revolution is integrating multiple technologies, which is leading to unprecedented paradigm shifts in the economy, management, and society. Entire systems across countries, industries, and societies are being transformed, triggering a transformation that is unlike anything humankind has ever experienced.

Given the confluence of dramatic changes in organizational life, triggering emerging technology breakthroughs such as robotics, the internet of things, biotechnology, materials science, data science and big data, and quantum computing, this volume of the Research in Management Consulting series explores how the research and practice of management consulting is unfolding in a new era of profound shifts in the way researchers and consultants sense, think, and act.

The authors of this volume bring both to scholars and practitioners the latest discussions of efforts to understand consulting in organizations amplified by the fusion of technologies across physical, digital, and biological worlds. They also bring to light a movement from human supervised artificial intelligence systems to fully autonomous artificial intelligence systems that have the potential to demonstrate intelligence beyond human capabilities.

RESEARCH IN STRATEGY SCIENCE



Managerial Practice Issues in Strategy and Organization

T. K. Das, City University of New York

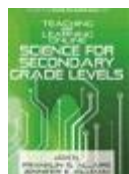
A volume in the series *Research in Strategy Science*

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.

TEACHING AND LEARNING ONLINE



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 ENTREPRENEURSHIP SIG AT EUROPEAN ACADEMY OF MANAGEMENT: NEW HORIZONS WITH STRONG TRADITIONS



The Entrepreneurship SIG at the European Academy of Management Setting the Base for Tomorrow's Challenges

Lucrezia Songini, Eastern Piedmont University; Luca Gnan, University of Rome Tor Vergata; Marzena Starnawska, University of Warsaw; Matthias Raith, Otto-von-Guericke University; Massimiliano Pellegrini, University of Rome Tor Vergata

A volume in the series *The Entrepreneurship SIG at European Academy of Management: New Horizons with strong Traditions*
2023. Paperback 979-8-88730-332-1 \$52.99. Hardcover 979-8-88730-333-8 \$94.99. eBook 979-8-88730-334-5 \$85.

This third volume of the book series The Entrepreneurship SIG at European Academy of Management brings together contributions on aspects characterizing the field of entrepreneurship, such as entrepreneurial behavior and mindsets and business models, but addressed in light of some of the dynamics of change that characterize the current context, such as digitalization. Moreover, the book also discusses emerging issues in academic debate, including in the wake of the recent COVID 19 pandemic, such as resilience, and relevant business contexts, such as that of family businesses. The book valorizes different contexts and key strengths of the European perspective.

NO SERIES



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 discrete 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.



AI Enabled Business A Smart Decision Kit

Melodena Stephens, Mohammed Bin Rashid School of Government; Himanshu Vashishtha, SixthFactor Consulting; Dirk Nicolas Wagner, Karlsruhochschule International University

2023. Paperback 979-8-88730-283-6 \$37.5. Hardcover 979-8-88730-284-3 \$59.99. eBook 979-8-88730-285-0 \$85.

As the use of AI becomes more and more ubiquitous in companies around the world, managers charged with taking key decisions require resources to enable them to evaluate new projects effectively. The business case for AI projects is not necessarily clear cut and part of the reason for this is the lack of understanding on key decision criteria. AI touches on many ethical concepts - data privacy, validity and more importantly, its potential misuse. AI is often being used to replace human decision-making and there is often no real understanding of the implications of this. This book provides a detailed primer for practitioners without a deep technological background. It guides the reader through the basic issues and offers advice on 'how to take decisions'. There is a dearth of such books currently available and this book aspires to fill a growing niche.

ENDORSEMENTS:

"This book is sure to offer value to business users, students and the general public." — K. Ananth Krishnan, Tata Consultancy Services

"I highly recommend this book for the leader seeking an up-to-date review of AI to make strategic investments." — Kes Sampanthar, Innovation, BCG Brighthouse

"The specificity of application in case studies and easy to understand definitions and recommendations make this a must read in the ever-growing field of literature around AI." — John C. Havens

"The AI Enabled Organization is the perfect tool to embark on a thorough assessment of what AI means for your business." — Arno Fehler, Schmidt Kranz Group, Germany



Handbook of STEM Faculty Development

Sandra M. Linder, Clemson University; Cindy M. Lee, Clemson University; Shannon K Stefl, 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.



Leadership in a VUCA World

Lou L. Sabina, Stetson University; Chris J. Colwell, Stetson University; James Tager, Bangor School Department, Maine

2023. Paperback 979-8-88730-320-8 \$52.99. Hardcover 979-8-88730-321-5 \$94.99. eBook 979-8-88730-322-2 \$85.

COVID-19 ravaged the United States and the rest of the world in a similar manner as a Category V hurricane would, leaving no one safe in its wake. Unlike a hurricane though, where appropriate provisions and supports are possible and past experiences can help to prepare, how do you prepare for something Volatile, Uncertain, Complex, and Ambiguous such as a worldwide pandemic? Imagine having your high school graduation and prom ripped away from you with little to no warning. Imagine being a 40+ year professor and being told that “you are now going to teach hybrid with some students in the class and some students online,” or imagine that you were accepted into the 2nd most prestigious Ph.D. program in the United States and dream of being a professor and look for those face-to-face mentoring opportunities on campus. This book addresses the lived experiences of many throughout the onset, duration, and the after-effects of the COVID-19 pandemic, and helps prepare readers for the never ending storm ahead.

Our book offers guidance from leaders from different walks of life. We visit with a pastor who had to “get creative” to combat the pandemic, examine

how school board members have interacted with parents and other community stakeholders, hear from a current superintendent in a large school district in Maine, and other stakeholders impacted by COVID-19. Our message is cautious, yet optimistic, to prepare the reader for life in a VUCA world.



Utilizing Visual Representation in Educational Research

Harriet J. Bessette, Kennesaw State University; Camille Sutton-Brown, Kennesaw State University

2023. Paperback 979-8-88730-338-3 \$52.99. Hardcover 979-8-88730-339-0 \$94.99. eBook 979-8-88730-340-6 \$85.

This edited volume focuses on visual and image-based methodologies that can be used to expand how educators approach, design, and innovate research for the purpose of informing and improving teaching and learning. Exploring how data can be utilized, collected, and rendered useful in the education arena is of utmost importance to those oriented towards utilizing research with the aim of improving educational practice. Innovative methodologies are important for preparing future researchers/scholars and teachers in developing and sustaining professional knowledge. To date, while visual methodologies are explored in various volumes related to general areas of social science, few texts exist where visual methodologies are explained or well-understood in the field of education, specifically.

This work centers on the functions, cultures, and outcomes of teaching and learning using visual data (i.e., participant-generated drawings, photo-elicitation, film, etc.) and the methods that frame this approach. It is intended for teachers, researchers, and teacher-researchers - in higher education as well as at PK-12 levels – who are ready to engage with innovative, and often compelling, research methods that make data collection across data sources both accessible and equitable. This volume illustrates how various scholars have conceptualized, generated, and executed research utilizing visual data in their own schools, classrooms, and/or districts, and what they learned from these investigations.

This edited volume is organized according to four main strands: Conducting research as visual endeavor: Assessing the nature of visual methodology, Conducting research as visual endeavor: Pedagogical innovation, What can visual data in educational research reveal: Student engagement, motivation, self-determination, metacognition, and mindfulness, and Conducting research as visual endeavor: Critical perspectives-critical exploration of issues in education and visual data's engagement with, and impact on, marginalized and/or disenfranchised participants.

The chapters within each section, authored by established scholars in their fields of study, focus on some of today's key educational practices and the ways in which visual methodologies can provide innovation in the design of educational research. Each chapter within the volume reflects the importance of using credible, confirmable, reliable, and triangulated interpretations as a foundation for any claims, findings, or assertions related to pedagogical innovation, student mindfulness, and critical pedagogy. In summary, this edited volume is critically engaged, innovative, and contributes to advances in qualitative inquiry, visual research methodologies, and alternative ways of 'seeing' and 'knowing'.



Teaching and Learning at a Distance Foundations of Distance Education 8th Edition

Michael Simonson, Nova Southeastern University; Susan Zvacek, CollegeTeachingCoach.com

2024. Paperback 979-8-88730-511-0 \$52.99. Hardcover 979-8-88730-512-7 \$94.99. eBook 979-8-88730-513-4 \$85.

Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in-service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs. The teacher or trainer who uses this book will be able to design courses, evaluate programs, and identify issues and trends affecting the field.

In this text we take the following themes:

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

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

The third theme of Teaching and Learning at a Distance is derived from Richard Clark's famous quote published in the Review of Educational Research asserting that media are mere vehicles that do not directly influence achievement. Clark's controversial work is discussed in the book, but is also fundamental to the book's advocacy for distance education—in other words, we authors do not make the claim that education delivered at a

distance is inherently better than other ways people learn. Distance delivered instruction is not a magical approach that makes learners achieve more.

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

The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive—that it should cover as much of the various ways instruction is made available to distant learners as is possible. It can serve as a stand-alone source of information.

BACK LIST

Title	Year	Paperback	Hardcover
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	\$52.99 978-1-64802-821-2	\$94.99 978-1-64802-822-9
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 <i>Series: Peace Education</i>	2022	\$52.99 978-1-64802-883-0	\$94.99 978-1-64802-884-7
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 <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i>	2022	\$52.99 978-1-64802-926-4	\$94.99 978-1-64802-927-1
Enhancing Effective Instruction and Learning Using Assessment Data Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i>	2022	\$52.99 978-1-64802-626-3	\$94.99 978-1-64802-627-0
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 <i>Series: Research, Innovation & Methods in Educational Technology</i>	2022	\$72.99 978-1-64802-906-6	\$104.99 978-1-64802-907-3
Teaching and Learning Online: Science for Elementary Grade Levels Franklin S. Allaire, University of Houston-Downtown; Jennifer E. Killham, University of La Verne <i>Series: Teaching and Learning Online</i>	2022	\$52.99 978-1-64802-874-8	\$94.99 978-1-64802-875-5
Teaching Large Online and Blended Classes Selma Koc, Cleveland State University; Marius Boboc, Cleveland State University	2022	\$52.99 978-1-64802-678-2	\$94.99 978-1-64802-679-9
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 <i>Series: Advances in Research on Russian Business and Management</i>	2022	\$72.99 978-1-64802-684-3	\$104.99 978-1-64802-685-0
Adolescents in the Internet Age: A Team Learning and Teaching Perspective Third Edition Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i>	2021	\$52.99 978-1-64802-381-1	\$94.99 978-1-64802-382-8
Age of Inference: Cultivating a Scientific Mindset Philip C. Short, Austin Peay State University; Harvey Henson, Southern Illinois University; John R. McConnell, Austin Peay State University	2021	\$72.99 978-1-64802-797-0	\$104.99 978-1-64802-798-7
AI Smart Kit: Agile Decision-Making on AI (Abridged Version) Melodena Stephens, Mohammed Bin Rashid School of Government; Himanshu Vashishtha, SixthFactor Consulting	2021	\$37.94 978-1-64802-415-3	\$68.99 978-1-64802-416-0

Contemporary Perspectives in Data Mining: Volume 4 Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University <i>Series: Contemporary Perspectives in Data Mining</i>	2021	\$52.99 978-1-64802-143-5	\$94.99 978-1-64802-144-2
Cultural Values in Strategy and Organization T. K. Das, City University of New York <i>Series: Research in Strategy Science</i>	2021	\$52.99 978-1-64802-512-9	\$94.99 978-1-64802-513-6
The Elementary School Teacher Technology Guidebook: 21 Questions and 282 Answers 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	\$52.99 978-1-64802-387-3	\$94.99 978-1-64802-388-0
Enterprise Systems and Technological Convergence: Research and Practice Sam Goundar, RMIT University <i>Series: Emerging Information Technologies: Applications, Innovations, and Research</i>	2021	\$52.99 978-1-64802-341-5	\$94.99 978-1-64802-342-2
Evidence-Based Inquiries in Ethno-STEM Research: Investigations in Knowledge Systems Across Disciplines and Transcultural Settings Iman C Chahine, University of Massachusetts-Lowell; Josef de Beer, North West University	2021	\$72.99 978-1-64802-115-2	\$104.99 978-1-64802-116-9
The High School Teacher Technology Guidebook: 22 Questions and 313 Answers 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	\$52.99 978-1-64802-474-0	\$94.99 978-1-64802-475-7
Measure, Use, Improve!: Data Use in Out-of-School Time Christina A. Russell, Policy Studies Associates; Corey Newhouse, Public Profit <i>Series: Current Issues in Out-of-School Time</i>	2021	\$52.99 978-1-64802-253-1	\$94.99 978-1-64802-254-8
Meta-Scientific Study of Artificial Intelligence Elena G. Popkova, MGIMO University; Victoria N. Ostrovskaya, Center for Marketing Initiatives <i>Series: Advances in Research on Russian Business and Management</i>	2021	\$72.99 978-1-64802-515-0	\$114.99 978-1-64802-516-7
Organizations Behaving Badly: Destructive Behavior and Corrective Responses 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
Out-of-School-Time STEM Programs for Females: Implications for Research and Practice Volume II: Short-Term Programs Lynda R. Wiest, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada; Jafeth E. Sanchez, University of Nevada <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
Parenting in the Pandemic: The Collision of School, Work, and Life at Home A Collection of Essays Rebecca Lowenhaupt, Boston College; George Theoharis, Syracuse University <i>Series: Work-Life Balance</i>	2021	\$52.99 978-1-64802-520-4	\$94.99 978-1-64802-521-1

Preparing Pre-Service Teachers to Teach Computer Science: Models, Practices, and Policies Chrystalla Mouza, University of Delaware; Aman Yadav, Michigan State University; Anne Ottenbreit-Leftwich, Indiana University <i>Series: Research, Innovation & Methods in Educational Technology</i>	2021	\$52.99 978-1-64802-456-6	\$94.99 978-1-64802-457-3
Principles of Responsible Management Education (PRME) in the Age of Artificial Intelligence (AI): Opportunities, Threats, and the Way Forward Agata Stachowicz-Stanusch, Canadian University Dubai; Wolfgang Amann, HEC Paris; Radha R. Sharma, New Delhi Institute of Management, India; Fauzia Jabeen, Abu Dhabi University <i>Series: Research in Management Education and Development</i>	2021	\$52.99 978-1-64802-543-3	\$94.99 978-1-64802-544-0
Quarterly Review of Distance Education: Volume 22 #4 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	
Social Media: Influences on Education 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
The Talking Point: Creating an Environment for Exploring Complex Meaning 2nd Edition Thomas R. Flanagan, Institute for 21st Century Agoras; Alexander N. Christakis, Institute for 21st Century Agoras	2021	\$52.99 978-1-64802-670-6	\$94.99 978-1-64802-671-3
Women of Color In STEM: Navigating the Double Bind in Higher Education Beverly Irby, Texas A&M University; Nahed Abdelrahman, Texas A&M University; Barbara Polnick, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce <i>Series: Research on Women and Education</i>	2021	\$52.99 978-1-64802-369-9	\$94.99 978-1-64802-370-5
Application of Artificial Intelligence to Assessment Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i>	2020	\$52.99 978-1-64113-951-9	\$94.99 978-1-64113-952-6
Artificial Intelligence and its Impact on Business 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
Designing and Teaching Online Courses During Uncertain Times: A Special Issue of Distance Learning Ends and Means Columns, Distance Learning - Volume 17 #4 Natalie B. Milman, The George Washington University <i>Series: Distance Learning Journal</i>	2020	\$40.25 978-1-64802-441-2	\$57.49 978-1-64802-446-7
Girls and Women of Color In STEM: Their Journeys in Higher Education Nahed Abdelrahman, Texas A&M University; Beverly Irby, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce; Barbara Polnick, Texas A&M University <i>Series: Research on Women and Education</i>	2020	\$52.99 978-1-64802-091-9	\$94.99 978-1-64802-092-6

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

Barbara Polnick, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce; Beverly Irby, Texas A&M University; Nahed Abdelrahman, Texas A&M University
Series: Research on Women and Education

2020 \$52.99 \$94.99
978-1-64802-097-1 978-1-64802-098-8

Innovative Psychometric Modeling and Methods

Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland
Series: The MARCES Book Series

2020 \$52.99 \$94.99
978-1-64802-222-7 978-1-64802-223-4

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

Agata Stachowicz-Stanusch, Canadian University Dubai; Wolfgang Amann, HEC Paris
Series: Research in Management Education and Development

2020 \$52.99 \$94.99
978-1-64113-809-3 978-1-64113-810-9

Preparing STEM Teachers: The UTeach Replication Model

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

2020 \$72.99 \$104.99
978-1-64802-166-4 978-1-64802-167-1

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

Andrea L. Tyler, Tennessee State University; Stephen Hancock, University of North Carolina at Charlotte; Sonyia C. Richardson, University of North Carolina at Charlotte
Series: Contemporary Perspectives on Access, Equity, and Achievement

2020 \$52.99 \$94.99
978-1-64113-948-9 978-1-64113-949-6

Transforming Healthcare with Big Data and AI

Alex Liu, IBM; Anna Farzindar, University of Southern California; Mingbo Gong, Slalom Consulting
Series: New Methods in the Era of Big Data and AI

2020 \$52.99 \$94.99
978-1-64113-897-0 978-1-64113-898-7

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

Nicole M. Joseph, Vanderbilt University
Series: Contemporary Perspectives on Multicultural Gifted Education

2020 \$52.99 \$94.99
978-1-64113-963-2 978-1-64113-964-9

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

Gregory R. Hancock, University of Maryland; Jeffrey R. Harring, University of Maryland; George B. Macready, University of Maryland
Series: CILVR Series on Latent Variable Methodology

2019 \$52.99 \$94.99
9781641135610 9781641135627

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

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

2019 \$52.99 \$94.99
978-1-64113-555-9 978-1-64113-556-6

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

Jing Sun, Huazhong University of Science and Technology
Series: Landscapes of Education

2019 \$52.99 \$94.99
978-1-64113-888-8 978-1-64113-889-5

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

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

2019 \$72.99 \$104.99
9781641136051 9781641136068

Integrating Digital Technology in Education: School-University-Community Collaboration R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts Boston (retired) <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
The Middle-Level Teacher Technology Guidebook: 20 Questions and 260 Answers Thomas M. Brinthaupt, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District; Richard P. Lipka, St. Bonaventure University <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
Nanoscience Research Modules for Pre-Service STEM Teachers: Core Nanoscience Concepts as a Vehicle in STEM Education Clair T. Berube, Hampton University; Shawn T. Dash, Hampton University; Cindy Thomas-Charles, Hampton University	2019	\$52.99 9781641135528	\$94.99 9781641135535
Negotiating Place and Space through Digital Literacies: Research and Practice Damiana G. Pyles, Appalachian State University; Ryan M. Rish, University at Buffalo; Julie Warner, Independent Researcher <i>Series: Digital Media and Learning</i>	2019	\$52.99 9781641134835	\$94.99 9781641134842
Physics Teaching and Learning: Challenging the Paradigm Dennis W. Sunal, University of Alabama; Jonathan T. Shemwell, University of Alabama; James W. Harrell, University of Alabama; Cynthia S Sunal, University of Alabama <i>Series: Research in Science Education</i>	2019	\$52.99 978-1-64113-656-3	\$94.99 978-1-64113-657-0
Teaching and Learning at a Distance: Foundations of Distance Education 7th Edition Michael Simonson, Nova Southeastern University; Susan Zvacek, CollegeTeachingCoach.com; Sharon Smaldino, Northern Illinois University	2019	\$52.99 978-1-64113-626-6	\$94.99 978-1-64113-627-3
The Brave New World of eHRM 2.0 James H. Dulebohn, Michigan State University; Dianna L. Stone, Universities of New Mexico, Albany, and Virginia Tech <i>Series: Research in Human Resource Management</i>	2018	\$52.99 9781641131551	\$94.99 9781641131568
Collaborative Learning in a Global World 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
Crossing the Bridge of the Digital Divide: A Walk with Global Leaders Anthony H. Normore, California State University Dominguez Hills; Antonia Issa Lahera, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i>	2018	\$52.99 978-1-64113-390-6	\$94.99 978-1-64113-391-3
Data Analytics and Psychometrics: Informing Assessment Practices 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
Democracy's Discontent and Civic Learning: Multiple Perspectives Charles S. White, Social Science Education Consortium <i>Series: International Social Studies Forum: The Series</i>	2018	\$52.99 978-1-64113-338-8	\$94.99 978-1-64113-339-5
Distance Education: Definition and Glossary of Terms, 4th Edition Michael Simonson, Nova Southeastern University; Deborah J. Seepersaud, The University of Mississippi	2018	\$52.99 978-1-64113-400-2	\$94.99 978-1-64113-401-9

A Guide to College Success for Post-traditional Students: 2nd Edition Henry S. Merrill <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i>	2018	\$52.99 978-1-64113-417-0	\$94.99 978-1-64113-418-7
Hacking Education in a Digital Age: Teacher Education, Curriculum, and Literacies Bryan Smith, James Cook University; Nicholas Ng-A-Fook, University of Ottawa; Linda Radford, University of Ottawa; Sarah Smitherman Pratt, University of North Texas <i>Series: Contemporary Perspectives in Philosophy and Technology</i>	2018	\$52.99 978-1-64113-200-8	\$94.99 978-1-64113-201-5
Learning Analytics in Education David Niemi, Kaplan Inc.; Roy D. Pea, Stanford University; Bror Saxberg, Chan Zuckerberg Initiative; Richard E. Clark, University of Southern California	2018	\$52.99 9781641133692	\$94.99 9781641133708
Mobile Learning: 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	\$52.99 9781641131223	\$94.99 9781641131230
The Online Classroom: 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	\$52.99 978-1-64113-459-0	\$94.99 978-1-64113-460-6
Promising Practices for Engaging Families in STEM Learning Margaret Caspe, National Association for Family, School, and Community Engagement; Taniesha Woods, Independent Consultant; Joy Lorenzo Kennedy, Databrary <i>Series: Family School Community Partnership Issues</i>	2018	\$52.99 978-1-64113-280-0	\$94.99 978-1-64113-281-7
The Rise of the Human Digital Brain: How Multidirectional Thinking is Changing the Way We Learn Beatriz Pacheco, Spalding University	2018	\$52.99 978-1-64113-274-9	\$94.99 978-1-64113-275-6
Audio Visual: Materials and Techniques James S. Kinder <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239729	
Audio Visual Materials: Their Nature and Use <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239705	
Audio-Visual Paths to Learning Walter Arno Wittich; John Guy Fowlkes <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239781	
Computers, Cockroaches, and Ecosystems: Understanding Learning through Metaphor Kevin J. Pugh, University of Northern Colorado	2017	\$52.99 9781681237763	\$94.99 9781681237770
Contemporary Perspectives in Data Mining: Volume 3 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
Exploding the Castle: Rethinking How Video Games & Game Mechanics Can Shape the Future of Education Michael F. Young, University of Connecticut; Stephen T. Slota, University of Connecticut <i>Series: Psychological Perspectives on Contemporary Educational Issues</i>	2017	\$52.99 9781681239354	\$94.99 9781681239361

Foundations for Teacher Education in Audio-Visual Instruction Elizabeth Goudy Noel; J. Paul Leonard <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239620	
The Instructional Design Process Jerrold E. Kemp <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239767	
Model Science Teacher Preparation Programs: An International Comparison of What Works Jon Pedersen, University of South Carolina; Tetsuo Isozaki, Hiroshima University; Toshihide Hirano, Aichi University of Education	2017	\$52.99 9781681238005	\$94.99 9781681238012
National Society for the Study of Education Forty-Eighth Yearbook, Part I: Audio-Visual Materials of Instruction <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239606	
Out-of-School-Time STEM Programs for Females: Implications for Research and Practice Volume I: Longer-Term Programs Lynda R. Wiest, University of Nevada; Jafeth E. Sanchez, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada <i>Series: Out-of-School-Time STEM Programs for Females: Implications for Research and Practice</i>	2017	\$52.99 9781681238432	\$94.99 9781681238449
Planning Schools for Use of Audio-Visual Materials NO. 1: Classrooms <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239644	
Planning Schools for Use of Audio-Visual Materials NO. 2: Auditoriums <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239668	
Planning Schools for Use of Audio-Visual Materials NO. 3: AV Instructional Materials Center <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239682	
Sports and Understanding Organizations Daniel J. Svyantek, Auburn University <i>Series: Research in Organizational Science</i>	2017	\$52.99 9781681237916	\$94.99 9781681237923
Successful Science and Engineering Teaching in Colleges and Universities, 2nd Edition Calvin S. Kalman, Concordia University <i>Series: Science & Engineering Education Sources</i>	2017	\$52.99 9781681239576	\$94.99 9781681239583
Technological Innovation Networks: Collaboration and Partnership Bing Ran, Penn State Harrisburg <i>Series: Contemporary Perspectives on Technological Innovation, Management and Policy</i>	2017	\$52.99 9781681238586	\$94.99 9781681238593
Technology Enhanced Innovative Assessment: 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
Visual Aids G. G. Weaver; E. W. Bollinger <i>Series: Classics in Distance Learning</i>	2017	\$28.75 9781681239743	

2016 BPOL (Best Practices in Online Learning) Forum Proceedings: FREE DOWNLOAD Michael Simonson, Nova Southeastern University	2016		
Beyond the Online Course: 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
Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning Mark J. Lattery, University of Wisconsin Oshkosh <i>Series: Science & Engineering Education Sources</i>	2016	\$52.99 9781681236285	\$94.99 9781681236292
Distance Education: 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
E-Learning and Social Media: 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
Science and Service Learning 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
Technology For Transformation: 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
Techwise Infant and Toddler Teachers: 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
Virtual Teams in Higher Education: 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
Application of Visual Data in K-16 Science Classrooms 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
Assessment in Online and Blended Learning Environments 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
Contemporary Perspectives in Data Mining, Volume 2 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
Emerging Web 3.0/Semantic Web Applications in Higher Education: Growing Personalization and Wider Interconnections in Learning 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

Going Back to Our Future II: Carrying Forward the Spirit of Pioneers of Science Education 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
A Guide to Data-Driven Leadership in Modern Schools Leslie Jones, Nicholls State University; Eugene Kennedy, Louisiana State University	2015	\$52.99 9781623969851	\$94.99 9781623969868
Mobile Makes Learning Free: Building Conceptual, Professional and School Capacity Boris Handal, The University of Notre Dame, Australia <i>Series: Current Perspectives on Applied Information Technologies</i>	2015	\$52.99 9781681232836	\$94.99 9781681232843
New Directions in Technological Pedagogical Content Knowledge Research: Multiple Perspectives 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
Supernumerary Intelligence: A New Approach to Analytics for Management 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
#youthaction: Becoming Political in the Digital Age 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
Adolescents In The Internet Age, 2nd Edition: Teaching And Learning From Them Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i>	2014	\$72.99 9781623967628	\$104.99 9781623967635
The Future of Post-Human Accounting: Towards a New Theory of Addition and Subtraction in Information Management Peter Baofu	2014	\$87.39 9781623966829	\$144.89 9781623966836
Organizational Processes and Received Wisdom 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
Real-Life Distance Education: Case Studies in Practice 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 <i>Series: Research in Science Education</i>	2014	\$72.99 9781623967505	\$104.99 9781623967512
Research on Course Management Systems in Higher Education Angela D. Benson, University of Alabama; Andrew Whitworth, Manchester University <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2014	\$52.99 9781623966010	\$94.99 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 Zvacek, CollegeTeachingCoach.com

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 \$104.99
9781623960612 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 \$94.99
9781623962746 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
------	--------------------------	--------------------------

Social Entrepreneurship as a Catalyst for Social Change

Charles Wankel, St. John's University, New York; Larry E. Pate, Decision Systems International and California State University, Long Beach

Series: Research in Management Education and Development

2013	\$72.99 978-1-62396-445-0	\$104.99 978-1-62396-446-7
------	------------------------------	-------------------------------

Visual Data and Their Use in Science Education

Kevin D. Finson, Bradley University; Jon Pedersen, University of South Carolina

2013	\$52.99 9781623962043	\$94.99 9781623962050
------	--------------------------	--------------------------

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

Computer Games and Instruction 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
The Education of Children in Geographically Remote Regions Through Distance Education 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
The Professor's Guide to Taming Technology: 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
Ubiquitous Learning: 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
Arming America at War: 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
Cases 'n' Places: 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
Complexity and Knowledge Management: 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
Educational Technology in Practice: 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
Evaluating Technology in Teacher Education: 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 & Methods in Educational Technology</i>	2010	\$52.99 978-1-60752-134-1	\$94.99 978-1-60752-135-8
Fluency In Distance Learning 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 <i>Series: Research in Global Child Advocacy</i>	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 <i>Series: Contemporary Human Resource Management Issues Challenges and Opportunities</i>	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 <i>Series: International Social Studies Forum: The Series</i>	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 <i>Series: Lifespan Learning</i>	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
Bridging the Knowledge Divide: 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
College Teaching and the Development of Reasoning 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 & Engineering Education Sources</i>	2009	\$52.99 978-1-60752-236-2	\$94.99 978-1-60752-237-9

Connected Minds, Emerging Cultures: 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
Constructivist Instructional Design (C-ID): Foundations, Models, and Examples Jerry W. Willis, Manhattanville College <i>Series: Research, Innovation & Methods in Educational Technology</i>	2009	\$72.99 978-1-930608-60-3	\$104.99 978-1-930608-61-0
Cross-National Information and Communication Technology Policies and Practices in Education: (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
Distance Education 3rd Edition: 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
The Management Process: An Integrated Functional Approach William M. Fox, University of Florida	2009	\$72.99 978-1-60752-233-1	
Operations Research: 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	
The Perfect Online Course: 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
Research on Technology in Social Studies Education John Lee, North Carolina State University; Adam M. Friedman, Wake Forest University <i>Series: Research, Innovation & Methods in Educational Technology</i>	2009	\$52.99 978-1-60752-278-2	\$94.99 978-1-60752-279-9
Wired for Learning: 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
Building the Successful Online Course 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
Contemporary Perspectives on Science and Technology in Early Childhood Education 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
Did I Ever Tell You about the Whale?: or Measuring Technology Maturity William L. Nolte	2008	\$52.99 978-1-59311-963-8	\$94.99 978-1-59311-964-5
Framing Research on Technology and Student Learning in the Content Areas: Implications for Educators Lynn Bell, University of Virginia; Lynne Schrum, George Mason University; Ann D. Thompson <i>Series: Research, Innovation & Methods in Educational Technology</i>	2008	\$52.99 978-1-59311-706-1	\$94.99 978-1-59311-707-8

The Impact of the Laboratory and Technology on Learning and Teaching Science K-16

Dennis W. Sunal, University of Alabama; Emmett L. Wright, Kansas State University; Cheryl Sundberg, University of Alabama
 Series: *Research in Science Education*

2008 \$52.99 \$94.99
 978-1-59311-744-3 978-1-59311-745-0

Joint Venturing

Paul W. Beamish

2008 \$52.99 \$94.99
 978-1-59311-965-2 978-1-59311-966-9

Knowledge-Driven Corporation: Complex Creative Destruction

George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates

Series: *LMX Leadership: The Series*

2008 \$52.99 \$94.99
 978-1-59311-941-6 978-1-59311-942-3

New Knowledge Creation Through ICT Dynamic Capability: Creating Knowledge Communities Using Broadband

Mitsuru Kodama

2008 \$52.99 \$94.99
 978-1-59311-874-7 978-1-59311-875-4

Podcasting for Teachers Revised 2nd Edition: Using a New Technology to Revolutionize Teaching and Learning

Kathleen P. King, University of Central Florida; Mark Gura, Fordham University

Series: *Emerging Technologies for Evolving Learners*

2008 \$52.99 \$94.99
 978-1-60752-023-8 978-1-60752-024-5

Qualitative Research Methods in Education and Educational Technology

Jerry W. Willis, Manhattanville College

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

2008 \$52.99 \$94.99
 1-930608-54-3 1-930608-55-1

Service-eLearning: Educating for Citizenship

Amber Dailey-Hebert; Emily Donnelly Sallee; Laurie N. DiPadova-Stocks

2008 \$52.99 \$94.99
 978-1-59311-920-1 978-1-59311-921-8

Turning Research Into Results: 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

What Works in Distance Learning: Sample Lessons Based on Guidelines

Harold F. O'Neil, University of Southern California/CRESST

2008 \$52.99
 978-1-59311-884-6

Accessible Education for Blind Learners: Kindergarten through Post-Secondary

Shelley Kinash; Ania Paszuk, University of Calgary, Canada

Series: *Critical Concerns in Blindness*

2007 \$28.75
 978-1-59311-649-1

Classroom Robotics: Case Stories of 21st Century Instruction for Millennial Students

Kathleen P. King, University of Central Florida; Mark Gura, Fordham University

Series: *Instructional Innovations in Teaching and Learning*

2007 \$52.99 \$94.99
 978-1-59311-601-9 978-1-59311-602-6

Faculty Development by Design: Integrating Technology in Higher Education

Yong Zhao, Michigan State University; Matthew J. Koehler, Michigan State University; Punya Mishra, Michigan State University

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

2007 \$52.99 \$94.99
 978-1-59311-582-1 978-1-59311-583-8

Faculty Mentoring: The Power of Students in Developing Technology Expertise

Ismail Sahin; Hsueh-Hua Chuang; Ann D. Thompson

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

2007 \$52.99 \$94.99
 978-1-59311-570-8 978-1-59311-571-5

Online Learning Communities

Rocci Luppigini, University of Ottawa

Series: *Perspectives in Instructional Technology and Distance Education*

2007 \$52.99 \$94.99
 978-1-59311-678-1 978-1-59311-679-8

Podcasting for Teachers: 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>	2007	\$52.99 978-1-59311-658-3	\$94.99 978-1-59311-659-0
Socio-Economic Intervention in Organizations: The Intervener-Researcher and the SEAM Approach to Organizational Analysis 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
Distance Education: Definition and Glossary of Terms (Second Edition) Michael Simonson, Nova Southeastern University; Charles Schlosser, Nova Southeastern University	2006	\$52.99 1-59311-515-6	\$94.99 1-59311-516-4
The Dream Weavers: Strategy Focused Leadership in Technology Driven Organizations 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
IT Workers Human Capital Issues in a Knowledge Based Environment 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
Online Professional Development for Teachers 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
Organizations as Complex Systems: An Introduction to Knowledge Cybernetics 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
Research on Enhancing the Interactivity of Online Learning 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
Technology and Assessment: The Tale of Two Interpretations Michael Russell, Boston College <i>Series: Research, Innovation & Methods in Educational Technology</i>	2006	\$52.99 1-59311-038-3	\$94.99 1-59311-039-1
Technology-Based Education: Bringing Researchers and Practitioners Together Roger Bruning, University of Nebraska - Lincoln; Mary Bodvarsson, University of Nebraska-Lincoln; Lisa M. PytlíkZillig, 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
An Administrator's Guide to Online Education 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
Challenges and Issues in Knowledge Management 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

Creating Successful Telementoring Programs Frances K. Kochan, Auburn University <i>Series: Perspectives on Mentoring</i>	2005	\$52.99 1-930608-40-3	\$94.99 1-930608-41-1
Managing Organizational Complexity: Philosophy, Theory and Application 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
Preparing Teachers to Teach with Technology 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
Trends and Issues in Distance Education: International Perspectives 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
What Works in Distance Learning: Guidelines Harold F. O'Neil, University of Southern California/CRESST	2005	\$52.99 1-59311-260-2	\$94.99 1-59311-261-0
The Connecticon: Learning for the Connected Generation Robin Mason, The Open University; Frank Rennie, University of the Highlands	2004	\$52.99 1-59311-209-2	\$94.99 1-59311-210-6
E-Business Essentials: Special Issue of the Quarterly Journal of Electronic Commerce Nick Bontis, McMaster University	2004	\$52.99 1-59311-248-3	\$94.99 1-59311-247-5
Electronic Learning Communities Issues and Practices 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
Towards the Virtual University: International On-line Learning Perspectives 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
Web Based Learning: What do we know? Where do we go? 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
What Should Teachers Know about Technology: Perspectives and Practices Yong Zhao, Michigan State University <i>Series: Research, Innovation & Methods in Educational Technology</i>	2003	\$52.99 1-59311-036-7	\$94.99 1-59311-037-5
Distance Education and Distributed Learning 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
Equivalence in Measurement: Equivalence-in-Measurement Linda L. Neider, University of Miami; Chester A. Schriesheim, University of Miami <i>Series: Research in Management</i>	2001	\$52.99 1-930608-88-8	\$94.99 1-930608-89-6
Learning from Media: Arguments, Analysis, and Evidence Richard E. Clark, University of Southern California <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2001	\$52.99 1-930608-77-2	\$94.99 1-930608-76-4

Methods of Evaluating Educational Technology Laura Blasi, University of Virginia; Walt Heinecke, University of Virginia <i>Series: Research, Innovation & Methods in Educational Technology</i>	2001	\$52.99 <small>1-930608-56-X</small>	\$94.99 <small>1-930608-57-8</small>
--	------	--	--

2024 IAP Journal Subscription Rates

Quarterly Review of Distance

Education

Volume 25, 2024

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 21, 2024

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

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
Cynthia Ji, Account Manager
Email: 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

China - Guangdong Region
Cherry Wang, Sales Executive
Email: cherry.wang@tandf.com.sg

Indo-China

Jeffrey Lim, Books Sales Director
Singapore Sales Office
E-mail: 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
Other info: 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

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
Andrew Kwan, Manager
E-mail: 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
Web : www.sarabooksindia.com
Contact Person : Ravindra.Saxena

Indonesia

Mohamed Feroz, *Assistant Sales Manager*
Singapore Sales Office
Email: 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

Korea

Barry Clarke, *Managing Director*
Singapore Office
Email: 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

Philippines

Jeffrey Lim, *Books Sales Director*
Singapore Sales Office
E-mail: 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

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
Mohamed Feroz, *Assistant Sales Manager*
Email: 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
Jason Lin, *Sales Manager*
Email: 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
Nonglak Sawaitong, *Account Manager*
Email: s.nonglak@tandf.com.sg

Vietnam

Jeffrey Lim, *Books Sales Director*
Singapore Sales Office
E-mail: 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