Advanced Book Information
16 New Titles

The Mathematics Enthusiast Volume 13-2

Middle Grades Research Journal (MGRJ) Volume 10 Issue 1 2015

Abriendo Puertas, Cerrando Heridas
(Opening doors, closing wounds):
Latinas/os Finding Work-Life Balance in Academia

Research in Global Citizenship Education

Priorities of the Professoriate:
Engaging Multiple forms of Scholarship Across Rural and Urban institutions

Beyond Methodology:
English Language Learners K-12

Journal of Character Education Volume 10 Number 2

Resisting Reform:
Reclaiming Public Education through Grassroots Activism

Attitude Measurements in Science Education
Classic and Contemporary Approaches

Contemporary Perspectives in Data Mining, Volume 2

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Distance Learning  Volume 12 Issue 1 2015

Exploring Issues of Diversity within HBCUs

Use of Visual Displays in Research and Testing: Coding, Interpreting, and Reporting Data

New Directions in Technological and Pedagogical Content Knowledge Research: Multiple Perspectives


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IAP—Information Age Publishing, Inc.
PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125  fax: 704-752-9113
URL: www.infoagepub.com
New Journal Issue Information

The Mathematics Enthusiast
(formerly The Montana Mathematics Enthusiast)

Editor-in-Chief: Bharath Sriraman, The University of Montana
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The Mathematics Enthusiast (TME) is an eclectic internationally circulated peer reviewed journal which focuses on mathematics content, mathematics education research, innovation, interdisciplinary issues and pedagogy. The journal exists as an independent entity. It is published on a print-on-demand basis by Information Age Publishing and the electronic version is hosted by the Department of Mathematical Sciences- University of Montana. The journal is not affiliated to nor subsidized by any professional organizations but supports PMENA [Psychology of Mathematics Education- North America] through special issues on various research topics.

VOL. 11, No.3, December 2014

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2. Generalizing Cantor-Schroeder-Bernstein:Counterexamples in Standard Settings, Tien Chih (USA)
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15. Book Review of The Tower of Hanoi: Myths and Maths (Birkhäuser), Cory Palmer (USA)

SPECIAL SINGLE ISSUE PRICE $45.00 PLUS S/H

URL:http://www.infoagepub.com/products/journals/TMME/

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125    fax: 704-752-9113   URL: www.infoagepub.com
New Journal Issue Information

Middle Grades Research Journal (MGRJ)

Editor-in-Chief: Frances R. Spielhagen, Mount Saint Mary College
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Middle Grades Research Journal (MGRJ) is a refereed, peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education. A variety of articles are published quarterly in March, June, September, and December of each volume year.

Volume 10 Issue 1 2015

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2. Reading and Teaching in an Urban Middle School: Preservice Teachers’ Self-Efficacy Beliefs and Field-Based Experiences, Heather Rogers-Haverback and Molly Mee
3. Examining the Effect of Teacher Read-Aloud on Adolescent Attitudes and Learning, Sylvia Hurst and Priscilla Griffith
4. Translating Pedagogies: Leveraging Students’ Heritage Languages in the Literacy Classroom, Mark B. Pacheco, Samuel S. David, and Robert T. Jiménez
5. Active Learning in the Middle Grades Classroom: Overcoming the Barriers to Implementation, Susan Edwards
6. Fostering a Developmentally Responsive Middle-to-High School Transition: The Role of Transition Supports, Cheryl R. Ellerbrock, Jennifer Denmon, Rachelle Owens, and Krista Lindstrom

Publication Dates:
March, June, September

ISSN: 1937-0814
ISBNs
Paperback: 978-1-68123-062-7
Ebook: 978-1-68123-063-4
Print Issue Price: $40.00

Subscription Rates Per Year:
Institutional Print: $149.00
Individual Print: $80.00

Trim Size: 7X10
Page Count: 114

Subject:
Education, Middle Grades, Research

BISAC Codes:
EDU000000
EDU001020
EDU037000

URL:http://infoagepub.com/middle-grades-research-journal.html
Special Price for all AERA MLER SIG Members

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125    fax: 704-752-9113    URL: www.infoagepub.com
Abriendo Puertas, Cerrando Heridas
(Opening doors, closing wounds):
Latinas/os Finding Work-Life Balance in Academia

By Frank Hernandez, University of Texas of the Permian Basin;
Elizabeth Murakami, Texas A&M University-San Antonio
and Gloria M. Rodriguez, UC Davis

A volume in Work-Life Balance
Series Editors: Joanne M. Marshall, Iowa State University, Jeffrey S. Brooks, Iowa State University,
Bonnie C. Fusarelli, North Carolina State University, Catherine A. Lugg, Rutgers University,
Latish C. Reed, University of Wisconsin-Milwaukee, and George Theoharis, Syracuse University

Abriendo Puertas, Cerrando Heridas (Opening Doors, Closing Wounds): Latinas/os Finding Work-Life Balance in Academia is the newest book in the series on balancing work and life in the academy from Information Age Publishing. This volume focuses on the experiences of Latina/o students, professors, and staff/administrators in higher education and documents their testimonios of achieving a sense of balance between their personal and professional lives. In the face of many challenges they are scattered across the country, are often working in isolation of each other and must find ways to develop their own networks, support structures, and spaces where they can share their wisdom, strategize, and forge alliances to ensure collective success.

The book focuses on Latinas/os in colleges of education, since many of them carry the important mission to prepare new teachers, and research new pedagogies that have the power of improving and transforming education. Following the format of the work-life balance book series, this volume contains autoethnographical testimonios in its methodological approach. This volume addresses three very important guiding questions (1) What are the existing structures that isolate/discriminate against Latinas/os in higher education? (2) How can Latinas/os disrupt these to achieve work-life balance? And (3) Based on their experiences, what are the transformative ideologies regarding Latinas/os seeking work-life balance?


Publication Date: 2015

ISBNs:
Paperback: 978-1-68123-064-1
Hardcover: 978-1-68123-065-8
E-Book: 978-1-68123-066-5

Price:
Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.125 X 9.25
Page Count: 298

Subject: Education, Leadership, Higher Education

BISAC Codes:
EDU000000
EDU015000
EDU037000
Globalization is changing what citizens need to know and be able to do by interrupting the assumption that the actions of citizens only take place within national borders. If our neighborhoods and nations are affecting and being affected by the world, then our political consciousness must be worldminded. The outcomes of globalization have led educators to rethink what students need to learn and be able to do as citizens in a globally connected world.

This volume focuses on research that examines how K-12 teachers and students are currently addressing the challenge of becoming citizens in a globally interconnected world. Although there is an extensive body of literature on citizenship education within national contexts and a growing literature on global education, this volume offers research on the work educators are doing across multiple countries to bring the two fields together to develop global citizens.

New Book Information

Priorities of the Professoriate: Engaging Multiple forms of Scholarship Across Rural and Urban institutions

Edited by Fred A. Bonner, II, Prairie View A&M University; Rosa M. Banda, Rutgers; Petra A. Robinson, Louisiana State University; Chance W. Lewis, The University of North Carolina at Charlotte and Barbara Lofton, University of Arkansas-Fayetteville

A volume in Contemporary Perspectives on Access, Equity and Achievement Series Editor Chance W. Lewis, University of North Carolina at Charlotte

Established in 2006, the American Association of Blacks in Higher Education (AABHE), formerly constituted as the Black Caucus (American Association of Higher Education), has been the consistent voice of Black issues in academe. According to the stated mission, the AABHE pursues the educational and professional needs of Blacks in higher education with a focus on leadership, equity, access, achievement and other vital issues impacting students, faculty, staff, and administrators. AABHE also facilitates and provides opportunities for collaborating and networking among individuals, institutions, groups and agencies in higher education in the United States and internationally. This 2012 year will mark the beginning of the AABHE research consortium, an arm of the organization that will advance scholarly research and publications to highlight critical issues pertinent to the success and uplift of Black populations across the higher education diaspora.

This book will explore important issues across multiple fields—fields represented by the scholars/members of AABHE. AABHE scholars will contribute chapters based on their disciplinary expertise. The work of Earnest Boyer as articulated in the book Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship will be used as the conceptual foundation to ground this important work. A particular focus on the elements of Boyer’s seminal work will include chapters devoted to the Scholarship of Teaching and Learning; Scholarship of Engagement; Scholarship of Discovery; and Scholarship of Integration. This scholarly book is unique in that it provides essential insight on how not only faculty, but also administrators who are invested in insuring that the priorities of the professoriate are aligned with the mission and vision of urban postsecondary institutions.


Publication Date: 2015

ISBNs:
Paperback: 978-1-68123-070-2
Hardcover: 978-1-68123-071-9
E-Book: 978-1-68123-072-6

Price:
Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.125 X 9.25
Page Count: 188

Subject: Education, History, Urban Education, Teacher Education

BISAC Codes:
EDU000000
EDU037000
EDU015000
Beyond Methodology: English Language Learners K-12

Edited by Johanne Myles

There is much variability with regard to the type, depth and effectiveness of training teachers receive in understanding and meeting the needs of English language learners (ELLs) in public schools across the country, yet the rise in the number of learners has been substantial. Although it is important that teachers have knowledge and skills related to instructional methods and approaches for teaching ESL, they may also be confronted with policies that disadvantage ELLs, such as compulsory standardized testing, and unrealistic curriculum demands. They may also lack appropriate resources, and be faced with learners who have learning disabilities and behavioral issues associated with culture shock.

The book is designed to present classroom-oriented topics that are fundamental to the professional development of pre-service, novice, and veteran teachers working with ELLs. Such topics include issues surrounding initial orientation and student placement; the acculturation process for ELLs and particular concerns of refugee students; challenges involved in making accommodations and curricular modifications as well as determining if ELLs have special needs; social and emotional difficulties affecting ELL performance and communicating with parents; and bullying behaviors, learner advocacy and transitioning. The book may be used as a supplement to a course textbook on second language acquisition and teaching, or as the main focus of a course, to which other material is added.

The short case studies provide an opportunity for teachers to engage in dialogue and wrestle with issues and dilemmas that pertain to ELLs in real-life school settings. They provide a stimulus that help teachers explore their underlying assumptions about the languages, cultures, and experiences that their ELLs bring to the school community. Acknowledging learners’ strengths and aspirations prepares all students for success in our global society.

CONTENTS
Introduction
1. Overview of ESL Instruction and Models of Support
2. Adapting to a New Culture
3. Teaching and Pedagogical Decision Making
4. Fostering and Monitoring Student Achievement
5. Special Considerations and Promoting Inclusiveness
Appendices

Publication Date: 2015

ISBNs:
Paperback: 978-1-68123-073-3
Hardcover: 978-1-68123-074-0
E-Book: 978-1-68123-075-7

Price:
Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.125 X 9.25
Page Count: 164
Subject: Education, Methodology, ELL, K-12

BISAC Codes:
The current issue of the JCE is the second under the new name, Journal of Character Education, and the first in its standard format of a set of reviewed submitted articles with additional practitioner-focused articles. In this issue, there are four scholarly peer-reviewed articles. Two focus on school-based evaluations: one on the evaluation of a middle-school strengths-based intervention and a second that explores character development in a post-secondary setting. The other two are conceptual in nature: one presents a conceptual ecological model for such programs and the other reviews and analyses different perspectives on identify development. In addition, we hear from an exemplary middle school teacher about his journey to integrate character education into the math classroom. Lastly, David Streight offers an insightful response to the themed V10 N1 issue on psychological and sociological perspectives on 21st century US character development.

Volume 10 Number 2
ARTICLES:
Teaching to Strengths: Character Education for Urban Middle School Students, Meghan F. Oppenheimer, Claire Fialkov, Bruce Ecker, and Sanford Portnoy
Social-Emotional and Character Development: A Theoretical Orientation, Frank J. Snyder
Educating for Moral Identity: An Analysis of Three Moral Identity Constructs With Implications for Moral Education, Tonia Bock and Peter L. Samuels

VOICES
Born Again Character Education Teacher: A Math Teacher’s Journey, Mark Schumacker

RESPONSE
What Do You Hope Kids Are Doing 20 Years After Graduation?
Observations on Goals, Purpose, and the Journal of Character Education’s Inaugural Issue, David Streight

Publication Date:
Published Semi-Annually

ISSN:
1543-1223

ISBNs:
Paperback: 978-1-68123-076-4
Ebook: 978-1-68123-077-1
Print issue price:$30.00

Trim Size: 7X10
Page Count: 106

Subscription Rates Per Year:
Institutional Print: $185.00
Individual Print: $85.00
CEP or CCCMembers: $50.00
CEP or CCC International: $80

Subject:
Education, Character Ed, Evaluation

BISAC Codes:
EDU037000
EDU000000
EDU015000

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Resisting Reform: Reclaiming Public Education through Grassroots Activism

Edited by Kjersti VanSlyke-Briggs, State University of New York–Oneonta
Elizabeth Bloom, Hartwick College; and
Danielle Boudet, Oneonta Area for Public Education

The primary audience for the book will be practicing teachers and parents though there is also great potential for marketing to a college audience, particularly pre-service teachers and teacher educators. As professors of Education, we envision using this book in a senior seminar course or Contemporary Issues in Education course (required or offered as an elective in many teacher education programs). A large secondary audience will include parents, who see the impact of education reform on their children and are looking for straightforward and accessible information to help them understand what is happening and acquire the tools for resistance. Finally, activists themselves are living this movement and are hungry for tangible evidence of their efforts. A book like this has the potential to become a sort of ‘collector’s item’ among them.

This book is a poignant celebration of grassroots empowerment as our contributors, people who just a short time ago thought of themselves as ordinary citizens, document their call to action when their children and their profession are on the line. We believe that readers will urge others to read it, for inspiration as well as for practical guidance on how to become active in the movement themselves.


Attitude Measurements in Science Education
Classic and Contemporary Approaches

Edited by Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates

The research into how students’ attitudes affect learning of science related subjects have been one of the core areas of interest by science educators. The development in science education records various attempts in measuring attitudes and determining the correlations between behaviour, achievements, career aspirations, gender identity and cultural inclination. Some researchers noted that attitudes can be learned and teachers can encourage students to like science subjects through persuasion. But some view that attitude is situated in context and it is much to do with upbringing and environment. The critical role of attitude is well recognized in advancing science education, in particular designing curriculum and choosing powerful pedagogies and nurturing students.

Since Noll’ (1935) seminal work on measuring the scientific attitudes, a steady stream of research papers that describe development and validation of scales appear in scholarly publications. Despite these efforts the progress in this area has been stagnated by limited understanding of the conception about attitude, dimensionality and inability to determine the multitude of variables that made up such concept. This book makes an attempt to take stock and critically examine the classical views on science attitudes and explore the contemporary attempts in measuring science related attitudes. The chapters in this book are reflection of researchers who work tirelessly in promoting science education and will illuminate the current trends and future scenarios in attitude measurement.


PART II: SCIENCE ATTITUDE AND SOCIO-SCIENTIFIC ISSUES. Relationship of Students’ Attitudes Toward Science and Academic Achievement, Ernest Afari. Student Attitudes Toward Scientists, Anita Welch and Douglas Huffman. Attitudes towards Science and Scientific Methodology within a Specific Professional Culture, Darko Hren. Use of Test of Science Related Attitudes (TOSRA) in Korea: Stream Differences and Associations with Constructivist Classroom Environments, Barry J. Fraser and Seon Uk Lee. Affective Variables and Education: The Role of Attitudes in Science Learning, Myint Swe Khine.
New Book Information

Contemporary Perspectives in Data Mining, Volume 2

Edited by Kenneth D. Lawrence, New Jersey Institute of Technology and Ronald K. Klimberg, Saint Joseph’s University

A volume in Contemporary Perspectives in Data Mining
Series Editors Kenneth D. Lawrence, New Jersey Institute of Technology and Ronald K. Klimberg, Saint Joseph’s University

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, in-store 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.)

CONTENTS: SECTION I: MARKETING APPLICATIONS.

SECTION II: BUSINESS APPLICATIONS.

SECTION III: TECHNIQUES.
Data Mining Techniques Applied to the Study of Canines with Osteoarthritis: Developing a Predictive Model, Virginia M. Miori. Data Mining Techniques for Information Assurance and Data Integrity on the Cloud, Alla Kammerdiner. Multivariate Copulas Model in Spatiotemporal Irregular Pattern Detection in Mobility Network, Rong Duan and Guang-Qin Ma. Road Safety Detection Modeling Based on Vehicle Monitoring Data in China, Xing Wang, Wei Yuan, Susan X. Li, and Zhimin Huang. About the Editors.
The underlying rationale for this book is to present research that a) highlights the explosively political and deeply divisive issues involved in managing risk and b) address the empirical deficit and theoretical challenges related to managing societal risk ethically. Extant risk management research borrows heavily from engineering, systems theory and business management, and is primarily focused on probabilities, modeling, and abstractions of the value of mitigative action. This research engenders a false sense of objectivity and it de-politicizes fundamental political and democratic questions about the allocation of society’s scarce resources and about the balance of responsibilities between governing institutions and individuals with regard to risk. The quantitative and hard-science focus on risk also keeps a discussion of the consequences of the distribution of risk, resources and responsibilities for real people out of the lime light. The contributors to this book are experts in a wide range of academic fields and in this book they take on the challenge of examining their core research with a specific ethics perspective. They explore the ethics of risk management using theory, cases and data from a range of policy areas, countries and philosophical traditions.

This book should be of interest to scholars and practitioners working in fields that deal either implicitly or explicitly with risk. This would include, but is not limited to, scholars and students of public management, public sector ethics, public policy, risk regulation, and risk management. The book deals directly with core problems of management in the public sector, value-conflicts, multiple principals and stakeholders, as well as information analysis and the application of sound and valid decision-making processes. The book can be adopted as a core text for graduate courses in public management, public policy, public administration ethics, and comparative politics. It would also work well as an applied theory text in comparative politics; ethics centered courses in political science, as well as more narrowly focused courses on risk, crisis and disaster management.

For the practitioner audience, this book pin-points the ethical stakes, the analytical and managerial challenges, and the necessary tools to meet the many risks that societies face. This book, *Ethics and Risk Management*, provides a unique take on the realities of cost-benefit analysis, efforts to control and regulate risk and risky behavior, as well as the decidedly bounded rationality with which we, as decision-makers and citizens, perceive and take risks. The work of identifying, understanding, prioritizing and designing effective tools to mitigate and manage risk is an inherently analytical and strategic process best suited to take place before and between crises. Successful risk analysis and management reduces the general occurrence of crises, while the ethical analysis and management of risk serves to reduce the likelihood of subsequent socio-political turmoil should a crisis occur. Thus, the investment that any practitioner makes in risk management has the potential to yield both social and political benefits if the analysis and work is done with an eye toward ethics and stakeholder analysis.

Distance Learning
(An official publication of the United States Distance Learning Association)

Editor Michael Simonson, Nova Southeastern University
Managing Editor Charles Schlosser, Nova Southeastern University
Association Editor John G. Flores, United States Distance Learning Association

Distance Learning is for leaders, practitioners, and decision makers in the fields of distance learning, e-learning, telecommunications, and related areas. It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners, of all ages, using telecommunications technologies of all types. Stories are written by practitioners for practitioners with the intent of providing usable information and ideas. Articles are accepted from authors—new and experienced—with interesting and important information about the effective practice of distance teaching and learning.

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

Volume 12 Issue 1  2015
SPECIAL ISSUE: “AND FINALLY” COLUMNS
Introduction To The Special Issue, Michael Simonson

SECTION 1: PLANNING FOR AND TEACHING AT A DISTANCE
Teacher As Skeuomorph. Teacher As What?
Online Instruction—the Seven Virtues: Or, How To Avoid
The Seven Deadly Presentation Sins
Designing The “perfect” Online Course
Design: The Fundamental Element
Designing The “perfect” Online Program
Rules Of Thumb, Or Derots
Podcasting … Or “seeds Floated Down From The Sky
Don’t Tell Them: The Top 10 Tips For Student Success In Online Courses
Will You Be My Friend?
Where Is As Important As Why, When, And What

SECTION 2: LEADING AND MANAGING DISTANCE EDUCATION
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Accreditation And Quality In Distance Education
If It Is Intellectual, Can It Be Property?
It Costs How Much? Estimating The Costs To Design
And Develop A Distance Delivered Course
Mooc Madness
Apps: The 3 Rs And The 3 Ps
Ethics And Distance Education
Section 3: Leading And Managing Distance Education
Britannica (Not Wikipedia)
Educational Colonialism
Hooray! Or, Here We Go Again!
Distance Education As A Disruptive Technology
E-books: The Future?
Books, Real And Otherwise
And Finally … Finding Maturity —by Michael Simonson

Publication Date: 2015
Published Quarterly

ISSN:
1547-4712

ISBN:
Paperback: 978-1-68123-096-2
Ebook: 978-1-68123-097-9

Subscription Rates Per Year:
Institutional Print: $175.00
Individual Print: $65.00

Trim Size: 7X10
Page Count: 60

Subject:
Education, Distance Learning, Technology

BISAC Codes:
EDU000000
EDU041000
EDU037000
Exploring Issues of Diversity within HBCUs

Edited by Ted N. Ingram, Bronx Community College; Derek Greenfield, Please supply Affiliation; Joelle D. Carter, Western Kentucky University and Adriel A. Hilton, Western Carolina University

A volume in Contemporary Perspectives on Access, Equity and Achievement Series Editor Chance W. Lewis, University of North Carolina at Charlotte

The purpose of this edited volume is to examine the historical and contemporary dynamics of diversity as well as the realities, challenges, and opportunities associated with diversity work at Historically Black Colleges and Universities (HBCUs). This proposed book will include four sections, focusing on the historical developments and socio-political factors impacting diversity work at HBCUs, organizational structure and philosophical approaches, challenges and opportunities facing particular populations, and analysis of best practices.

This text is designed to provide an overview and better understanding of diversity and multiculturalism that exists in historically Black colleges and universities. The contents of the text will examine equity and inclusion efforts in these institutions, and will explore various theories and practices utilized within the academy. Also, the text will examine race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. The goal of the book is to assist students, faculty, and staff in the higher educational landscape in developing their own understandings of historical and contemporary issues related to diversity at HBCUs. Critical analysis of the multiple worldviews will be discussed as we explore the origin, nature and scope of multiple ideologies within diversity, equity and inclusion at HBCUs. In addition, this book will be an invaluable teaching resource for faculty in Educational Leadership Programs, Student Affairs Programs, or Sociology Programs, and other fields interested in issues of retaining and supporting diverse college students.

Use of Visual Displays in Research and Testing: Coding, Interpreting, and Reporting Data

Edited by Matthew McCrudden, Victoria University of Wellington; Gregory Schraw, University of Nevada, Las Vegas; and Chad Buckendahl, Alpine Testing

A volume in Current Perspectives on Cognition, Learning, and Instruction Series Editors Gregory Schraw, University of Nevada, Las Vegas and Matthew McCrudden, Victoria University of Wellington;

Visual displays play a crucial role in knowledge generation and communication. The purpose of the volume is to provide researchers with a framework that helps them use visual displays to organize and interpret data; and to communicate their findings in a comprehensible way within different research (e.g., quantitative, mixed methods) and testing traditions that improves the presentation and understanding of findings. Further, this book includes contributions from leading scholars in testing and quantitative, qualitative, and mixed methods research, and results reporting. The volume’s focal question is: What are the best principles and practices for the use of visual displays in the research and testing process, which broadly includes the analysis, organization, interpretation, and communication of data?

The volume is organized into four sections. Section I provides a rationale for this volume; namely, that including visual displays in research and testing can enhance comprehension and processing efficiency. Section II includes addresses theoretical frameworks and universal design principles for visual displays. Section III examines the use of visual displays in quantitative, qualitative, and mixed methods research. Section IV focuses on using visual displays to report testing and assessment data.


Publication Date: 2015

ISBNs:
Paperback: 978-1-68123-101-3
Hardcover: 978-1-68123-102-0
E-Book: 978-1-68123-103-7

Price:
Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.14X9.21
Page Count: 346

Subject: Education, Ed Psych, Testing, Visual Data, Qualitative

BISAC Codes:
EDU037000
EDU000000
PSY008000
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.

CONTENTS: PART I: DISCOVERING THE ROLE OF TPACK. Technology-Enhanced Learning and TPACK, Myint Swe Khine. PART II: EXPLORING THEORETICAL FRAMEWORKS AND PERSPECTIVES OF TPACK.


Edited by M.C. Kate Esposito and Anthony H. Normore, California State University Dominguez Hills

A volume in Educational Leadership for Social Justice
Series Editor Jeffrey S. Brooks, Monash University, Denise E. Armstrong, Brock University; Ira Bogotich, Florida Atlantic University; Sandra Harris, Lamar University; Whitney H. Sherman, Virginia Commonwealth University; George Theoharis, Syracuse University

Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings: A Moral Imperative is comprised of a collection of chapters written by educators who refuse to let the voices of dissent remain marginalized in our discussion of education in the 21st century education. Drawing from the authors’ extensive experience in educational research and practice, coupled with their commitment to inclusion of special populations and social justice they urge readers to examine how educational policies are produced for the least advantaged in our schools. Effective inclusionary practices most certainly benefit all students, including English language learners, those who face gender discrimination, those who are in the foster care system, and those who are Gay, Lesbian, Bisexual, or Transgendered.

This collection presents a broader theoretical inclusive framework rooted in social justice: which we assert, offers the best practices for a greater number of students who are at risk of minimal academic success. This broader conceptualization of inclusive schools adds to extant discourses about students with exceptional needs and provides effective strategies school leaders operating from a social justice framework can implement to create more inclusive school environments for all students, especially those in urban centers. It is hoped that lessons learned will improve the preparation and practice of school leaders, thus improve educational outcomes for students from special populations.

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