INFORMATION AGE PUBLISHING

TECHNOLOGY 2014

TABLE OF CONTENTS

RECENT TITLES

#youthaction
Becoming Political in the Digital Age

Ben Kirshner, *University of Colorado School of Education*
Ellen Middaugh, *Mills College*

A volume in the series *Adolescence and Education*
2014. Paperback 9781623967956 $45.99. Hardcover 9781623967963 $85.99. eBook 9781623967970 $50

Social media and digital tools permeate the everyday lives of young people. In the early stages of commentary about the impact of the digital age on civic life, debates revolved around whether the Internet enhanced or discouraged civic and political action. Since then we have seen new media move to center stage in politics and activism--from the 2008 US election to the 2011 Arab Spring to the Occupy movement. We have also seen new patterns in how different sub-groups make use of digital media. These developments have pushed people to move beyond questions about whether new media are good or bad for civic life, to ask instead: how, under what conditions, and for whom, do new digital tools become resources for political critique and action by the young?

This book will provide a platform for a new wave of scholarship about young people's political participation in the digital age. We define "youth" or "young people" as roughly between the ages of 12 and 25. We include perspectives from political science, education, cultural studies, learning sciences, and youth development. We draw on the framework developed by the MacArthur Research Network on Youth and Participatory Politics (Cohen, Kahne, Bowyer, Middaugh, & Rogowski, 2012), which defines participatory politics as, "interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern."

Adolescents In The Internet Age, 2nd Edition
Teaching And Learning From Them

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

A volume in the series *Lifespan Learning*
2014. Paperback 9781623967628 $45.99. Hardcover 9781623967635 $85.99. eBook 9781623967642 $50

Teaching adolescents and learning from them is the paradigm elaborated throughout this second edition of Adolescents in the Internet Age. The premise is based upon four assumptions: (1) Adolescents have unique experiences that qualify them as the most credible source on what growing up is like in the current environment; (2) Adolescents are more competent than many adults with tools of technology that will be needed for learning in the future; (3) Adolescents and adults can support mutual development by adopting the concept of reciprocal learning; and (4) The common quest of adolescents to gain adult identity could be attained before employment.

Expectations are the theme for every chapter. The reason expectations are so important is because they influence goals, determine priorities, and are used to evaluate progress and achievements of individuals and institutions. When teacher expectations correspond with the abilities and interests of students, achievement and satisfaction are common outcomes. In contrast, if teachers expect too little, student potential can be undermined. There is also concern if expectations that students have for themselves surpass their abilities. This occurs if teachers do not inform students about their deficits. Multitasking, doing too many things at the same time, detracts from productivity. Sharing accountability depends upon complimentary and attainable expectations that can be met by students, teachers, and parents. To support appropriate expectations, tthis book for secondary teachers and high school students seeking a broader understanding of their own generation is organized in four parts about aspects of learning and development.

(1) Identity expectations introduce traditional perspectives on adolescence, changes related to sources of learning, evolving emphasis of schools, and ways to support motivation, goal setting, and formation of identity.

(2) Cognitive expectations examine mental abilities, academic standards, emergence of the Internet as a learning tool, development of media literacy, creative problem solving, and encouragement of higher order thinking skills.

(3) Social expectations explore the need for giving greater attention to social development, importance of teamwork skills, involvement with social networking, adoption of civil behavior, school safety, and values as a basis for ethical behavior and character.

(4) Health expectations center on decisions that influence physical health, well-being, and lifestyle choice. Consideration is given to stress management, emotional intelligence, and risk assessment strategies for individual teenagers and the schools that they attend.

The Future of Post-Human Accounting
Towards a New Theory of Addition and Subtraction in Information Management

Peter Baofu

2014. Paperback 9781623966829 $45.99. Hardcover 9781623966836 $85.99. eBook 9781623966843 $50

Is the invention of accounting so useful that, as Charlie Munger once said, "you have to know accounting. It's the language of practical business life. It was a very useful thing to deliver to civilization. I've heard it came to civilization through Venice which of course was once the great commercial power in the Mediterranean"? (WOO 2013)

This positive view on accounting can be contrasted with an opposing view by Paul Browne that "the recent [accounting] scandals have brought a new level of attention to the accounting profession as gatekeepers and custodians of social interest." (DUM 2013)

Contrary to these opposing views (and other ones as will be discussed in the book), accounting (in relation to addition and subtraction) are neither possible (or impossible) nor desirable (or undesirable) to the extent that the respective ideologues (on different sides) would like us to believe.

Of course, this reexamination of different opposing views on accounting does not mean that the study of addition and subtraction is useless, or that those fields (related to accounting)—like bookkeeping, auditing, forensics, info management, finance, philosophy of accounting, accounting ethics, lean accounting, mental accounting, environmental audit, creative accounting, carbon accounting, social accounting, and so on—are unimportant. (WK 2013) In fact, neither of these extreme views is plausible.

Rather, this book offers an alternative (better) way to understand the future of accounting in regard to the dialectic relationship between addition and subtraction—while learning from different approaches in the literature but without favoring any one of them (nor integrating them, since they are not necessarily compatible with each other). More specifically, this book offers a new theory (that is, the double-sided theory of accounting) to go beyond the existing approaches in a novel way and is organized in four chapters.

This seminal project will fundamentally change the way that we think about accounting in relation to addition and subtraction from the combined perspectives of the mind, nature, society, and culture, with enormous implications for the human future and what I originally called its "post-human" fate.

Organizational Processes and Received Wisdom

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

A volume in the series *Research in Organizational Science*
2014. Paperback 9781623965501 $45.99. Hardcover 9781623965518 $85.99. eBook 9781623965525 $50

This Research in Organizational Sciences volume to explore and question the received wisdom of organizational sciences. The chapters in this volume (and the companion volume) seek to establish boundary conditions for important organizational constructs and processes. They illustrate the importance of context for interpreting the received wisdom of organizational science by showing when constructs must be adapted to changing circumstances.

The volume begins with four chapters looking at the construct of leadership. Each of these addresses an important aspect of our understanding of leadership and its practice. The four chapters on leadership are followed by five chapters dealing with other organizational processes including motivation, organizational change, the role of diversity in organizations and organizational citizenship. The last three chapters deal with the issue of knowledge in large systems. Two chapters address how information may be transmitted across organizations and generations of workers. The final chapter deals with the use of information by organizational decision-makers.

The 12 papers in this volume all, in some way question received wisdom and present alternatives which expand our understanding of organizational

behavior. These chapters each strive to present new ways of understanding organizational constructs, and in so doing reveal how received wisdom does not always lead to best practice in research or application. It is our hope that these chapters illustrate how challenging received wisdom in organizational studies can provide new ways of thinking about organizational processes. These new ways of thinking in turn can provide better understanding of the processes necessary to increase organizational effectiveness.

Real-Life Distance Education
Case Studies in Practice

Anthony A. Pina, *Sullivan University System*
Al. P. Mizell, *Nova Southeastern University*

A volume in the series *Perspectives in Instructional Technology and Distance Education*
2014. Paperback 9781623965266 $45.99. Hardcover 9781623965273 $85.99. eBook 9781623965280 $50

Real-Life Distance Education: Case Studies in Practice documents and discusses the experiences of those who have implemented distance learning as a solution to "real-life" problems and provides guidance to assist readers in their understanding and analysis of distance learning. This approach allows readers to develop analytic and problem solving skills. The variety of different situations within the individual case studies allows readers to apply their knowledge to new and unique situations and to explore solutions to complex issues. The book is useful as a primary or supplementary text in programs of educational technology, instructional design, learning sciences, human resource development, curriculum & instruction, media & technology or higher education.

Research Based Undergraduate Science Teaching

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

A volume in the series *Research in Science Education*
2014. Paperback 9781623967505 $45.99. Hardcover 9781623967512 $85.99. eBook 9781623967529 $50

Research in Science Education (RISE) Volume 6, Research Based Undergraduate Science Teaching examines research, theory, and practice concerning issues of teaching science with undergraduates. This RISE volume addresses higher education faculty and all who teach entry level science. The focus is on helping undergraduates develop a basic science literacy leading to scientific expertise. RISE Volume 6 focuses on research-based reforms leading to best practices in teaching undergraduates in science and engineering.

The goal of this volume is to provide a research foundation for the professional development of faculty teaching undergraduate science. Such science instruction should have short- and longterm impacts on student outcomes. The goal was carried out through a series of events over several years. The website at http://nseus.org documents materials from these events. The international call for manuscripts for this volume requested the inclusion of major priorities and critical research areas, methodological concerns, and results of implementation of faculty professional development programs and reform in teaching in undergraduate science classrooms.

In developing research manuscripts to be reviewed for RISE, Volume 6, researchers were asked to consider the status and effectiveness of current and experimental practices for reforming undergraduate science courses involving all undergraduates, including groups of students who are not always well represented in STEM education. To influence practice, it is important to understand how researchbased practice is made and how it is implemented. The volume should be considered as a first step in thinking through what reform in undergraduate science teaching might look like and how we help faculty to implement such reform.

Research on Course Management Systems in Higher Education

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

The e-learning research literature is characterized by studies that investigate the practice of teaching and learning online (pedagogy) and those that investigate the planning and administrative functions associated with e-learning delivery (management). This edited volume directs attention to pedagogy and management as it relates to the primary e-learning delivery mechanism, the course management system (CMS). Specifically, the research presented in this collection deals with a range of themes relevant to the selection, implementation, use and evaluation of course management systems in higher education.

The primary audience for this book includes instructors and students in instructional and educational technology programs. The book could easily be used as a text in a distance or online learning course. The secondary audience includes instructors and students in higher education programs and e-learning practitioners and administrators. The book is timely because of the growing presence and influence of course management systems on teaching and learning in higher education.

Rethinking Science Education
Philosophical Perspectives

Roland M. Schulz

This book presents a "philosophy of science education" as a research field as well as its value for curriculum, instruction and teacher pedagogy. It seeks to re-think science education as an educational endeavour by examining why past reform efforts have been only partially successful, including why the fundamental goal of achieving scientific literacy after several "reform waves" has proven to be so elusive. The identity of such a philosophy is first defined in relation to the fields of philosophy, philosophy of science, and philosophy of education. It argues that educational theory can support teacher's pedagogical content knowledge and that history, philosophy and sociology of science should inform and influence pedagogy. Some case studies are provided which examine the nature of science and the nature of language to illustrate why and how a philosophy of science education contributes to science education reform. It seeks to contribute in general to the improvement of curriculum design and science teacher education. The perspective to be taken on board is that to teach science is to have a philosophical frame of mind—about the subject, about education, about one's personal teacher identity.
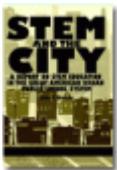
STEM and the City
A Report on STEM Education in the Great American Urban Public School System

Clair T. Berube

The future of American STEM education is here...in every state, there are thousands students that would benefit from science education, if only they had the resources, support systems and psychological ownership. There are brilliant young minds that could be called on to solve a myriad of world problems, earning money and respect in the process. But these students don't see science as a viable option for a life. Or they do but there are no textbooks in the classroom, or the teacher is the fifth one this semester...and he is on the verge of leaving too.

If STEM (science, technology, engineering and mathematics) careers are the future driving force of the American economy; and if only an anointed few American students choose STEM as a career path, where will that leave us as a nation as we strive to compete on the global stage? Will America

maintain its position as leader of the free world? Can a country that shuns the word "elite" ever maintain its elite status? Everything we value depends on this; our national security, reputation, and quality of life all depend on our ability to meet the needs of future generations of American workers as they compete for jobs. Jobs that will require problem solving skills, innovation, creativity, scientific literacy, and mathematical knowledge. Jobs that will require Americans who are tops in their fields with expertise, intellectual curiosity, ambition and vision. This book seeks to address these problems, as well as providing an historical backdrop for the discussion of STEM in American schools, race and gender issues, the effects of the standards movement on STEM, and what good teaching looks like in urban public schools. The future is here. Will we rise to the occasion?

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

Michael Simonson, *Nova Southeastern University*
Sharon Smaldino, *Northern Illinois University*
Susan M. Zvacek, *Fort Hays State University*

2014. Paperback 9781623967987 $45.99. Hardcover 9781623967994 $85.99. eBook 9781623968007 $50

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 distinguish between appropriate uses of distance education. 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. This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica.

The second theme of the book was the importance of research to the development of the contents of the book. 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 that states 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 did not make the claim that education delivered at a distance was inherently better than other ways people learn. Distance delivered instruction is not a "magical" approach that makes learners achieve more.

The fourth theme of the book is equivalency theory. Here we presented 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 should be a single source of information about the field.

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

Benjamin Baez, *Florida International University*

A volume in the series *Studies in the Philosophy of Education*
2014. Paperback 9781623967925 $45.99. Hardcover 9781623967932 $85.99. eBook 9781623967949 $50

In this book, Baez examines a series of governmental "technologies" that he believes strongly characterize our present. The technologies that he addresses in this book are information, statistics, databases, economy, and accountability. He offers arguments about the role these technologies play in contemporary politics. Specifically, Baez analyzes these technologies in terms of (the sometimes oppositional) rationalities for rendering reality

thinkable, and, consequently, governable. These technologies bear on the field of education, but also exceed it. So, while issues in education frame many of the arguments in this book, the book's also has usefulness to those outside of field of education.

Specifically, Baez concludes that the governmental technologies listed above all are coopted by neoliberal rationalities rendering our lives thinkable and governable through an array of devices for the management of risk, using the model of the economy, and heavily investing in the uses of information, statistics, databases, and oversight mechanisms associated with accountability. Baez leaves readers with more questions than they might have had prior to reading the book, so that they may re-imagine their own present and future and thus their own forms of self-government.

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

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

2013. Paperback 9781623963347 $45.99. Hardcover 9781623963354 $85.99. eBook 9781623963361 $50

Research on help seeking has primarily focused on classrooms interactions that consist primarily of students asking teachers and peers for help. The rapid emergence of information and communications technologies and interactive learning environments, however, requires expanding the help-seeking landscape and rethinking such critical theoretical issues as the distinction between help seeking and information search, and whether help seeking is inevitably a social self-regulated learning strategy. There is also the need to focus attention on help seeking in the broader learning enterprise, which includes its role in the collaboration process, how to support adaptive rather than the over- or under-reliance on help seeking, as well as to scaffold help-seeking skills that render the process more efficient and useful.

To examine these and other issues, the present volume assembled contributions from internationally recognized scholars and researchers to capture the state of the art and to anticipate future developments in this expanding field. Its relevance extends to anyone attempting to understand the role of technology in education, including educational researchers and teachers who do now or who expect to use technology to support instruction, and the rapidly expanding numbers of those developing new technological applications.

Contemporary Perspectives in Data Mining, Volume 1

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

A volume in the series *Contemporary Perspectives in Data Mining*
2013. Paperback 9781623960551 $45.99. Hardcover 9781623960568 $85.99. eBook 9781623960575 $50

The series, Contemporary Perspectives on Data Mining, is composed of blind refereed scholarly research methods and applications of data mining. This series will be targeted both at the academic community, as well as the business practitioner.

Data mining seeks to discover knowledge from vast amounts of data with the use of statistical and mathematical techniques. The knowledge is extracted form this data by examining the patterns of the data, whether they be associations of groups or things, predictions, sequential relationships between time order events or natural groups.

Data mining applications are seen in finance (banking, brokerage, insurance), marketing (customer relationships, retailing, logistics, travel), as well as in manufacturing, health care, fraud detection, home-land security, and law enforcement.

The Dark Side of Technological Innovation

Bing Ran, *Pennsylvania State University at Harrisburg*

Managing technological innovations and related policy and strategy issues have been a central focus of the new millennium. This book series presents an interdisciplinary scholarship and dialogue on the management of innovation and technological change in a global context from a variety of perspectives, including strategic, managerial, behavioral, and policy issues. Papers selected in this volume have four prominent themes: the wide spread interests and the global application of the technological innovation; the practicality of the research on technological innovation implementation to foster success and financial growth; the socio-technical challenges behind innovation and creativity that might outweigh the benefits; and the new principles/practices/perspectives on our understanding of the technological innovation. Contributed by prominent scholars and practitioners from around the world in innovation, management and policy area, this book will become a very useful read for anyone who is interested in learning the most contemporary perspectives on the subject.

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

Michael Simonson, *Nova Southeastern University*

Distance Learning journal is a premiere outlet for articles featuring practical applications of distance education in states, institutions, and countries. Distance Education Around the World is a collection of readings from Distance Learning journal written by practitioners for practitioners.

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

Ronald A. Beghetto, *University of Oregon*

Creativity is a hot topic in education. As such, there is no shortage of insights or suggestions for how teachers might incorporate creativity into their curriculum. Wading through these suggestions can, however, be quite daunting. This is because many of these suggestions imply that teachers need to somehow radically change their approach to teaching, adopt a new curriculum, or add-on to their existing curriculum. Consequently, many teachers feel that such changes are not feasible and may even come at the cost of supporting students' academic learning.

This book provides an alternative. Teachers need not adopt a new curriculum, radically change what they are already doing, or attempt to add more to their already overflowing plate of curricular responsibilities. Rather, teaching for and with creativity is often more about doing what one is already doing, only slightly better.

The aim of this book is to help teachers understand how they can make slight changes to their own teaching, which can substantially support the development of students' creative potential and result in a more creative approach to teaching. The insights and practical suggestions presented in this book represent some of the newest and most promising work being done in the field of creativity studies. This book is unique in that it presents teachers with concrete ideas for how to simultaneously support creativity and learning. A particularly novel feature of this book is that it offers a blend of theoretical insights and vivid classroom examples to illustrate the kinds of opportunities and challenges that teachers face when they attempt to teach for and with creativity. As such, this book will provide teachers, scholars, researchers, and anyone interested in classroom creativity with new directions for future research and educational practice.

A Learner Centered Approach To Online Education

Lisa Harrell, *Instructional Designer and Online Course Instructor*

The purpose of this book is to serve as a guide for designing, developing, and teaching learner centered online courses and/or modules of instruction. Chapter 1 provides an introduction to online education. Chapter 2 provides information on the resources and support needed to teach and learn in an online environment. Chapter 3 provides information and considerations in regards to the online learner. Chapter 4 provides information on the domains of learning. Chapter 5 provides information on learning outcomes and instructional objectives. Chapter 6 provides information on online course interaction. Chapter 7 provides information pertaining to assessment and grading rubrics. Each chapter of the book includes an application exercise.

This book will assist the reader in understanding the important factors in regards to online education. This book would also provide the foundational information, tools, and resource information needed to design, develop, and teach a learner centered online course or modules of instruction. This book would be a valuable resource for any educator interested in teaching online and for those who may already by teaching online. Educators in a variety of areas wishing to learn more about online teaching, course design, and course development could benefit from this book. This book could also serve as a text book for undergraduate and graduate courses related to online teaching, course design, and course development. This book could also serve as an administrative resource and guide for programs developing online courses and for faculty training and professional development purposes.

Learning Through Visual Displays

Gregory Schraw, *University of Nevada - Las Vegas*
Matthew T. McCrudden, *Victoria University of Wellington*
Daniel Robinson, *Colorado State University*

The purpose of the volume is to explore the theory, development and use of visual displays and graphic organizers to improve instruction, learning and research. We anticipate five sections that address (1) frameworks for understanding different types of displays, (2) research-tested guidelines for constructing displays, (3) empirically-based instructional applications, (4) using displays to promote research and theory development, and (5) using displays to report test and research data to improve consumer understanding. Authors represent a variety of perspectives and areas of expertise, including instructional psychology, information technology, and research methodologies.

The volume is divided into four sections. Section 1 provides a conceptual overview of previous research, as well as the contents of the current volume. Section 2 includes theoretical perspectives on the design and instructional uses of visual displays from major theorists in the field. These chapters discuss ways that visual displays enhance general cognition and information processing. Section 3 provides eight chapters that address the use of visual displays to enhance student learning. These chapters provide examples of how to organize content and use visual displays in a variety of ways in the real and virtual classroom. Section 4 includes three chapters that discuss ways that visual displays may enhance the research process, but especially improved data display.

On the Move
Mobile Learning for Development

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

A volume in the series *Educational Design and Technology in the Knowledge Society*
2013. Paperback 9781623963071 $45.99. Hardcover 9781623963088 $85.99. eBook 9781623963095 $50

This book integrates research, action research, best practice and case studies detailing how some educators have embraced the opportunities afforded by mobile learning. In particular, it brings together a range of scenarios, solutions and discussions relating to mobile learning in development and other resource challenged contexts.

The book will appeal to elected public/government representatives, public service agencies, community groups, regional development bodies, researchers, educational technologists and others interested in mobile learning. Students on senior undergraduate or postgraduate courses in educational technology, education, development studies, information technology, information systems, business, health, and social work will find this book useful in their studies related to the application of mobiles in learning and development.

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*

A volume in the series *The Ibstpi Book Series*
2013. Paperback 978-1-62396-400-9 $45.99. Hardcover 978-1-62396-401-6 $85.99. eBook 978-1-62396-402-3 $50

The book identifies a set of validated competencies and performance statements, withsupporting explanation and data to inform and equip online learners with the critical attitudes, knowledge and skills for successful learning in online and/or blended learning settings. The work also enables online education providers (e.g., instructors, course designers, program administrators, scholars) to better understand learner needs in order to design and deliver online education products and services best suited to learners. Supplementing a large number of anecdotally-based "how to" books published for those engaged in online education, this volume offers a definitive set of 14 competencies and 75 performance statements (that demonstrate those competencies). Validated by systematic research and input from over 1,000 online users and providers worldwide, this work should impact the quality of learning and teaching at both the individual and organizational levels, involved in online education.

Social Entrepreneurship as a Catalyst for Social Change

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

A volume in the series *Research in Management Education and Development*
2013. Paperback 978-1-62396-445-0 $45.99. Hardcover 978-1-62396-446-7 $85.99. eBook 978-1-62396-447-4 $50

Social Entrepreneurship as a Catalyst for Social Change contains twenty chapters on the impact of social entrepreneurial ventures within a variety of cultural and national contexts. From Brazil to Croatia, from Thailand to Greenland, this book is rare in that it provides a rich landscape in which to imagine additional efforts to bring about positive social change. The case studies cover a broad range of topics with one common theme—how can we learn from what others are doing in the emerging field of social entrepreneurship? The various cases will inspire budding entrepreneurs to new heights of awareness to support the alleviation of poverty in many contexts.

Part Two, Lessons from the Field: How Social Entrepreneurial Companies are Succeeding, discusses the similarities and differences that social

entrepreneurial ventures and other businesses must face to be successful. Other topics covered include Entrepreneur Bootcamp for Veterans, microfinance, social entrepreneurship education, and development of a culture of social entrepreneurship.

Part Three, Going from Local to Global, explores the challenges of a social enterprise as it transitions from a national venture to an international one. The relationship between social entrepreneurship and local business development in places such as Sicily is discussed through case studies. A stage theory of social venture internationalization is put forth. Research connecting social media and social entrepreneurship is used to illustrate the importance of social networks in creating positive social change.

Part four, Challenges in Social Entrepreneurship, explores the challenges that social entrepreneurial ventures face. Ethics of intellectual property rights in social enterprises is a focal topic in this section. Social franchising as an approach to social entrepreneurship is illustrated.

Visual Data and Their Use in Science Education

Kevin D. Finson, *Bradley University*
Jon Pedersen, *University of Nebraska-Lincoln*

2013. Paperback 9781623962043 $45.99. Hardcover 9781623962050 $85.99. eBook 9781623962067 $50

Visual Data in Science Education builds upon previous work done by the editors to bring some definition to the meaning of visual data as it relates to education, and highlighted the breadth of types and uses of visual data across the major academic disciplines. In this book, the editors have brought this focus specifically to science education through the contributions of colleagues in the field who actively research about and engage in teaching with visual data. The book begins by examining how the brain functions with respect to processing visual data, then explores models of conceptual frameworks, which then leads into how related ideas are actuated in education settings ranging from elementary science classrooms to college environments. As a whole, this book fosters a more coherent image of the multifaceted process of science teaching and learning that is informed by current understandings of science knowledge construction, the scientific enterprise, and the millennium student as they relate to visual data.

BACK LIST

Title	Year	Hardcover	Paperback
New Directions in Social Education Research: The Influence of Technology and Globalization on the Lives of Students Brad M. Maguth *Series: Research in Social Education*	2013	$45.99 9781623960018	$85.99 9781623960025
ANTi-History: Theorizing the Past, History, and Historiography in Management and Organization Studies Gabrielle A. T. Durepos, Albert J. Mills	2012	$45.99 978-1-61735-748-0	$85.99 978-1-61735-749-7
Best Practices of Online Education: A Guide for Christian Higher Education Mark A. Maddix, James R. Estep, Mary E. Lowe	2012	$29.99 978-1-61735-768-8	$69.99 978-1-61735-769-5
Computers and Their Impact on State Assessments: Recent History and Predictions for the Future Robert W. Lissitz, Hong Jiao *Series: The MARCES Book Series*	2012	$45.99 978-1-61735-725-1	$85.99 978-1-61735-726-8
Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science Dr. Funda Ornek, Dr. Issa M. Saleh	2012	$45.99 978-1-61735-608-7	$85.99 978-1-61735-609-4
Designing Problem-Driven Instruction with Online Social Media Kay Kyeong-Ju Seo, Debra A. Pellegrino, Chalee Engelhard	2012	$45.99 978-1-61735-644-5	$85.99 978-1-61735-645-2
Engaging the Avatar: New Frontiers in Immersive Education Randy Hinrichs, Charles Wankel, Ph.D. *Series: Research in Management Education and Development*	2012	$45.99 978-1-61735-751-0	$85.99 978-1-61735-752-7
Instructional Technology: The Definition and Domains of the Field Barbara B. Seels, Rita C. Richey	2012	$25.99 978-1-61735-904-0	
Learning From Media 2nd Ed.: Arguments, Analysis, and Evidence Richard E. Clark *Series: Perspectives in Instructional Technology and Distance Education*	2012	$45.99 978-1-61735-810-4	$85.99 978-1-61735-811-1
Moving Images: Effective Teaching with Film and Television in Management Jon Billsberry, Pauline Leonard	2012	$45.99 978-1-61735-874-6	$85.99 978-1-61735-875-3
Strategic Alliances for Value Creation T. K. Das *Series: Research in Strategic Alliances*	2012	$45.99 978-1-61735-692-6	$85.99 978-1-61735-693-3
Taking Your Course Online: An Interdisciplinary Journey Kathleen M. Torrens, José A. Amador	2012	$45.99 978-1-61735-593-6	$85.99 978-1-61735-594-3
Technology-Based Assessments for 21st Century Skills: Theoretical and Practical Implications from Modern Research Michael C. Mayrath, Jody Clarke-Midura, Daniel H. Robinson, Gregory Schraw *Series: Current Perspectives on Cognition, Learning and Instruction*	2012	$45.99 978-1-61735-632-2	$85.99 978-1-61735-633-9
Trends and Issues in Distance Education 2nd Edition: International Perspectives Lya Visser, Yusra Laila Visser, Ray Amirault, Michael Simonson *Series: Perspectives in Instructional Technology and Distance Education*	2012	$45.99 978-1-61735-828-9	$85.99 978-1-61735-829-6
Computer Games and Instruction Sigmund Tobias, J. D. Fletcher	2011	$45.99 978-1-61735-408-3	$85.99 978-1-61735-409-0
The Education of Children in Geographically Remote Regions Through Distance Education Elaine Lopes, Tom O'Donoghue, Marnie O'Neill	2011	$45.99 978-1-61735-453-3	$85.99 978-1-61735-454-0
The Professor's Guide to Taming Technology: Leveraging Digital Media, Web 2.0 and More for Learning Kathleen P. King, Thomas D. Cox *Series: Innovative Perspectives of Higher Education: Research, Theory and Practice*	2011	$45.99 978-1-61735-333-8	$85.99 978-1-61735-334-5
Ubiquitous Learning: Strategies for Pedagogy, Course Design and Technology	2011	$45.99	$85.99

Title / Authors / Series	Year	Price 1	Price 2
Terry T. Kidd, Irene Chen		978-1-61735-435-9	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 *Series: Research in Public Management*	2010	$45.99 978-1-61735-061-0	$85.99 978-1-61735-062-7
Cases 'n' Places: Global Cases in Educational and Performance Technology Stewart Marshall, Wanjira Kinuthia *Series: Educational Design and Technology in the Knowledge Society*	2010	$45.99 978-1-60752-314-7	$85.99 978-1-60752-315-4
Complexity and Knowledge Management: Understanding the Role of Knowledge in the Management of Social Networks Andrew Tait, Kurt A. Richardson *Series: ISCE Book Series: Managing the Complex*	2010	$45.99 978-1-60752-355-0	$85.99 978-1-60752-356-7
Educational Technology in Practice: Research and Practical Case Studies from the Field Wanjira Kinuthia, Stewart Marshall *Series: Educational Design and Technology in the Knowledge Society*	2010	$45.99 978-1-60752-451-9	$85.99 978-1-60752-452-6
Evaluating Technology in Teacher Education: Lessons From the Preparing Tomorrow's Teachers for Technology (PT3) Program Walt Heinecke, Pete Adamy *Series: Research, Innovation and Methods in Educational Technology*	2010	$45.99 978-1-60752-134-1	$85.99 978-1-60752-135-8
Fluency In Distance Learning Celeste Fenton, Brenda Watkins	2010	$45.99 978-1-61735-000-9	$85.99 978-1-61735-001-6
Handbook on Developing Curriculum Materials for Teachers: Lessons From Museum Education Partnerships Gerald Bailey, Tara Baillargeon, Cara D. Barragree, Ann Elliott, Raymond Doswell	2010	$45.99 978-1-60752-323-9	$85.99 978-1-60752-324-6
High-Tech Tots: Childhood in a Digital World Ilene R. Berson, Michael J. Berson *Series: Research in Global Child Advocacy*	2010	$45.99 978-1-61735-009-2	$85.99 978-1-61735-010-8
Hybrid-Context Instructional Model: The Internet and the Classrooms: The Way Teachers Experience It Udeme T. Ndon	2010	$45.99 978-1-60752-419-9	$85.99 978-1-60752-420-5
Learning at the Back Door: Reflections on Non-Traditional Learning in the Lifespan Charles A. Wedemeyer	2010	$45.99 978-1-60752-372-7	
Learning to Learn with Integrative Learning Technologies (ILT): A Practical Guide for Academic Success Anastasia Kitsantas, Nada Dabbagh	2010	$45.99 978-1-60752-302-4	$85.99 978-1-60752-303-1
Online Conferences: Professional Development for a Networked Era Lynn Anderson, Terry Anderson	2010	$45.99 978-1-61735-138-9	$85.99 978-1-61735-139-6
Reforming (Transforming?) a Public Human Resource Management Agency: The Case of the Personnel Board of Jefferson County, Alabama Ronald R. Sims *Series: Contemporary Human Resource Management Issues Challenges and Opportunities*	2010	$45.99 978-1-60752-436-6	$85.99 978-1-60752-437-3
The Talking Point: Creating an Environment for Exploring Complex Meaning Thomas R. Flanagan, Alexander N. Christakis	2010	$20 978-1-60752-361-1	$40 978-1-60752-362-8
Teaching Science with Hispanic ELLs in K-16 Classrooms Dennis W. Sunal, Cynthia Szymanski Sunal, Emmett L. Wright *Series: Research in Science Education*	2010	$45.99 978-1-61735-047-4	$85.99 978-1-61735-048-1
Technology in Retrospect: Social Studies in the Information Age, 1984-2009 Richard A. Diem, Michael J. Berson *Series: International Social Studies Forum: The Series*	2010	$45.99 978-1-61735-038-2	$85.99 978-1-61735-039-9
Topics in Mathematics for Elementary Teachers: A Technology-Enhanced Experiential Approach Sergei Abramovich	2010	$45.99 978-1-60752-460-1	$85.99 978-1-60752-461-8
The X Factor: Personality Traits of Exceptional Science Teachers Clair T. Berube	2010	$45.99 978-1-61735-035-1	$85.99 978-1-61735-036-8

Title / Authors / Series	Year	Price (softcover)	Price (hardcover)
Adolescents in the Internet Age Paris S. Strom, Robert D. Strom *Series: Lifespan Learning*	2009	$45.99 978-1-60752-118-1	$85.99 978-1-60752-119-8
Authentic Personal Branding: A New Blueprint for Building and Aligning a Powerful Leadership Brand Hubert K. Rampersad	2009	$45.99 978-1-60752-099-3	$85.99 978-1-60752-100-6
Bridging the Knowledge Divide: Educational Technology for Development Stewart Marshall, Wanjira Kinuthia, Wallace Taylor *Series: Educational Design and Technology in the Knowledge Society*	2009	$45.99 978-1-60752-109-9	$85.99 978-1-60752-110-5
College Teaching and the Development of Reasoning Robert G. Fuller, Thomas C. Campbell, Dewey I. Dykstra, Jr., Scott M. Stevens *Series: Science & Engineering Education Sources*	2009	$45.99 978-1607522362	$85.99 978-1607522379
Connected Minds, Emerging Cultures: Cybercultures in Online Learning Steve Wheeler *Series: Perspectives in Instructional Technology and Distance Education*	2009	$45.99 978-1-60752-015-3	$85.99 978-1-60752-016-0
Constructivist Instructional Design (C-ID): Foundations, Models, and Examples Jerry W. Willis *Series: Research, Innovation and Methods in Educational Technology*	2009	$45.99 978-1-930608-60-3	$85.99 978-1-930608-61-0
Cross-National Information and Communication Technology Policies and Practices in Education: (Revised Second Edition) Tjeerd Plomp, Ronald E. Anderson, Nancy Law, Andreas Quale *Series: Research in Educational Policy: Local, National, and Global Perspectives*	2009	$45.99 978-1-60752-043-6	$85.99 978-1-60752-044-3
Distance Education 3rd Edition: Definition and Glossary of Terms Lee Ayers Schlosser, Michael Simonson	2009	$45.99 978-1-60752-138-9	$85.99 978-1-60752-139-6
The Management Process: An Integrated Functional Approach William M. Fox	2009	$45.99 978-1-60752-233-1	
Operations Research: Methods, Models, and Applications Jay E. Aronson, Stanley Zionts *Series: The IC2 Management and Management Science Series*	2009	$45.99 1-59311-266-1	
The Perfect Online Course: Best Practices for Designing and Teaching Anymir Orellana, Terry L. Hudgins, Michael Simonson *Series: Perspectives in Instructional Technology and Distance Education*	2009	$45.99 978-1-60752-120-4	$82.5 978-1-60752-121-1
Research on Technology in Social Studies Education John Lee, Adam M. Friedman *Series: Research, Innovation and Methods in Educational Technology*	2009	$45.99 978-1-60752-278-2	$85.99 978-1-60752-279-9
Wired for Learning: An Educators Guide to Web 2.0 Terry T. Kidd, Irene Chen	2009	$45.99 978-1-60752-096-2	$85.99 978-1-60752-097-9
Building the Successful Online Course Ken Haley, Karen Heise	2008	$25.99 978-1-59311-932-4	$59.99 978-1-59311-933-1
Contemporary Perspectives on Science and Technology in Early Childhood Education Olivia Saracho, Bernard Spodek *Series: Contemporary Perspectives in Early Childhood Education*	2008	$45.99 978-1-59311-635-4	$85.99 978-1-59311-636-1
Did I Ever Tell You about the Whale?: or Measuring Technology Maturity William L. Nolte	2008	$45.99 978-1-59311-963-8	$85.99 978-1-59311-964-5
Framing Research on Technology and Student Learning in the Content Areas: Implications for Educators Lynn Bell, Lynne Schrum, Ann D. Thompson *Series: Research, Innovation and Methods in Educational Technology*	2008	$45.99 978-1-59311-706-1	$85.99 978-1-59311-707-8
The Impact of the Laboratory and Technology on Learning and Teaching Science K-16 Dennis W. Sunal, Emmett L. Wright, Cheryl Sundberg *Series: Research in Science Education*	2008	$45.99 978-1-59311-744-3	$85.99 978-1-59311-745-0
Joint Venturing Paul W. Beamish	2008	$45.99 978-1-59311-965-2	$85.99 978-1-59311-966-9

Knowledge-Driven Corporation: Complex Creative Destruction George B. Graen, Joan A. Graen *Series: LMX Leadership: The Series*	2008	$45.99 978-1-59311-941-6	$85.99 978-1-59311-942-3
New Knowledge Creation Through ICT Dynamic Capability: Creating Knowledge Communities Using Broadband Mitsuru Kodama	2008	$45.99 978-1-59311-874-7	$85.99 978-1-59311-875-4
Podcasting for Teachers Revised 2nd Edition: Using a New Technology to Revolutionize Teaching and Learning Kathleen P. King, Mark Gura *Series: Emerging Technologies for Evolving Learners*	2008	$45.99 978-1-60752-023-8	$85.99 978-1-60752-024-5
Qualitative Research Methods in Education and Educational Technology Jerry W. Willis *Series: Research, Innovation and Methods in Educational Technology*	2008	$45.99 1-930608-54-3	$85.99 1-930608-55-1
Service-eLearning: Educating for Citizenship Amber Dailey-Hebert, Emily Donnelli Sallee, Laurie N. DiPadova-Stocks	2008	$45.99 978-1-59311-920-1	$85.99 978-1-59311-921-8
Turning Research Into Results: A Guide to Selecting the Right Performance Solutions Richard E. Clark, Fred Estes	2008	$45.99 978-1-59311-991-1	
What Works in Distance Learning: Sample Lessons Based on Guidelines Harold F. O'Neil	2008	$45.99 978-1-59311-884-6	
Accessible Education for Blind Learners: Kindergarten through Post-Secondary Shelley Kinash, Ania Paszuk *Series: Critical Concerns in Blindness*	2007	$25 978-1-59311-649-1	
Classroom Robotics: Case Stories of 21st Century Instruction for Millennial Students Kathleen P. King, Mark Gura *Series: Instructional Innovations in Teaching and Learning*	2007	$45.99 978-1-59311-601-9	$85.99 978-1-59311-602-6
Faculty Development by Design: Integrating Technology in Higher Education Punya Mishra, Matthew J. Koehler, Yong Zhao *Series: Research, Innovation and Methods in Educational Technology*	2007	$45.99 978-1-59311-582-1	$85.99 978-1-59311-583-8
Faculty Mentoring: The Power of Students in Developing Technology Expertise Ann D. Thompson, Hsueh-Hua Chuang, Ismail Sahin *Series: Research, Innovation and Methods in Educational Technology*	2007	$45.99 978-1-59311-570-8	$85.99 978-1-59311-571-5
Online Learning Communities Rocci Luppicini *Series: Perspectives in Instructional Technology and Distance Education*	2007	$45.99 978-1-59311-678-1	$85.99 978-1-59311-679-8
Podcasting for Teachers: Using a New Technology to Revolutionize Teaching and Learning Kathleen P. King, Mark Gura *Series: Emerging Technologies for Evolving Learners*	2007	$45.99 978-1-59311-658-3	$85.99 978-1-59311-659-0
Distance Education: Definition and Glossary of Terms (Second Edition) Charles Schlosser, Michael Simonson	2006	$45.99 1-59311-515-6	$85.99 1-59311-516-4
The Dream Weavers: Strategy Focused Leadership in Technology Driven Organizations John J. Sosik, Don I. Jung, Yair Berson, Shelley D. Dionne, Kimberly S. Jaussi	2006	$45.99 1-59311-110-X	$85.99 1-59311-111-8
IT Workers Human Capital Issues in a Knowledge Based Environment Tom Ferratt, Fred Niederman *Series: Research in Human Resource Management*	2006	$45.99 1-59311-445-1	$85.99 1-59311-446-X
Online Professional Development for Teachers Charalambos Vrasidas, Gene V Glass *Series: Current Perspectives on Applied Information Technologies*	2006	$45.99 1-59311-203-3	$85.99 1-59311-159-2
Organizations as Complex Systems: An Introduction to Knowledge Cybernetics Maurice Yolles *Series: ISCE Book Series: Managing the Complex*	2006	$69.99 978-1-59311-432-9	$105.95 978-1-59311-433-6
Research on Enhancing the Interactivity of Online Learning Vivian H. Wright, Elizabeth K. Wilson, Cynthia Szymanski Sunal *Series: Perspectives in Instructional Technology and Distance Education*	2006	$45.99 1-59311-362-5	$85.99 1-59311-363-3
Technology and Assessment: The Tale of Two Interpretations	2006	$45.99	$85.99

Title / Authors / Series	Year	Price 1 (ISBN)	Price 2 (ISBN)
Michael Russell *Series: Research, Innovation and Methods in Educational Technology*		1-59311-038-3	1-59311-039-1
Technology-Based Education: Bringing Researchers and Practitioners Together Lisa M. PytlikZillig, Mary Bodvarsson, Roger Bruning *Series: Nebraska Symposium on Information Technology in Education*	2006	$45.99 1-59311-220-3	$85.99 1-59311-221-1
An Administrator's Guide to Online Education Kaye Shelton, George Saltsman *Series: The USDLA Book Series on Distance Learning*	2005	$45.99 1-59311-424-9	$85.99 1-59311-425-7
Challenges and Issues in Knowledge Management Anthony F. Buono, Flemming Poulfelt *Series: Research in Management Consulting*	2005	$45.99 1-59311-419-2	$85.99 1-59311-420-6
Creating Successful Telementoring Programs Frances K. Kochan *Series: Perspectives on Mentoring*	2005	$45.99 1-930608-40-3	$85.99 1-930608-41-1
Managing Organizational Complexity: Philosophy, Theory and Application Kurt A. Richardson *Series: ISCE Book Series: Managing the Complex*	2005	$62.5 1-59311-318-8	$105.95 1-59311-319-6
Preparing Teachers to Teach with Technology Charalambos Vrasidas, Gene V Glass *Series: Current Perspectives on Applied Information Technologies*	2005	$45.99 1-59311-160-6	$85.99 1-59311-161-4
Trends and Issues in Distance Education: International Perspectives Yusra Laila Visser, Lya Visser, Michael Simonson, Ray Amirault *Series: Perspectives in Instructional Technology and Distance Education*	2005	$45.99 1-59311-212-2	$85.99 1-59311-213-0
What Works in Distance Learning: Guidelines Harold F. O'Neil	2005	$45.99 1-59311-260-2	$85.99 1-59311-261-0
The Connecticon: Learning for the Connected Generation Frank Rennie, Robin Mason	2004	$45.99 1-59311-209-2	$85.99 1-59311-210-6
E-Business Essentials: Special Issue of the Quarterly Journal of Electronic Commerce Nick Bontis	2004	$45.99 1-59311-248-3	$85.99 1-59311-247-5
Electronic Learning Communities Issues and Practices Sorel Reisman *Series: The USDLA Book Series on Distance Learning*	2003	$45.99 1-931576-96-3	$85.99 1-931576-97-1
Towards the Virtual University: International On-line Learning Perspectives Nicolae Nistor, Lyn English, Steve Wheeler *Series: Perspectives in Instructional Technology and Distance Education*	2003	$45.99 1-931576-92-0	$85.99 1-931576-93-9
Web Based Learning: What do we know? Where do we go? Roger Bruning, Peter Hom, Lisa M. PytlikZillig	2003	$45.99 1-59311-002-2	$85.99 1-59311-003-0
What Should Teachers Know about Technology: Perspectives and Practices Yong Zhao *Series: Research, Innovation and Methods in Educational Technology*	2003	$45.99 1-59311-036-7	$85.99 1-59311-037-5
Distance Education and Distributed Learning Gene V Glass, Charalambos Vrasidas *Series: Current Perspectives on Applied Information Technologies*	2002	$45.99 1-931576-88-2	$85.99 1-931576-89-0
Equivalence in Measurement: Equivalence-in-Measurement Chester A. Schriesheim, Linda L. Neider *Series: Research in Management*	2001	$45.99 1-930608-88-8	$85.99 1-930608-89-6
Learning from Media: Arguments, Analysis, and Evidence Richard E. Clark *Series: Perspectives in Instructional Technology and Distance Education*	2001	$45.99 1-930608-77-2	$85.99 1-930608-76-4
Methods of Evaluating Educational Technology Walt Heinecke, Laura Blasi *Series: Research, Innovation and Methods in Educational Technology*	2001	$45.99 1-930608-56-X	$85.99 1-930608-57-8

2013 IAP Journal Subscription Rates

Quarterly Review of Distance Education

Volume 13, 2012

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 9, 2012

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

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 is a No Returns and No Refunds Publisher,

only credits will be issued

International Distributors

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

Australia
DA Information Services
648 Whitehorse Road
Mitcham Vic 3132, Australia
Tel: 011 613 9210 7777
Fax: 011 613 9210 7788
Website: www.dadirect.com.au

In*books*
Locked Bag 535
Frenchs Forest NSW 2086
Australia
Tel: +61 2 8988 5082
Fax: +61 2 8988 5090
Email: orders@inbooks.com.au
www.inbooks.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

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

Indo-China
Jeffrey Lim, *Books Sales Director*
Singapore Sales Office
E-mail: jeffrey.lim@tandf.com.sg

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 Sawaithong, 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.