CONTENTS

Computer Games and Instruction 2
Computers and Their Impact on State Assessments 3
Contemporary Uses of Technology in K-12 Physical Education 3
Designing Problem-Driven Instruction with Online Social Media 4
The Education of Children in Geographically Remote Regions Through Distance Education 5
Engaging the Avatar. New Frontiers in Immersive Education 5
Instructional Technology. The Definition and Domains of the Field 6
Learning From Media 2nd Ed.. Arguments, Analysis, and Evidence 6
Moving Images. Effective Teaching with Film and Television in Management 7
Taking Your Course Online. An Interdisciplinary Journey 7
Technology-Based Assessments for 21st Century Skills 8
Backlist Titles 9
Journals 11
International Distributors 12
Order Form 14
## 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


The book provides best practices from online educators who are engaged in online teaching and program development in Christian higher education. It also explores the distinct aspects of teaching and developing online courses and programs from a Christian perspective and within Christian higher education institutions. As such it can serve as a ready resource for academic administrators and professors, novices and veterans at online program development and instruction.

### CONTENTS:
- Foreword.
- Preface.
- **SECTION I: THEORETICAL AND THEOLOGICAL FOUNDATIONS OF ONLINE EDUCATION.**
- **SECTION II: GENERATING AND FACILITATING EFFECTIVE LEARNING IN ONLINE EDUCATION.**
- **SECTION III: DEVELOPING AND ASSESSING ONLINE COURSES AND PROGRAMS.**

## Computer Games and Instruction

J. D. Fletcher, Institute for Defense Analyses
Sigmund Tobias, State University of New York–Albany


There is intense interest in computer games. A total of 65 percent of all American households play computer games, and sales of such games increased 22.9 percent last year. The average amount of game playing time was found to be 13.2 hours per week. The popularity and market success of games is evident from both the increased earnings from games, over $7 Billion in 2005, and from the fact that over 200 academic institutions worldwide now offer game related programs of study.

In view of the intense interest in computer games educators and trainers, in business, industry, the government, and the military would like to use computer games to improve the delivery of instruction. Computer Games and Instruction is intended for these educators and trainers. It reviews the research evidence supporting use of computer games, for instruction, and also reviews the history of games in general, in education, and by the military. In addition chapters examine gender differences in game use, and the implications of games for use by lower socio-economic students, for students’ reading, and for contemporary theories of instruction. Finally, well known scholars of games will respond to the evidence reviewed.

### CONTENTS:
- Preface.
- **SECTION I: INTRODUCTION TO COMPUTER GAMES.**
- **SECTION II: REVIEW OF THE LITERATURE AND REACTIONS.**
- **SECTION III: COMPUTER GAME ISSUES.**
Educational Policy in the 21st Century: Opportunities, Challenges and Solutions

Alexander P. Wind. SECTION IV: EVALUATION AND SUMMING UP. Stealth Assessment in Computer-Based Games to Support Learning.


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

A volume in the series The MARCES Book Series

The Race To The Top program strongly advocates the use of computer technology in assessments. It dramatically promotes computer-based testing, linear or adaptive, in K–12 state assessment programs. Moreover, assessment requirements driven by this federal initiative exponentially increase the complexity in assessment design and test development. This book provides readers with a review of the history and basics of computer-based tests. It also offers a macro perspective for designing such assessment systems in the K–12 setting as well as a micro perspective on new challenges such as innovative items, scoring of such items, cognitive diagnosis, and vertical scaling for growth modeling and value added approaches to assessment. The editors’ goal is to provide readers with necessary information to create a smarter computer-based testing system by following the advice and experience of experts from education as well as other industries.

This book is based on a conference (http://marces.org/workshop.htm) held by the Maryland Assessment Research Center for Education Success. It presents multiple perspectives including test vendors and state departments of education, in designing and implementing a computer-based test in the K–12 setting. The design and implementation of such a system requires deliberate planning and thorough considerations. The advice and experiences presented in this book serve as a guide to practitioners and as a good source of information for quality control.

The technical issues discussed in this book are relatively new and unique to K–12 large-scale computer-based testing programs, especially due to the recent federal policy. Several chapters provide possible solutions to psychometricians dealing with the technical challenges related to innovative items, cognitive diagnosis, and growth modeling in computer-based linear or adaptive tests in the K-12 setting.


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

A volume in the series Educational Policy in the 21st Century: Opportunities, Challenges and Solutions

What do teachers, principals, school administrators, superintendents, state policy makers, and parents need to know about the growing trend to use technology in physical activity environments? How can technology be used to increase not only fitness levels but academic learning in today’s youth? How can kids benefit from increased use of technology in physical education? These questions and others are answered in this volume of the series Educational Policy in the 21st Century: Opportunities, Challenges, and Solutions.
An entire generation is growing up without the benefits of daily physical activity. The daily experiences of our children are centered on the use of technology driven, mostly sedentary, activities. Technology should be considered a viable tool that can increase physical activity levels when implemented effectively. The lack of contemporary programs and strategies that motivate participants to want to participate daily in physical activity has created a culture of inactivity and obesity and is having a profound effect on the physical health and academic learning potential of today’s youth.

In this volume the authors suggest current trends and explore the enormous potential of technology in motivating youth to commit to daily physical activity. Authors detail contemporary programs, teaching strategies and contemporary technologies beginning to be used in schools across the country, and suggest policies, directions, and cost considerations for implementing technology based learning in physical activity and physical education settings.


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


Designing Problem-Driven Instruction with Online Social Media has the capacity to transform an educator’s teaching style by presenting innovative ways to empower problem-based instruction with online social media. Knowing that not all instructors are comfortable in this area, this book provides clear, systematic design approaches for instructors who may be hesitant to explore uncharted waters and offers practical examples of how successful implementations can happen.

Furthermore, it is a reference for instructors who need to solve issues that occur when developing a class utilizing problem-driven instruction with online social media. With the recent exponential growth of Twitter and Facebook, the potential for social media as an educational venue brings an urgent call for researchers to increase their concentration in this area to investigate further the educational possibilities of this format. These factors combined illustrate the mission of this book that is to enable instructors in the areas of instructional design, multimedia, information science, technology, and distance learning to have an evidence-based resource for this underexplored niche in instruction.

The Education of Children in Geographically Remote Regions Through Distance Education

Tom O'Donohue, The University of Western Australia
Elaine Lopes, The University of Western Australia
Marnie O’Neill, The University of Western Australia


Australia is a vast sparsely populated land and from an early date this created problems in terms of providing educational facilities. As part of the solution the nation has had a long tradition of using distance education methods to provide an education for its isolated primary and secondary school students. Western Australia epitomises the problems inherent in having a large land area with a highly urbanised population and a small but scattered rural one. Initially, the State established a Correspondence School in 1918. There have been various developments since then, culminating in the establishment of the Schools of Isolated and Distance Education (SIDE) in 1995. Since then the staff at SIDE have investigated and developed ways of providing their students with innovative educational materials in an effort to ensure that the best possible services are provided.

Despite its innovative nature, very little research has been conducted on SIDE. The research project reported in this book is one contribution to rectifying the deficit. It had three main aims. The first was to develop an understanding of the emergence of SIDE. Secondly, an understanding of the key functions of SIDE was sought. The third aim was to develop an understanding of the issues which present themselves for those working at SIDE. Implications for policy, practice and future research in relation to the education of children in geographically remote regions through distance education are deduced, and not just in relation to the state of Western Australia, but internationally.

CONTENTS: 1. Introduction. 2. Context. 3. Literature Review. 4. Background of the Schools of Isolated and Distance Education. 5. Functions of the Schools of Isolated and Distance Education. 6. Issues. 7. Summary, Discussion and Conclusion. References.

Engaging the Avatar
New Frontiers in Immersive Education

Charles Wankel, Ph.D., St. John's University, New York
Randy Hinrichs, 2b3d

A volume in the series Research in Management Education and Development

This volume has a bold agenda, in which academics create immersive worlds where the avatar is the center of the universe. As the virtual world grows, avatars move away from quasi-human interactions within virtual domiciles, gardens, and businesses to being blood cells in the blood stream, or to be firing neurons in the human brain, or creatures competing on the ocean floor or the surface of Mars or just about anything that can be imagined using the magic of photographic and artistic images, programming, narrative and avatars. What are the frameworks and strategies for building these environments? What are the things the avatar adapts and learns from in its environment? This book will examine such frameworks, strategies, examples and feedback systems to explore what it takes to create a global education environment for learning.

This starts with engaging your avatar and is completed in a transformation in how you interact with the internet. Whether using the visual internet to learn or to interact with a customer about a product or service, this immersive interface can be a world that knows you and forms around your unique needs and interests.

The Association officially endorses this definition of Instructional Technology which has been developed over three years by the Committee on Definition and Terminology. The Association recognizes that other theoretical frameworks exist and that these are valid, but believes that these are part of the more inclusive theoretical framework of Instructional Technology used in this definition. In making this definition and the document explaining it available, we hope to help other organizations clarify their relationship to the broad field of Instructional Technology. Although the Association offers this definition as its current position, it is committed to a continuous reevaluation of the definition and to revising and publishing it so that it reflects changing concepts and terminology.

A document of this magnitude can only be produced as the result of the dedication and effort of the persons who formed the committee and of its chairperson, Barbara Seels and her collaborator, Rita C. Richey. Without their energies, skill, perseverance, and willingness to risk stating their perceptions in this format we could not have offered this document. Whether or not we agree with the statements presented here, they will provide a benchmark and a point of dialogue for further development of a profession which seeks to provide conditions for effective learning.


Richard Clark’s observation that “…media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition” is as misunderstood today as it was when first published in the Review of Educational Research in 1983. The convincing if little read scientific evidence presented by Clark has divided the field and caused considerable concern, especially among the providers of newer media for learning.

A collection of writings about the “media effects debate,” as it has come to be called, was published in 2001. Edited by Clark, Learning From Media was the first volume in the series “Perspectives in Instructional Technology and Distance Education.” The series editors are convinced that the writings of Clark and those who take issue with his position are of critical importance to the field of instructional technology. Thus, a revised, second edition of Learning From Media is now being offered.

The debate about the impact of media on learning remains a fundamental issue as new mediated approaches to teaching and learning are developed, and Clark’s work should be at the center of the discussion. The critical articles on both sides of this debate are contained in Learning From Media, 2nd Edition.

Practitioners using this book will learn how to turn their face course into an online course successfully, understand best practices for online teaching and learning in an environment frequently plagued by doubts about its effectiveness. Because the collection represents a wide call for faculty interested in using film and television in the classroom such as copyright, technology, and the representation of reality and drama in films.

This is a ‘practical, how to’ book that answers the questions of those people who have considered using film and television in their classroom but until now have shied away from doing so. The opportunity to see how others have used film effectively breaks down psychological barriers and makes it seem both realistic and worthwhile.


This book will inspire academics, teachers and trainers to use film and television in their classrooms and to shows them how it might be done. It brings together respected international scholars who recount their experiences of how they have used moving images in their classrooms (defined widely to include distance-learning) with their explanations of why they chose this method of teaching and how they put their intentions into action.

The book also illustrates how particular subjects might be taught using film and television as an inspiration to demonstrate the range of opportunities that these media offer. Finally, this book considers some of the practical issues in using film and television in the classroom such as copyright, technology, and the representation of reality and drama in films.

This book focuses on online pedagogy and the challenges and opportunities incumbent in the transformation of a face-to-face college course. It is intended as a resource and support for new online teachers – a source of ideas and strategies from a variety of disciplinary perspectives as well as pedagogical perspectives – and for those experienced in the online environment. The book meets the needs of faculty new to online teaching by providing them a wide variety of perspectives on the online transition – e.g. pedagogical, multidisciplinary, class size and level – by faculty with varying degrees of previous experience who have recently made the transition from face-to-face to online. Their advice and recollections offer a fresh, contemporary perspective on the subject. For administrators and faculty experienced with online instruction, the collection works as a resource for ideas intended to sustain the vibrancy and efficacy of the online environment.

Taking Your Course Online includes the experiences of a cohort of faculty that responded to a University - wide call for faculty interested in developing online courses for summer session. This group participated in a series of workshops that addressed various aspects of developing online courses and online pedagogy. All of the authors taught their new online course over a subsequent 10-week summer session, and many of them have done so subsequently as well. Their experiences have great currency in the ever-changing world of online teaching. Because the collection represents the work of teachers exposed to best practices and many discussions concerning rigor, assessment, and accountability, it provides support for the viability of online teaching/learning in an environment frequently plagued by doubts about its effectiveness.

Practitioners using this book will learn how to turn their face-to-face course into an online course successfully, understand best practices for
transitioning courses/online teaching, minimize errors and avoid pitfalls in the transition process, and maximize learning. Faculty development professionals can use this book as a resource to teach faculty from a wide range of disciplines how to transition from the actual to the virtual classroom. Administrators such as deans and program chairs will gain useful insights into ways to think about taking entire programs online, as well as how to guide faculty in their development of pedagogical skills pertinent to online learning.

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