INFORMATION AGE PUBLISHING

TECHNOLOGY 2015

TABLE OF CONTENTS

RECENT TITLES

Application of Visual Data in K-16 Science Classrooms

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

2015. Paperback 978-1-68123-047-4 $45.99. Hardcover 978-1-68123-048-1 $85.99. eBook 978-1-68123-049-8 $50

This book examines visual data use with students (PK-16) as well as in pre-service in- service science teacher preparation. Each chapter includes discussion about the current state of the art with respect to science classroom application and utilization of the particular visual data targeted by the author(s), discussion and explanation about the targeted visual data as applied by the author in his/her classroom, use of visual data as a diagnostic tool, its use as an assessment tool, and discussion of implications for science teaching and/or science teacher preparation.

Although the body of research and practice in this field is growing, there remains a gap in the literature about clearly explicating the use of visual data in the science classroom. A growing body of literature discusses what visual data are (although this topic is still viewed as being at the beginning of its development in educators' thinking), and there are some scattered examples of studies exploring the use of visual data in science classrooms, although those studies have not necessarily clearly identified their foci as visual data, per se. As interest and attention has become more focused on visual data, a logical progression of questioning has been how visual data are actually applied in the science classroom, whether it be early elementary, college, or somewhere in between. Visual data applications of interest to the science education community include how it is identified, how it can be used with students and how students can generate it themselves, how it can be employed as a diagnostic tool in concept development, and how it can be utilized as an assessment tool. This book explores that, as well as a variety of pragmatic ways to help science educators more effectively utilize visual data and representations in their instruction.

Assessment in Online and Blended Learning Environments

Selma Koç, *Cleveland State University*
Xiongyi Liu, *Cleveland State University*
Patrick Wachira, *Cleveland State University*

2015. Paperback 978-1-68123-044-3 $45.99. Hardcover 978-1-68123-045-0 $85.99. eBook 978-1-68123-046-7 $50

Online and blended learning requires the reconstruction of instructor and learner roles, relations, and practices in many aspects. Assessment becomes an important issue in non-traditional learning environments. Assessment literacy, i.e., understanding assessment and assessment strategies, is critical for both instructors and students in creating online and blended environments that are effective for teaching and learning. Instructors need to identify and implement assessment strategies and methods appropriate to online or blended learning. This includes an understanding of the potential of a variety of technology tools for monitoring student learning and improving their teaching effectiveness. From the students' perspective, good assessment practices can show them what is important to learn and how they should approach learning; hence, engaging them in goal-oriented and self-regulatory cognitions and behaviors.

The book targets instructors, instructional designers, and educational leaders who are interested in understanding and implementing either summative or formative assessment in online and blended learning environments. This book will assist the relevant audience in the theory and practice of assessment in online and blended learning environments. Providing both a research and practice perspective, this book can help instructors make the connection between pedagogy and technology tools to maximize their teaching and student learning. Among the questions addressed in this book are:

• What assessment strategies can be used in online or blended learning?
• How can instructors design effective assessment strategies?
• What methods or technology tools can be used for assessment in online or blended learning?
• How does peer-assessment work in online or blended learning environments?

Contemporary Perspectives in Data Mining, Volume 2

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

A volume in the series *Contemporary Perspectives in Data Mining*
2015. Paperback 978-1-68123-087-0 $45.99. Hardcover 978-1-68123-088-7 $85.99. eBook 978-1-68123-089-4 $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 from this data by examining the patterns of the data, whether they be associations of groups or things, predictions, sequential relationships between time order events or natural groups.

Data mining applications are in marketing (customer loyalty, identifying profitable customers, instore promotions, e-commerce populations); in business (teaching data mining, efficiency of the Chinese automobile industry, moderate asset allocation funds); and techniques (veterinary predictive models, data integrity in the cloud, irregular pattern detection in a mobility network and road safety modeling.)

Emerging Web 3.0/Semantic Web Applications in Higher Education
Growing Personalization and Wider Interconnections in Learning

Charles Wankel, Ph.D., *St. John's University, New York*
Agata Stachowicz-Stanusch, *Silesian University of Technology, Poland*

A volume in the series *Research in Management Education and Development*
2015. Paperback 978-1-68123-146-4 $45.99. Hardcover 978-1-68123-147-1 $85.99. eBook 978-1-68123-148-8 $50

The Web is evolving from a place where a prodigious amount of text and images are stored to a place where educational and other needs are serviced. The Web is becoming increasingly automated with functions that previously required human action undertaken automatically moving learners and other users more quickly to useful support. More and more such services interoperate with each other through computer programs and agents. This is the territory of semantic Web services and Web 3.0. Just as shop bots and auction bots abound in handling a particular task on the Web currently, in higher education of the future such related bots and agents will interact with the heterogeneous information that is the stuff of higher education. The scale of such agent-based mediation and linked data will grow over time. Increasingly, intelligent agents and bots will undertake tasks on behalf of their faculty, administrator, and student owners. Collaborations among faculty and students around the world will be increasingly supported by semantic social networks capable of providing crucial functions. Students can be engaged in participating in the design and development of semantic Web applications in such areas as structuring and representing knowledge. The increasing availability of interactive educational tools and collaborative community-resources, such as wikis, can be the foundation for deploying semantically marked-up and social-connected educational spaces where students construct their own learning pathways in explorations of knowledge and creating new content integration.

This volume will share visions and partial realizations of the impact of the semantic Web and associated Web 3.0 features on higher education. This volume will provide accounts of cutting-edge pedagogic applications of the semantic Web with its extremely extensive use of interconnecting information technologies.

Going Back to Our Future II
Carrying Forward the Spirit of Pioneers of Science Education

Jon Pedersen, *University of Nebraska-Lincoln*
Kevin D. Finson, *Bradley University*
Barbara S. Spector, *University of South Florida*

A volume in the series *Pioneers of Science Education*
2015. Paperback 9781681231914 $45.99. Hardcover 9781681231921 $85.99. eBook 9781681231938 $50

"Who were the pioneers in science education, and what motivated them to do what they did?" This book is the second volume of an attempt to capture and record some of the answers to these questions—either from the pioneers themselves or from those persons who worked most closely with them. As with the first volume, we have attempted to include as many pioneers as possible, but we know that there are still many that are not included in this or the previous volume. As we have posed questions, rummaged through files and oft-neglected books, and probed the memories of many individuals, we have come to realize our list of true pioneers is ever growing.

As we consider our list of pioneers, we know that there are names on the list that most of us readily recognize. We also fully realize that there are names of whom few of us have heard—yet who were significant in their roles as mentors or idea development and teaching. We continue to be impressed with our science education "family tree" ever branching out to more individuals and connections. The stories in this volume continue to demonstrate how vital this network was in supporting the individual pioneers during their journey in difficult times and continues to be for those of us today in our own enterprise.

A Guide to Data-Driven Leadership in Modern Schools

Leslie Jones, *Nicholls State University*
Eugene Kennedy, *Louisiana State University*

2015. Paperback 9781623969851 $45.99. Hardcover 9781623969868 $85.99. eBook 9781623969875 $50

The purpose of this publication is to provide school leaders and other educators with insight into practical uses of data and how to create school cultures conducive to effective data use. Practicing school leaders can benefit from this publication as well as teachers who use data in their classrooms to drive instruction. Another use of this book is for graduate schools that prepare K-12 school leaders.

Because of accountability and the importance of data use in schools, data driven decisions and the effective use of data are critical. In A Guide to Data-Driven Leadership in Modern Schools, the use of data as aligned to educational reform is discussed. Accountability and standardized testing are vital elements of reform. The culture must be created in schools to address multi- facets of data use which is presented in Chapter 2 of the publication.

The use of data should guide/inform decisions linked to both management and instruction in schools. In Chapter 3, the use of data to inform management is discussed; and the use of data to inform instruction is presented in Chapter 4. Practices of effective management and instructional leadership are obsolete without effective personnel in schools. The use of data in personnel evaluations is explored in Chapter 5.

New Directions in Technological Pedagogical Content Knowledge Research
Multiple Perspectives

Dr. Myint Swe Khine, *Emirates College for Advanced Education, United Arab Emirates*

2015. Paperback 978-1-68123-104-4 $45.99. Hardcover 978-1-68123-105-1 $85.99. eBook 978-1-68123-106-8 $50

In the past decades wide-ranging research on effective integration of technology in instruction have been conducted by various educators and researchers with the hope that the affordances of technology might be leveraged to improve the teaching and learning process. However, in order to put the technology in optimum use, knowledge about how and in what way technology can enhance the instruction is also essential. A number of theories and models have been proposed in harnessing the technology in everyday lessons. Among these attempts Technological and Pedagogical

Content Knowledge (TPACK) framework introduced by Mishra and Koehler has emerged as a representation of the complex relationships between technology, pedagogy and content knowledge. The TPACK framework extends the concept of Shulman's pedagogical content knowledge (PCK) which defines the need for knowledge about the content and pedagogical skills in teaching activities. Since then the framework has been embraced by the educational technology practitioners, instructional designers, and educators. TPACK research received increasing attention from education and training community covering diverse range of subjects and academic disciplines and significant progress has been made in recent years. This book attempts to bring the practitioners and researchers to present current directions, trends and approaches, convey experience and findings, and share reflection and vision to improve science teaching and learning with the use of TPACK framework.

A wide array of topics will be covered in this book including applications in teacher training, designing courses, professional development and impact on learning, intervention strategies and other complex educational issues. Information contained in this book will provide knowledge growth and insights into effective educational strategies in integration of technology with the use of TPACK as a theoretical and developmental tool. The book will be of special interest to international readers including educators, teacher trainers, school administrators, curriculum designers, policy makers, and researchers and complement the existing literature and published works.

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. Paperback 9781623968298 $45.99. Hardcover 9781623968304 $85.99. eBook 9781623968311 $50

Much of our life is consumed looking for quantitative relationships. For example, How much more sleep do I need at night to make me feel better? How many calories do I need to eliminate to lose weight? How much larger does my budget on the job need to be for me to be more effective? All these quantitative questions are preceded, and depend on, qualitative questions. For example, before I decide how much extra sleep I need at night, I need to determine if extra sleep will actually make me feel better. In another example, I need to determine if a larger budget will make me more effective on the job, before I think about how much more money I will need. What elements influence job performance, and how do they interact? We spend much of our life trying to find answers to such quantitative and qualitative questions. We are, then, in search of a kind of intelligence that includes numbers but is also above and beyond them. We call it 'supernumerary' intelligence (SI).

To aid our quest for SI, we use Quantitative CyberQuest (QCQ) and the Public Administration Genome Project (PAGP) as useful tools. QCQ is a philosophy as well as an analytic tool that helps in exploring the supernumerary. QCQ is particularly wellsuited for sorting out variables as well as their interrelations. It involves a combination of statistics, systems analysis, research methodology, qualitative research, and artificial intelligence. QCQ also provides a relatively easy to understand but still powerful set of tools and guidance mechanisms to pilot (the 'Cyber' part) users in their 'Quest' for supernumerary relationships.

#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*

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.

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*

A volume in the series ***Research in Educational Diversity and Excellence***
2014. Paperback 9781623968250 $45.99. Hardcover 9781623968267 $85.99. eBook 9781623968274 $50

This book is the third volume in the series on Research in Educational Diversity and Excellence. The goal of this series is to bring issues of diversity and educational risk to the forefront of national attention in order to assist the nation's diverse students at risk of failure to achieve academic excellence. This series focuses on critical issues in the education of linguistic and cultural minority students and those placed at risk by factors of race, poverty, and geographic location.

The purpose of the present book is to summarize and discuss recent perspectives, research, and practices related to the use of educational technology in multicultural settings. Technology that is already ubiquitous in our daily lives brings a myriad of issues to the area of education. Although educational systems should be geared to address challenges appropriately, the systems should be designed and developed to provide opportunities to take advantage of technology use. This book is noteworthy in that it presents a variety of theoretical and practical considerations for technology use in diverse multicultural contexts. Consisting of 12 chapters, the book (a) proposes theoretical concerns for understanding technological learning environments today and envisions the potential impact of future technology use and (b) examines technology tools and models that have been used for interventions, programs, and projects and measures and documents specific outcomes and challenges involving complex interactions within low-income and languageminority families and students.
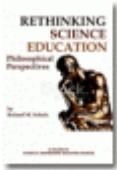
Rethinking Science Education
Philosophical Perspectives

Roland M. Schulz

A volume in the series ***Science & Engineering Education Sources***
2014. Paperback 9781623967147 $45.99. Hardcover 9781623967154 $85.99. eBook 9781623967161 $50

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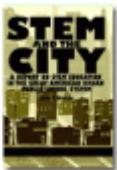
STEM and the City
A Report on STEM Education in the Great American Urban Public School System

Clair T. Berube

2014. Paperback 9781623966379 $45.99. Hardcover 9781623966386 $85.99. eBook 9781623966393 $50

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, *University of Denver*

2014. Paperback 9781623967987 $59.99. 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*

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.

BACK LIST

Title	Year	Hardcover	Paperback
Applications of Self-Regulated Learning across Diverse Disciplines: A Tribute to Barry J. Zimmerman Hefer Bembenutty, Timothy J. Cleary, Anastasia Kitsantas	2013	$45.99 9781623961329	$85.99 9781623961336
Contemporary Perspectives in Data Mining, Volume 1 Kenneth D. Lawrence, Ronald Klimberg *Series: Contemporary Perspectives in Data Mining*	2013	$45.99 9781623960551	$85.99 9781623960568
Contemporary Uses of Technology in K-12 Physical Education: Policy, Practice, and Advocacy Steve Sanders, Lisa Witherspoon *Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*	2013	$45.99 978-1-61735-959-0	$85.99 978-1-61735-960-6
Cultural Competence in America's Schools: Leadership, Engagement and Understanding Bruce Anthony Jones, Edwin J. Nichols *Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*	2013	$45.99 9781623961749	$85.99 9781623961756
The Dark Side of Technological Innovation Bing Ran *Series: Contemporary Perspectives on Technological Innovation, Management and Policy*	2013	$45.99 9781623960612	$85.99 9781623960629
Distance Education: Statewide, Institutional, and International Applications of Distance Education Michael Simonson *Series: Perspectives in Instructional Technology and Distance Education*	2013	$45.99 9781623962746	$85.99 9781623962753
Global Perspectives on Technological Innovation ~ VOL. 1 Bing Ran *Series: Contemporary Perspectives on Technological Innovation, Management and Policy*	2013	$45.99 9781623960582	$85.99 9781623960599
Killing ideas softly?: The promise and perils of creativity in the classroom Ronald A. Beghetto	2013	$24.99 9781623963644	$49.99 9781623963651
A Learner Centered Approach To Online Education Lisa Harrell	2013	$45.99 9781623962920	$85.99 9781623962937
Learning Through Visual Displays Gregory Schraw, Matthew T. McCrudden, Daniel Robinson *Series: Current Perspectives on Cognition, Learning and Instruction*	2013	$45.99 9781623962333	$85.99 9781623962340
Learning to Learn with Integrative Learning Technologies (ILT): A Practical Guide for Academic Success (Chinese Edition) Anastasia Kitsantas, Nada Dabbagh	2013	$45.99 9781623962241	$85.99 9781623962258
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
On the Move: Mobile Learning for Development Wanjira Kinuthia, Stewart Marshall *Series: Educational Design and Technology in the Knowledge Society*	2013	$45.99 9781623963071	$85.99 9781623963088

Online Learner Competencies: Knowledge, Skills, and Attitudes for Successful Learning in Online Settings Michael Beaudoin, Gila Kurtz, Insung Jung, Katsuaki Suzuki, Barbara L. Grabowski *Series: The Ibstpi Book Series*	2013	$45.99 978-1-62396-400-9	$85.99 978-1-62396-401-6
Principal 2.0: Technology and Educational Leadership Matthew Militello, Jennifer Friend	2013	$45.99 9781623963019	$85.99 9781623963026
Received Wisdom, Kernels of Truth, and Boundary: Conditions in Organizational Studies Daniel J. Svyantek, Kevin T. Mahoney *Series: Research in Organizational Science*	2013	$45.99 9781623961893	$85.99 9781623961909
Research on Technology in English Education Carl A. Young, Sara Kajder *Series: Research, Innovation and Methods in Educational Technology*	2013	$45.99 9781623960858	$85.99 9781623960865
Social Entrepreneurship as a Catalyst for Social Change Charles Wankel, Ph.D., Larry E. Pate *Series: Research in Management Education and Development*	2013	$45.99 978-1-62396-445-0	$85.99 978-1-62396-446-7
Visual Data and Their Use in Science Education Kevin D. Finson, Jon Pedersen	2013	$45.99 9781623962043	$85.99 9781623962050
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

Title	Year	Paperback	Hardback
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 Terry T. Kidd, Irene Chen	2011	$45.99 978-1-61735-435-9	$85.99 978-1-61735-436-6
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 *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

Title	Year	Paperback	Hardcover
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
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
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

Title	Year	Paperback	Hardcover
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

Title	Year	Price 1	Price 2
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
Socio-Economic Intervention in Organizations: The Intervener-Researcher and the SEAM Approach to Organizational Analysis Anthony F. Buono, Henri Savall *Series: Research in Management Consulting*	2007	$45.99 978-1-59311-621-7	$85.99 978-1-59311-622-4
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 Michael Russell *Series: Research, Innovation and Methods in Educational Technology*	2006	$45.99 1-59311-038-3	$85.99 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

2015 IAP Journal Subscription Rates

Quarterly Review of Distance Education

Volume 16, 2015

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 12, 2016

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
Co Info Pty Ltd
200A Rooks Road
Vermont, VIC 3133
Australia
Tel.: +613 9210 7777
Fax: + 613 9210 7788
website: www.coinfo.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.