Temporality: Culture in the Flow of Human Experience

Peace Education Evaluation:
Learning from Experience and Exploring Prospects

Teaching Peace Through Popular Culture

How Management Programs
Can Improve Organization Performance,
Selecting and Implementing the Best Program
for Your Organization

Collaborative Evaluation in Practice:
Insights from Business, Nonprofit, and Education

Revisiting Education in the New Latino Diaspora

Inclusive Education
for Students with Intellectual Disabilities

Rethinking Education for a Global, Transcultural World

Evaluation Use and Decision-Making in Society:
A Tribute to Marvin C. Alkin

Integrating Experiences:
Body and Mind Moving Between Contexts

The Course Reflection Project: Faculty Reflections on
Teaching Service-Learning

Distance Learning—Volume 11 Issue 4 2014

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New Book Information

Temporality: Culture in the Flow of Human Experience

Edited by Lívia Mathias Simão, Danilo Silva Guimarães, Institute of Psychology, University of São Paulo and Jaan Valsiner, Aalborg University

A volume in Advances in Cultural Psychology
Series Editor: Jaan Valsiner, Aalborg University

This book comes as part of a broader project the first editor is developing in collaboration with the other two, aiming critically to articulate the central philosophical issue of time and temporality with Cultural Psychology and related areas in its frontier. Similarly to the previous milestone in this effort—Otherness in Question: Labyrinths of the Self, published in this same series, the present one we also invited international cast of authors to bring their perspectives about a possible dialogue between a central philosophical issue and the core subject of their respective research domains. The book interests to researchers, scholars, professionals and students in Psychology and its areas of frontier.

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Peace Education Evaluation: Learning from Experience and Exploring Prospects

Edited by Celina Del Felice, (insert affiliation); Aaron Karako, (insert affiliation) and Andria Wisler, (insert affiliation)

A volume in Peace Education

Series Editors Jing Lin, University of Maryland, Edward Brantmeier, James Madison University, and Ian Harris, University of Wisconsin, Milwaukee

Practice and research of peace education has grown in the recent years as shown by a steadily increasing number of publications, programs, events, and funding mechanisms. The oft-cited point of departure for the peace education community is the belief in education as a valuable tool for decreasing the use of violence in conflict and for building cultures of positive peace hallmarked by just and equitable structures. Educators and organizations implementing peace education activities and programming, however, often lack the tools and capacities for evaluation and thus pay scant regard to this step in program management. Reasons for this inattention are related to the perceived urgency to prioritize new and more action in the context of scarce financial and human resources, notwithstanding violence or conflict; the lack of skills and time to indulge in a thorough evaluative strategy; and the absence of institutional incentives and support. Evaluation is often demand-driven by donors who emphasize accounting given the current context of international development assistance and budget cuts. Program evaluation is considered an added burden to already over-tasked programmers who are unaware of the incentives and of assessment techniques. Peace education practitioners are typically faced with forcing evaluation frameworks, techniques, and norms standardized for traditional education programs and venues. Together, these conditions create an unfavorable environment in which evaluation becomes under-valued, de-prioritized, and mythologized for its laboriousness.

This volume serves three inter-related objectives. First, it offers a critical reflection on theoretical and methodological issues regarding evaluation applied to peace education interventions and programming. The overarching questions of the nature of peace and the principles guiding peace education, as well as governing theories and assumptions of change, transformation, and complexity are explored. Second, the volume investigates existing quantitative, qualitative, and mixed methods evaluation practices of peace educators in order to identify what needs related to evaluation persist among practitioners. Promising practices are presented from peace education programming in different settings (formal and non-formal education), within various groups (e.g. children, youth, police, journalists) and among diverse cultural contexts. Finally, the volume proposes ideas of evaluation, novel techniques for experimentation, and creative adaptation of tools from related fields, in order to offer pragmatic and philosophical substance to peace educators’ “next moves” and inspire the agenda for continued exploration and innovation. The authors come from a variety of fields including education, peace and conflict studies, educational evaluation, development studies, comparative education, economics, and psychology.

Teaching Peace Through Popular Culture

Edited by Laura Finley, Barry University in Miami Shores, Florida, Joanie Connors, Western New Mexico University, and Barbara Wien, American University

A volume in Peace Education
Series Editors Jing Lin, University of Maryland, Edward Brantmeier, James Madison University, and Ian Harris, University of Wisconsin, Milwaukee

Authored by scholars from a variety of disciplines, including English, Theology, Philosophy, Communications, Sociology, Humanities and Peace Studies, this edited volume provides detailed descriptions of the many ways popular culture can be used to teach peace.

Chapters discuss documentary and feature film, music, television, literature and more, providing both educators and the general public with a timely and useful tool. From popular dystopian novels like The Hunger Games to feature films like The Matrix to modern rap and hip-hop music, contributors not only provide critical analysis of the violence in popular culture but also an assessment of how the same or alternate forms can be used by peace educators. Additionally, each chapter project synopses and teaching ideas, as well as recommended resources.


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How Management Programs Can Improve Organization Performance, Selecting and Implementing the Best Program for Your Organization

Edited by Richard E. Crandall, Appalachian State University and William “Rick” Crandall, University of North Carolina at Pembroke

All organizations operate in an environment that is rapidly changing. To be successful, the organization must also change. The question is what to change and how. This book will describe in some detail a number of management programs, many of which are known by their three-letter acronyms, such as Just-in-Time (JIT) or Service-Oriented Architecture (SOA). A management program is designed to improve an organization’s effectiveness and efficiency. However, there are so many management programs it is often difficult for managers to decide which one would be most appropriate for their operation. This book will describe an array of management programs and group them to indicate their primary purpose. The book will also outline a process that will enable managers to select the most appropriate management program to meet their immediate and long-term needs.

Implementing a management program is no small task. It can be expensive, time-consuming, and disruptive of normal operations; therefore, the choice of the management program requires careful selection and implementation. Care must be taken to increase the likelihood of successfully implementing new ventures in all types of organizations – business, nonprofit and governmental agencies. Many ventures fail, or achieve limited success, not because the idea isn’t good but because the organization has not adequately prepared its internal capabilities to meet the environmental conditions in which it operates. An important feature of this book is that it can be updated periodically to add new programs and phase out programs no longer relevant.

The book will provide readers with a comprehensive description of the most popular management improvement programs and their primary applications to their organizations. We will discuss the philosophy and principles of these programs and include a discussion on how to use each program to achieve optimum success. A central theme of this book is to not just adopt an improvement program for the sake of adopting it, but to match the improvement program with the specific needs in an organization. In the chapters that follow, we will illustrate how this matching process can be conducted. Above all, we plan the book to be a concise and useful resource to both practitioners and academics. Here is what you can expect in the chapters.

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Chapter 2. History of Management Improvement Programs
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New Book Information

Collaborative Evaluation in Practice: Insights from Business, Nonprofit, and Education

By Liliana Rodríguez-Campos, University of South Florida

One of the reasons some groups are more effective than others is collaboration; people implement evaluative decisions more willingly if they have collaborated on those decisions. This book introduces real-world applications of the Model for Collaborative Evaluations (MCE) in business, nonprofit, and education to make collaborative evaluations more accessible to you. The MCE is a systematic framework that revolves around a set of six interactive components specific to conducting a collaborative evaluation. It represents a practical attempt to capture the essence of collaborative evaluation from various perspectives in order to offer a valuable understanding of different stances that often arise when using this type of approach. A multidisciplinary team of authors enriches the diverse perspectives of this book with their international and cross-cultural expertise. The intention is to share a deeper understanding of how this approach is applied to build collaborative relationships within an evaluation, recognizing the level of collaboration will vary in each situation.


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For most of US history, most of America’s Latino population has lived in nine states—California, Arizona, New Mexico, Colorado, Texas, Illinois, Florida, New Jersey, and New York. It follows that most education research that considered the experiences of Latino families with US schools came from these same states. But in the last 30 years Latinos have been resettling across the US, attending schools, and creating new patterns of inter-ethnic interaction in educational settings. Much of this interaction with this New Latino Diaspora has been initially tentative and improvisational, but too often it has left intact the patterns of lower educational success that have prevailed in the traditional Latino diaspora.

Revisiting Education in the New Latino Diaspora is an extensive update, with all new material, of the groundbreaking volume Education in the New Latino Diaspora (Ablex Publishing) that these same editors produced in 2002. This volume consciously includes a number of junior scholars (e.g., C. Allen Lynn, Soria Colomer, Amanda Morales, Rebecca Lowenhaupt, Adam Sawyer) and more established ones (Frances Contreras, Jason Irizarry, Socorro Herrera, Linda Harklau) as it considers empirical cases from Washington State to Georgia, from the Mid-Atlantic to the Great Plains, where rural, suburban, and urban communities start their second or third decades of responding to a previously unprecedented growth in newcomer Latino populations. With excuses of surprise and improvisational strategies less persuasive as Latino newcomer populations become less new, this volume considers the persistence, the communities start their second or third decades of responding to a previously unprecedented growth in newcomer Latino populations. With excuses of surprise and improvisational strategies less persuasive as Latino newcomer populations become less new, this volume considers the persistence, the

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Inclusive Education for Students with Intellectual Disabilities

Edited by Rhonda G. Craven, Australian Catholic University; Alexandre J. S. Morin, Australian Catholic University; Danielle Tracey, University of Western Sydney; Philip D. Parker, Australian Catholic University and Hua Flora Zhong, Australian Catholic University

A volume in International Advances in Education: Global Initiatives for Equity and Social Justice

Series Editors: Elinor L. Brown, University of Kentucky, Rhonda G. Craven, Australian Catholic University, and George F. McLean, The Council for Research in Values and Philosophy

As a social justice endeavor, one of the goals of inclusive education is to bolster the education of all students by promoting equal opportunities for all, and investing sufficient support, curriculum and pedagogy that cultivates high self-concepts, emphasizes students’ strengths rather than weaknesses, and assists students to reach their optimal potential to make a contribution to society. Dedicated to the identification of international strategies to achieve this goal, Inclusive Education for Students with Intellectual Disabilities presents examples of theory, research, policy, and practice that will advance our understanding of how best to educate and more generally structure educational environments to promote social justice and equity. Importantly, this discussion transcends research methodology, context, and geographical locations and may lead to far-reaching applications. As such, the focus is placed on research-derived educational and psycho-educative practices that seed success for students with intellectual disabilities in inclusive educational settings and the volume showcases new directions in theory, research, and practice that may inform the education and psychosocial development of students with intellectual disabilities globally.

The chapter contributors in this volume consist of 31 scholars from ten different countries, and they come from a great variety of research areas (i.e., teacher education, educational psychology, special education and disability policy, special needs and inclusive education, health sciences). This volume, with a series of subsections, offers insights and useful strategies to promote meaningful advances for students with intellectual disabilities globally.

Rethinking Education for a Global, Transcultural World

Edited by Encarnación Soriano, University of Almeria

A volume in Research in Social Education
Series Editor Merry Merryfield, The Ohio State University

The global networking promoted by technology, globalization and migration that are occurring at a large scale, requires school systems that develop in the students new types of skills, based on the ability to understand the world and its problems and instill a sense of responsibility and cooperation to enhance the resolution of the great problems of mankind.

Rethinking education is essential in a global, transcultural, changing and communicated world. Throughout the book Rethinking Education for a Global, Transcultural World is argued and analyzed how to build relationships between the school and society, and the possibilities of transcending the barriers in different national contexts: Chile, Israel, Mexico, Morocco, Poland, and Spain.

The main goal we want to achieve with the contributions made in the book is to know how education systems and schools in different countries respond to the social changes caused by globalization, migration and new communication technologies.

The authors are professors of different scientific disciplines and different faiths, cultures and points of view, living the realities described in the chapters and thinking from these realities how to improve and how should be the education in a global, challenging and ever-changing world. We stress the importance of this book and its implications in the education of children and youth and in the preparation of teachers. For this reason, this is a book designed for teachers of primary and secondary schools, parents, principals, supervisors, university teachers who prepare school teachers, university students and those who want to know and think about education in a global and intercultural world and new forms of communication to face learning, whether at local or at world level.

The mission of all is continue building education, and to facilitate this work in this book are presented contributions and recommendations of professionals around the world that will allow the reader to know, analyze, understand and appreciate the importance of education to prepare students to function with open and critical thinking in a global world. The chapters do not offer a panacea, but offer many ideas on how, through education, prepare citizens for a global and transcultural society.


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Evaluation Use and Decision-Making in Society: A Tribute to Marvin C. Alkin

Edited by Christina A. Christie, University of California, Los Angeles and Anne T. Vo, University of California, Los Angeles

A volume in Evaluation and Society
Series Editors, Jennifer C. Greene, University of Illinois at Urbana-Champaign and Stewart I. Donaldson, Claremont Graduate University

This volume addresses a fundamental and highly debated issue in the evaluation field – the use of evaluation information for decision-making. Chapter authors honor the contributions of Professor Marvin C. Alkin to the evaluation use literature and advance our thinking on the topic by exploring a wide range of issues related to the theoretical and practical challenges of using evaluation information to make informed, evidence-based decisions. Readers will come away from this volume with a new and clearer understanding of the theoretical, contextual, methodological, and political dimensions of use and with direction for practice. Chapters are written by leading evaluation scholars, including Ernest House; Stewart Donaldson and Tarek Azzam; Eric Barela; Richard D. Nunnaley, Jr., Jean A. King, Kelli Johnson, and Laura Pejsa; Eleanor Chelimsky; Michael Quinn Patton; and Wanda D. Casillas, Rodney K. Hopson and Ricardo L. Gomez.

Evaluation Use and Decision-Making in Society: A Tribute to Marvin C. Alkin will be of great interest to evaluation students, scholars and practitioners. This volume has scholarly application for those who desire a state-of-the-art resource for the latest insights and perspectives on one of the most pressing issues that the evaluation field faces today, while also serving as a useful guide for both novice and experienced evaluation practitioners. It is appropriate for use in a variety of evaluation courses including Introduction to Evaluation and Procedural Issues in Evaluation as well as topical seminars such as Evaluation Use and Decision-Making.

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4. Evaluation Use and the Internal Evaluator: A Balancing Act, Eric Barela
5. The Value of Clear Thinking about Evaluation Theory: The Example of Use and Influence, Richard D. Nunnaley, Jr., Jean A. King, Kelli Johnson, and Laura Pejsa
6. A Strategy for Improving the Use of Evaluation Findings in Policy, Eleanor Chelimsky
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9. Misuse: The Shadow Side of Use, Michael Quinn Patton
10. Toward Deepened Understandings of Evaluation Use and Decision-making in Society: Lessons Learned, Challenges, and Opportunities, Anne T. Vo

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New Book Information!

Integrating Experiences: Body and Mind Moving Between Contexts

Edited by Brady Wagoner, Aalborg University; Nandita Chaudhary, University of Delhi; and Pernille Hviid, University of Copenhagen

A volume in Niels Bohr Professorship Lectures in Cultural Psychology
Series Editors: Brady Wagoner, Aalborg University, Nandita Chaudhary, University of Delhi and Pernille Hviid, University of Copenhagen

Cultural Psychology studies how persons and social-cultural worlds mutually constitute one another. It is premised on the idea that culture is within us—in every moment in which we live our human lives, in the meaningful worlds we have created ourselves. In this perspective, encounters with others fundamentally transform the way we understand ourselves. With the increase of globalization and multicultural exchanges, cultural psychology becomes the psychological science for the 21st century. No longer can we ignore questions about how our cultural traditions, practices, beliefs, artifacts and other people constitute how we approach, understand, imagine and remember the world. The Niels Bohr Professorship Lectures in Cultural Psychology series aims to highlight and develop new ideas that advance our understanding of these issues.

This second volume in the series features an address by Tania Zittoun and Alex Gillespie, which is followed by commentary chapters and their response to them. In their lecture, Zittoun and Gillespie propose a model of the relation between mind and society, specifically the way in which individuals develop and gain agency through society. They theorise and demonstrate a two-way interaction: bodies moving through society accumulate differentiated experiences, which become integrated at the level of mind, enabling psychological movement between experiences, which in turn mediates how people move through society. The model is illustrated with a longitudinal analysis of diaries written by a woman leading up to and through the Second World War. Commentators further elaborate on the issues of (1) context and history, (2) experience, time and movement, and (3) methodologies for cultural psychology.


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Service-learning is entering a post-initiatory phase. At tertiary institutions of all types and sizes, service-learning programs are common and service-learning requirements for graduation are growing in popularity. Taken together -- alongside continued faculty interest in effective teaching -- these factors have raised the visibility and popularity of service-learning. Now the greater need in service-learning is not to prove the need for, or efficacy of, service-learning, but to turn the focus squarely back on practice. Following established best practice is not enough; instructors also need to reflect on how this fits within the specific context and application of each unique course and service-learning partnership. While there are many excellent resources that detail best practice and showcase exemplary service-learning courses, faculty reflection and course revision often goes unmentioned. In response to the lack of attention on the role of reflection and course revision, we convened groups of faculty from a variety of disciplines to reflect deeply on their courses, paying specific attention to obstacles and challenges. These conversations were converted to articles for this edited collection, each chapter representing the process of reflection and revision and serving as a guide to develop effective practice in varied curricular contexts.

This text contributes to the body of literature on service-learning in a unique and practical manner. Faculty teaching or interested in teaching service-learning classes would benefit from this text as well as university administrators and community service directors involved in service-learning at a programmatic and institutional level. This book should be marketed to faculty teaching disciplinary service-learning classes and service-learning pedagogy classes and administrative offices involved in service-learning. This could be a supplementary text for graduate-level pedagogy courses. Higher education institutional libraries would benefit from this text, as well as the national and state campus compact offices.

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.

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SPECIAL ISSUE
Introduction To The Special Issue, Natalie Milman and Ryan Watkins

"ENDS AND MEANS" COLUMNS:
Examining Global And Glocal Awareness, Knowledge, And Competency
Working In Groups Online: Tips For Success
The Flipped Classroom Strategy: What Is It And How Can It Best Be Used?
Is Online Learning For All Learners?
Crafting The "right" Online Discussion Questions Using The Revised Bloom’s Taxonomy As A Framework
Differentiating Instruction In Online Environments
Scaffolding Student Facilitation Of Online Discussions
Strategies For Participating In Online Conferences And Discussions
If E-learning Is The Solution, What Is The Problem?
Developing A Digital Portfolio
Is Google Making Us Dumber?
Where Are We Going And Why?
Twenty Essential Questions For Deciding If Your Organization Is Ready For E-learning
The Mid-term Tune-up: Getting Student Feedback Before It Is Too Late
Turning Common Conversations Into Consulting Contracts
Comprehensive Assessments
Developing E-learning Activities
Building Skills For E-learning Success
Defining Success
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