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# AECT 2021 Conference Catalogue

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# Welcome

Welcome to Routledge's virtual AECT 2021 digital conference hub! We are pleased to present a plethora of books on technology-enhanced learning, instructional design and delivery, distance education, emerging digital tools, and more, in addition to three relevant academic journals. This catalogue is divided into textbooks intended for graduate and undergraduate courses, scholarly volumes for researchers and students, and practical books oriented toward technology and design professionals, university leaders and faculty, and beyond. Each book can be ordered at a 20% discount using the code EDU21 at checkout. The book list also includes a number of publications by AECT members who have made remarkable contributions to foundations, training, and practice across the field. If you, too, would like to propose a book-length contribution to your field, please email Daniel Schwartz, Education Editor, at [daniel.schwartz@taylorandfrancis.com](mailto:daniel.schwartz@taylorandfrancis.com).

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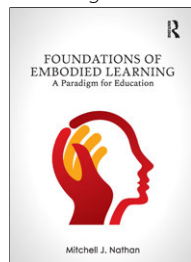
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TEXTBOOK · READER

**Foundations of Embodied Learning**

A Paradigm for Education



Mitchell J. Nathan

*Foundations of Embodied Learning* advances learning, instruction, and the design of educational technologies by rethinking the learner as an integrated system of mind, body, and environment. This book's coherent, evidence-based framework articulates principles of grounded and embodied learning for design and its implications for curriculum, classroom instruction, and student formative and summative assessment for scholars and graduate students of educational psychology, instructional design and technology, cognitive science, the learning sciences, and beyond.

Routledge

Market: Education / Technology

September 2021: 360pp

Hb: 978-0-367-34975-2: \$160.00

Pb: 978-0-367-34976-9: \$48.95

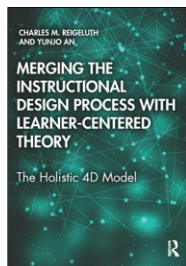
eBook: 978-0-429-32909-8

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TEXTBOOK · READER

**Merging the Instructional Design Process with Learner-Centered Theory**

The Holistic 4D Model



Charles M. Reigeluth, Indiana University, USA and Yunjo An

*Merging the Instructional Design Process with Learner-Centered Theory* brings together the innovations of two previously divided processes—learning design strategies/theories and instructional systems development—into a new introductory textbook. Using a holistic rather than fragmented approach that includes top-level, mid-level, and lower-level design, this volume provides guidance for major topics such as non-instructional interventions, just-in-time analysis, rapid-prototype approaches, and learner-centered, project-based, anytime-anywhere instruction.

Routledge

Market: Education

October 2020: 242pp

Hb: 978-0-815-36078-0: \$160.00

Pb: 978-0-815-36079-7: \$54.95

eBook: 978-1-351-11754-8

\* For full contents and more information, visit: [www.routledge.com/9780815360797](http://www.routledge.com/9780815360797)

TEXTBOOK · READER

**Robots in Education**

An Introduction to High-Tech Social Agents, Intelligent Tutors, and Curricular Tools



Edited by Fady Alnajjar, Christoph Bartneck, Paul Baxter, Tony Belpaeme, Massimiliano Cappuccio, Cinzia Di Dio, Friederike Eyssel, Faculty of Psychology and Sports Science, University of Bielefeld, Jürgen Handke, Omar Mubin, Mohammad Obaid and Natalia Reich-Stiebter

*Robots in Education* is an accessible introduction to the use of robotics in formal learning, encompassing pedagogical and psychological theories as well as implementation in curricula. This volume explores how the unique physical and social-interactive capabilities of educational robots can generate bonds with students while freeing instructors to focus on their individualized approaches to teaching and learning.

Routledge

Market: Education / Technology

July 2021: 238pp

Hb: 978-0-367-69651-1: \$160.00

Pb: 978-0-367-65539-6: \$48.95

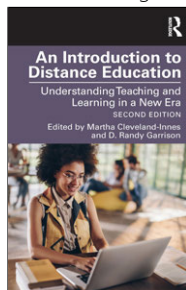
eBook: 978-1-003-14270-6

\* For full contents and more information, visit: [www.routledge.com/9780367655396](http://www.routledge.com/9780367655396)

2nd Edition · TEXTBOOK · READER

**An Introduction to Distance Education**

Understanding Teaching and Learning in a New Era



Edited by Martha F. Cleveland-Innes and D. Randy Garrison

*An Introduction to Distance Education* is a comprehensive look at the field of distance education, outlining current theories, practices, and goals that are essential to effective design, delivery, and navigation. As an alternative pedagogical approach, distance education is posited to meet the evolving demands for access, affordability, and quality in higher education. This fully revised and updated second edition reviews the history of distance education while addressing its current influence on the education sector. The book offers a solid foundation from which to explore and develop new approaches to designing and implementing online courses.

Routledge

Market: Education

September 2020: 228pp

Hb: 978-1-138-05440-0: \$160.00

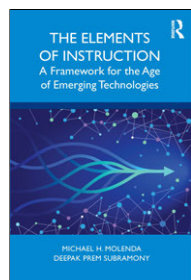
Pb: 978-1-138-05441-7: \$64.95

eBook: 978-1-315-16689-6

Prev. Ed Pb: 978-0-415-99599-3

\* For full contents and more information, visit: [www.routledge.com/9781138054417](http://www.routledge.com/9781138054417)**The Elements of Instruction**

A Framework for the Age of Emerging Technologies



Michael H. Molenda, Indiana University Indiana University and Deepak Prem Subramony

This volume provides a common vocabulary and conceptual schema of teaching and learning that is fully applicable to all forms of instruction in our digital-centric era. The book proposes a new framework for organizing research and theory, clear concepts and definitions for its basic elements, and a new typology of teaching-learning arrangements to simplify the selection of optimal conditions for a variety of learning goals. As trends in media, technology, and methodology continue to evolve, these historically contextual, back-to-basics pedagogical tools will be invaluable to all instructional designers and educational researchers.

Routledge

Market: Education

October 2020: 352pp

Hb: 978-1-138-72102-9: \$160.00

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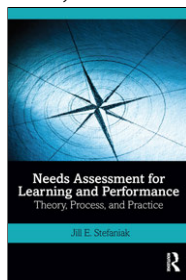
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TEXTBOOK · READER

**Needs Assessment for Learning and Performance**

Theory, Process, and Practice



Jill E. Stefaniak

This book offers comprehensive coverage of the knowledge and skills needed to develop and conduct needs assessments and to analyze, interpret, and communicate results to clients and organizations. This first-of-its-kind textbook uses a variety of real-world examples to connect major theories and models to effective principles for practice. Each chapter offers guiding questions, key terms and concepts, recommended readings, and case studies. Graduate students and researchers of instructional design, human resources, performance improvement, program evaluation, and other programs will find this volume relevant to a range of academic and organizational contexts.

Routledge

Market: Education

August 2020: 210pp

Hb: 978-0-367-25386-8: \$160.00

Pb: 978-0-367-25387-5: \$48.95

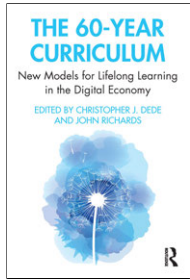
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TEXTBOOK · READER

**The 60-Year Curriculum**

New Models for Lifelong Learning in the Digital Economy

Edited by **Christopher J. Dede** and **John Richards**

*The 60-Year Curriculum* explores models and strategies for lifelong learning in an era of profound economic disruption and reinvention. This cutting-edge book describes the evolution of new models—covering computer science, inclusive design, critical thinking, civics, and more—by which universities can increase learners' trajectories across multiple careers from mid-adolescence to retirement. Stakeholders in workforce development, curriculum and instructional design, lifelong learning, and higher and continuing education will find a unique synthesis offering valuable insights and actionable next steps.

Routledge

**Market:** Education / Technology

April 2020: 182pp

Hb: 978-0-367-42319-3: **\$160.00**Pb: 978-0-367-82127-2: **\$48.95**

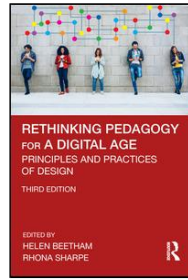
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3rd Edition

**Rethinking Pedagogy for a Digital Age**

Principles and Practices of Design

Edited by **Helen Beetham**, University of Bristol, UK and **Rhona Sharpe**, Oxford Brookes University, UK

*Rethinking Pedagogy for a Digital Age* examines contemporary issues in the design and delivery of effective learning through a critical discussion of the theoretical and professional perspectives informing current digital education practice. This third edition has been thoroughly revised to address socio-cultural approaches, learning analytics, curriculum change, and key theoretical developments from education sciences. Illustrated by case studies across disciplines and continents for a diversity of researchers, practitioners, and lecturers, the book is an essential guide to learning technologies that is pedagogically sound, learner-focused, and accessible.

Routledge

**Market:** Education / Technology

July 2019: 316pp

Hb: 978-0-815-36925-7: **\$160.00**Pb: 978-0-815-36926-4: **\$46.95**

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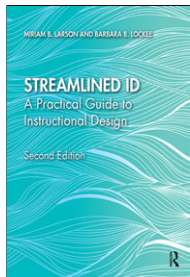
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2nd Edition · TEXTBOOK · READER

**Streamlined ID**

A Practical Guide to Instructional Design

Edited by **Miriam B. Larson** and **Barbara B. Lockee**, Virginia Polytechnic Institute and State University, USA

*Streamlined ID* presents a focused and generalizable approach to instructional design and development—one that addresses the needs of ID novices as well as practitioners in a variety of career environments. Highlighting essentials and "big ideas," this guide advocates a streamlined approach to instructional design: producing instruction that is sustainable, optimized, appropriately redundant, and targeted at continuous improvement.

Routledge

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December 2019: 442pp

Hb: 978-0-815-36669-0: **\$140.00**Pb: 978-0-815-36670-6: **\$79.95**

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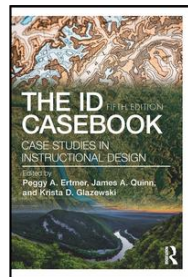
Prev. Ed Pb: 978-0-415-50518-5

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5th Edition · TEXTBOOK · READER

**The ID CaseBook**

Case Studies in Instructional Design

Edited by **Peggy A. Ertmer**, **James A. Quinn** and **Krista D. Glazewski**

The revised and updated fifth edition of *The ID CaseBook* provides instructional design students with twenty-six realistic, open-ended case studies that encourage adept problem-solving across a variety of client types and through all stages of the process. After an introduction to the technique of case-based reasoning, the book offers three sections dedicated to K-12, post-secondary, and corporate clients, respectively, each composed of varied, detailed cases created by instructional design experts. The cases and their accompanying discussion questions encourage students to analyze the available information, develop action plans, and consider alternative

possibilities in resolving p

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**Market:** Education / Technology

April 2019: 308pp

Hb: 978-1-138-55229-6: **\$140.00**Pb: 978-1-138-55230-2: **\$66.95**

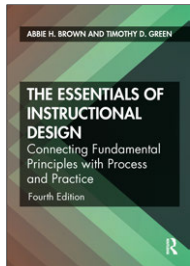
eBook: 978-1-315-14808-3

\* For full contents and more information, visit: [www.routledge.com/9781138552302](http://www.routledge.com/9781138552302)

4th Edition · TEXTBOOK · READER

**The Essentials of Instructional Design**

Connecting Fundamental Principles with Process and Practice

Edited by **Abbie H. Brown**, East Carolina University, USA and **Timothy D. Green**, California State University, Fullerton, USA

*The Essentials of Instructional Design, 4th Edition*, introduces the fundamental elements, principles, and practice of instructional design (ID) to students new to ID. Key procedures within the ID process—learner analysis, task analysis, needs analysis, developing goals and objectives, organizing instruction, developing instructional activities, assessing learner achievement, and evaluating the success of the instructional design—are covered comprehensively and enriched with descriptions and examples of how these procedures are accomplished using the best-known models.

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**Market:** Education

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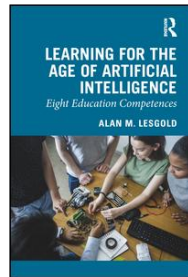
Hb: 978-1-138-34259-0: **\$140.00**Pb: 978-1-138-34260-6: **\$74.95**

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Prev. Ed Pb: 978-1-138-79707-9

\* For full contents and more information, visit: [www.routledge.com/9781138342606](http://www.routledge.com/9781138342606)**Learning for the Age of Artificial Intelligence**

Eight Education Competencies

Edited by **Alan M. Lesgold**, University of Pittsburgh, USA

*Learning for the Age of Artificial Intelligence* is a richly informed argument for curricular change amid the proliferation of intelligent machine systems. Using eight key competencies, this comprehensive volume prepares educational leaders, designers, researchers, and policymakers to effectively rethink the knowledge, skills, and environments that students need to thrive in today's technology-enhanced culture and workforce. Essential insights into school operations, machine learning, complex training and assessment, and economic challenges round out this cogent, relatable discussion about the imminent evolution of the education sector.

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March 2019: 170pp

Hb: 978-0-367-02436-9: **\$160.00**Pb: 978-0-367-02437-6: **\$48.95**

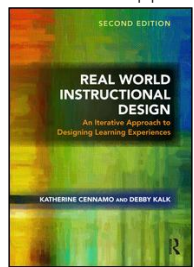
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2nd Edition • TEXTBOOK • READER

**Real World Instructional Design**

An Iterative Approach to Designing Learning Experiences



**Katherine Cennamo**, Professor of Learning Sciences and Technologies, Virginia Polytechnic Institute and State University, USA and **Debby Kalk**

An ideal textbook for instructional designers in training, *Real World Instructional Design* emphasizes the collaborative, iterative nature of instructional design. Positioning instructional design as a process of simultaneous rather than sequential tasks with learner-centered outcomes, this volume engages with the essential building blocks of systematically designed instruction: learner needs and characteristics, goals and objectives, instructional activities, assessments, and formative evaluations.

This streamlined second edition updates its coverage of culture and technologies in learning and presents a more timeless approach to instructional design skills.

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**Market:** Education / Technology

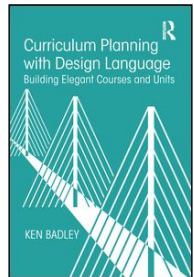
December 2018: 406pp

Hb: 978-1-138-55989-9: **\$170.00**Pb: 978-1-138-55990-5: **\$84.95**

eBook: 978-0-203-71220-7

\* For full contents and more information, visit: [www.routledge.com/9781138559905](http://www.routledge.com/9781138559905)**Curriculum Planning with Design Language**

Building Elegant Courses and Units

**Ken Badley**

*Curriculum Planning with Design Language* provides a streamlined, adaptable framework for using visual design terminology to conceptualize instructional design objectives, processes, and strategies. Drawing from instructional design theory, pattern language theory, and aesthetics, these ten course and unit design principles help educators break down and clarify their broader planning tasks and concerns. Written in clear, direct prose and rich with intuitive examples, this book showcases insights leading to effective curriculum design that will speak equally to pre-service and experienced educators.

Routledge

**Market:** Education

October 2018: 232pp

Hb: 978-1-138-50471-4: **\$160.00**Pb: 978-1-138-50472-1: **\$52.95**

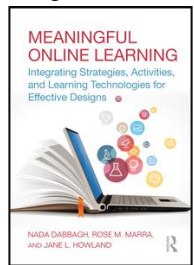
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TEXTBOOK

**Meaningful Online Learning**

Integrating Strategies, Activities, and Learning Technologies for Effective Designs



**Nada Dabbagh**, George Mason University, USA, **Rose M. Marra**, University of Missouri, USA and **Jane L. Howland**, University of Missouri, USA

Grounded in constructivist teaching, *Meaningful Online Learning* is organized around learning processes such as experimenting, writing, community building, communicating, designing, visualizing, and assessing. Numerous examples from teachers in K-12 classrooms offer a clear understanding of how technology can be used with all students across grade levels. The book focuses on balance among learning technologies, instructional strategies, and learning activities, while a companion website provides examples of online learning environments designed to support meaningful learning outcomes.

Routledge

**Market:** Education / Technology

September 2018: 224pp

Hb: 978-1-138-69418-7: **\$170.00**Pb: 978-1-138-69419-4: **\$62.95**

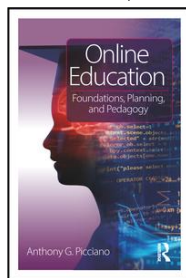
eBook: 978-1-315-52845-8

\* For full contents and more information, visit: [www.routledge.com/9781138694194](http://www.routledge.com/9781138694194)

TEXTBOOK • READER

**Online Education**

Foundations, Planning, and Pedagogy



**Anthony G. Picciano**, Hunter College and the Graduate Center of the City University of New York, USA

*Online Education* is a comprehensive exploration of blended and fully online teaching platforms, addressing history, theory, research, planning, and practice. As colleges and universities around the world adopt large-scale technologies and traditional class models shift into seamless, digitally interactive environments, critical insights are needed into the implications for administration and pedagogy. Written by a major contributor to the field, this book contextualizes online education in the past and present before analyzing its fundamental changes to instruction, program integration, social interaction, content construction, networked media, policy, and more.

Routledge

**Market:** Education / Technology

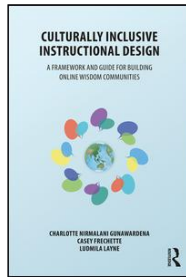
August 2018: 214pp

Hb: 978-0-415-78411-5: **\$160.00**Pb: 978-0-415-78413-9: **\$49.95**

eBook: 978-1-315-22675-0

\* For full contents and more information, visit: [www.routledge.com/9780415784139](http://www.routledge.com/9780415784139)**Culturally Inclusive Instructional Design**

A Framework and Guide to Building Online Wisdom Communities



**Charlotte Gunawardena**, University of New Mexico, USA, **Casey Frechette**, University of South Florida St. Petersburg, USA and **Ludmila Layne**, Armon Solutions LLC

*Culturally Inclusive Instructional Design* provides a framework for thinking about culture in digital learning, offering insight into how to build inclusive online communities that encourage reflection and growth, regardless of content domain. Chapters cover the foundation, components, and implementation of the authors' 'Wisdom Communities (WisCom)' framework, which enables learners from global backgrounds to experience long-lasting, transformative learning through real-world problem-solving. This book is a timely, resourceful guide to building truly collaborative, inquiry-based online learning

experiences.

Routledge

**Market:** Education

July 2018: 302pp

Hb: 978-1-138-21785-0: **\$150.00**Pb: 978-1-138-21786-7: **\$49.95**

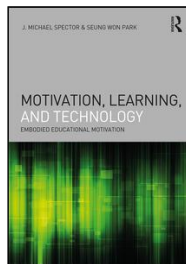
eBook: 978-1-315-43920-4

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TEXTBOOK • READER

**Motivation, Learning, and Technology**

Embodied Educational Motivation



**J. Michael Spector**, University of North Texas, USA and **Seung Won Park**, Sungkyunkwan University, South Korea  
*Series: Interdisciplinary Approaches to Educational Technology*

*Motivation, Learning, and Technology* is a fresh, thorough, and practical introduction to motivational research, theories, and applications for learning and instruction. Written for both instructional designers and teachers, this foundational textbook combines learning design and learning technologies, synthesis of current research and models, and practical advice for those looking to improve how they motivate learners. Building from existing models in an interactional, holistic approach, J. Michael Spector and Seung Won Park guide readers through all steps of

educational motivation.

Routledge

**Market:** Education / Technology

December 2017: 216pp

Hb: 978-1-138-68944-2: **\$160.00**Pb: 978-1-138-68945-9: **\$56.95**

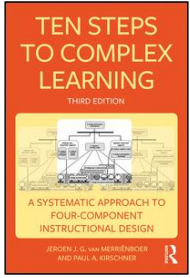
eBook: 978-1-315-53764-1

\* For full contents and more information, visit: [www.routledge.com/9781138689459](http://www.routledge.com/9781138689459)

3rd Edition

**Ten Steps to Complex Learning**

A Systematic Approach to Four-Component Instructional Design



Jeroen J. G. van Merriënboer, Maastricht University, The Netherlands and Paul A. Kirschner, Open University of the Netherlands

Ten Steps to Complex Learning presents a path from a training problem to a training solution in a way that students, practitioners (both instructional designers and teachers), and researchers can understand and implement. Practitioners can use this book as a reference guide to support their design of courses, materials, or environments for complex learning. Students in the field of instructional design can use this book to broaden their knowledge of the design of training programs for complex learning. This third edition expands its coverage of team tasks, double-blended learning, collaborative learning, and

includes new chapters on information problem solving and programs of assessment.

Routledge

**Market:** Education / Technology

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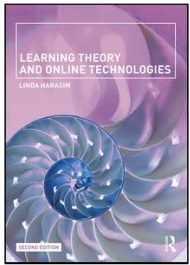
Pb: 978-1-138-08080-5: \$46.95

eBook: 978-1-315-11321-0

Prev. Ed Pb: 978-0-415-80796-8

\* For full contents and more information, visit: [www.routledge.com/9781138080805](http://www.routledge.com/9781138080805)

2nd Edition · TEXTBOOK · READER

**Learning Theory and Online Technologies**

Linda Harasim, Simon Fraser University, Canada

*Learning Theory and Online Technologies* offers a powerful overview of the current state of elearning, a foundation of its historical roots and growth, and a framework for distinguishing among the major approaches to elearning. An ideal textbook for undergraduate education and communication programs, and Educational Technology Masters and PhD programs, the 2nd edition of *Learning Theory and Online Technologies* covers key frameworks of research, clearly links theory and research to successful learning practice, and has been updated to provide a synthesis of key advances in elearning theory including coverage of MOOCs, SPOCs, social media, educational apps, and

hybrid and online learning.

Routledge

**Market:** Education

May 2017: 212pp

Hb: 978-1-138-85999-9: \$180.00

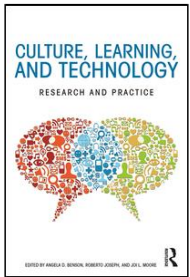
Pb: 978-1-138-86000-1: \$52.95

eBook: 978-1-315-71683-1

Prev. Ed Pb: 978-0-415-99976-2

\* For full contents and more information, visit: [www.routledge.com/9781138860001](http://www.routledge.com/9781138860001)**Culture, Learning, and Technology**

Research and Practice



Edited by Angela D. Benson, The University of Alabama, USA, Roberto Joseph, Hofstra University, USA and Joi L. Moore, University of Missouri, USA

*Culture, Learning and Technology: Research and Practice* provides readers with an overview of the research on culture, learning and technology (CLT) and introduces the concept of culture-related theoretical frameworks. In thirteen chapters, the book explores the theoretical and philosophical views of CLT, presents research studies that examine various aspects of CLT, and showcases projects that employ best practices in CLT. Written for researchers and students in the fields of Educational Technology, Instructional Design, and the Learning Sciences, this volume represents a broad conceptualization of CLT and

encompasses a variety of settings.

Routledge

**Market:** Education / Technology

February 2017: 246pp

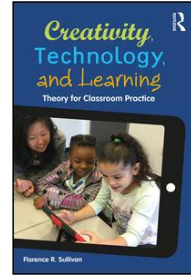
Hb: 978-1-138-92852-7: \$190.00

Pb: 978-1-138-92853-4: \$52.95

eBook: 978-1-315-68168-9

\* For full contents and more information, visit: [www.routledge.com/9781138928534](http://www.routledge.com/9781138928534)**Creativity, Technology, and Learning**

Theory for Classroom Practice



Florence R. Sullivan, University of Massachusetts, Amherst

*Creativity, Technology, and Learning* provides a comprehensive introduction to theories and research on creativity in education and, in particular, to the role of digital learning technologies in enabling creativity across classroom learning environments. Topical coverage includes play, constructionism, multimodal learning and project/problem based learning. Creativity is uniquely positioned throughout the book as an integral aspect of the educational process but also as a foundational aspect of self-actualization, thriving communities, and humane societies.

Routledge

**Market:** Education / Technology

February 2017: 212pp

Hb: 978-1-138-78882-4: \$190.00

Pb: 978-1-138-78883-1: \$52.95

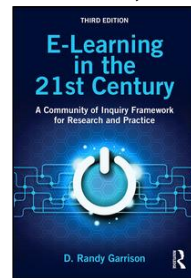
eBook: 978-1-315-76514-3

\* For full contents and more information, visit: [www.routledge.com/9781138788831](http://www.routledge.com/9781138788831)

3rd Edition · TEXTBOOK · READER

**E-Learning in the 21st Century**

A Community of Inquiry Framework for Research and Practice



D. Randy Garrison, University of Calgary, Canada

The third edition of *E-Learning in the 21<sup>st</sup> Century* provides a coherent, comprehensive, and empirically-based framework for understanding e-learning in higher education. Garrison draws on his decades of experience and extensive research in the field to explore technological, pedagogical, and organizational implications. The third edition has been fully updated throughout and includes new material on learning technologies, MOOCs, blended learning, leadership, and the importance and role of social connections in thinking and learning, highlighting the transformative and disruptive impact that e-learning has recently had on education.

Routledge

**Market:** Education / Technology

October 2016: 220pp

Hb: 978-1-138-95355-0: \$180.00

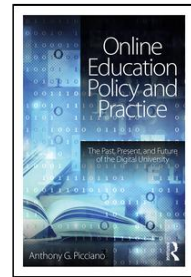
Pb: 978-1-138-95356-7: \$46.95

eBook: 978-1-315-66726-3

Prev. Ed Pb: 978-0-415-88583-6

\* For full contents and more information, visit: [www.routledge.com/9781138953567](http://www.routledge.com/9781138953567)**Online Education Policy and Practice**

The Past, Present, and Future of the Digital University



Anthony G. Picciano, Hunter College and the Graduate Center of the City University of New York, USA

*Online Education Policy and Practice* examines the past, present, and future of networked learning environments and the changing role of faculty within them. As digital technologies in higher education increasingly enable blended classrooms, collaborative assignments, and wider student access, an understanding of the creation and ongoing developments of these platforms is needed more than ever. By investigating the history of online education, the rise and critique of MOOCs, the mainstreaming of social media, mobile devices, gaming in instruction, and more, this expansive book outlines a variety of potential scenarios likely to become realities in higher education

over the next decade.

Routledge

**Market:** Education / Technology

September 2016: 240pp

Hb: 978-1-138-94362-9: \$190.00

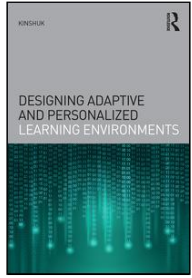
Pb: 978-1-138-94363-6: \$52.95

eBook: 978-1-315-67232-8

\* For full contents and more information, visit: [www.routledge.com/9781138943636](http://www.routledge.com/9781138943636)

TEXTBOOK · READER

## Designing Adaptive and Personalized Learning Environments



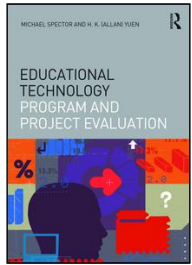
**Kinshuk**, Athabasca University, Canada  
*Series: Interdisciplinary Approaches to Educational Technology*  
*Designing Adaptive and Personalized Learning Environments* provides a theoretically-based yet practical guide to systematic design processes for learning environments that provide automatic customization of learning and instruction. Based on cutting-edge research, *Designing Adaptive and Personalized Learning Environments* is appropriate as a primary textbook for both undergraduate and graduate courses focused on the design of learning systems, and as a secondary textbook for a variety of courses in programs such as educational technology, instructional design, learning sciences, digital literacy, computer based systems, and STEM content fields.

Routledge  
**Market:** Education / Technology  
 April 2016: 190pp  
 Hb: 978-1-138-01305-6: \$190.00  
 Pb: 978-1-138-01306-3: \$52.95  
 eBook: 978-1-315-79549-2

\* For full contents and more information, visit: [www.routledge.com/9781138013063](http://www.routledge.com/9781138013063)

TEXTBOOK · READER

## Educational Technology Program and Project Evaluation



**J. Michael Spector**, University of North Texas, USA and **Allan H.K. Yuen**, University of Hong Kong, Hong Kong  
*Series: Interdisciplinary Approaches to Educational Technology*  
*Educational Technology Program and Project Evaluation* is a unique, comprehensive guide to the formative and summative evaluation of programs, projects, products, practices and policies involving educational technology. Written for both beginning and experienced evaluators, the book utilizes an integrative, systems-based approach; its practical emphasis on logic models and theories of change will help readers navigate their own evaluation processes to improve interventions and conduct meaningful educational research. This volume provides

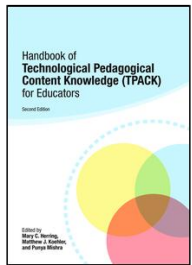
comprehensive coverage of the concepts, goals, design, implementation, and critical questions imperative to successful technology-enhanced evaluation.

Routledge  
**Market:** Education / Technology  
 March 2016: 208pp  
 Hb: 978-1-138-85141-2: \$160.00  
 Pb: 978-1-138-85142-9: \$58.95  
 eBook: 978-1-315-72414-0

\* For full contents and more information, visit: [www.routledge.com/9781138851429](http://www.routledge.com/9781138851429)

2nd Edition

## Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators



Edited by **Mary C. Herring**, **Matthew J. Koehler** and **Punya Mishra**

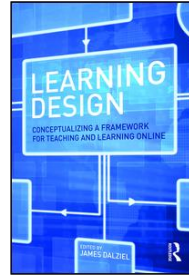
The 2nd edition of the *Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators* addresses the concept and implementation of technological pedagogical content knowledge—the knowledge and skills that teachers need in order to integrate technology meaningfully into instruction in specific content areas. The 2nd edition has been fully updated to incorporate cutting-edge TPACK research and implications for teacher training and higher education, and to situate TPACK within the greater educational technology landscape.

Routledge  
**Market:** Education / Technology  
 February 2016: 338pp  
 Hb: 978-1-138-77938-9: \$350.00  
 Pb: 978-1-138-77939-6: \$105.00  
 eBook: 978-1-315-77132-8  
 Prev. Ed Pb: 978-0-805-86356-7

\* For full contents and more information, visit: [www.routledge.com/9781138779396](http://www.routledge.com/9781138779396)

## Learning Design

Conceptualizing a Framework for Teaching and Learning Online



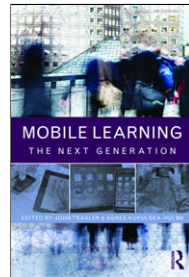
Edited by **James Dalziel**, Macquarie University, Australia  
 The new field of learning design has the potential to revolutionise not only technology in education, but the whole field of teaching and learning through the application of design thinking to education. *Learning Design* looks inside the "black box" of pedagogy to understand what teachers and learners do together, and how the best teaching ideas can be shared on a global scale. Learning design supports all pedagogical approaches, content areas, and fields of education.

Routledge  
**Market:** Education / Technology  
 December 2015: 294pp  
 Hb: 978-1-138-91096-6: \$180.00  
 Pb: 978-1-138-91097-3: \$54.95  
 eBook: 978-1-315-69310-1

\* For full contents and more information, visit: [www.routledge.com/9781138910973](http://www.routledge.com/9781138910973)

## Mobile Learning

The Next Generation



Edited by **John Traxler**, University of Wolverhampton, UK and **Agnes Kukulska-Hulme**, The Open University, UK  
*Mobile Learning: The Next Generation* documents the most innovative projects in context-aware mobile learning in order to develop a richer theoretical understanding of learning in modern mobile-connected societies. Context-aware mobile learning takes advantage of cell phone, mobile, and pervasive personal technologies to design learning experiences that exploit the richness of both indoor and outdoor environments. These technologies detect a learner's presence in a particular place, the learner's history in that place or in relation to other people and objects nearby, and adapt learning experiences accordingly, enabling and encouraging learners to use personal and social

technologies.

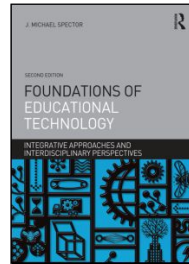
Routledge  
**Market:** Education  
 November 2015: 250pp  
 Hb: 978-0-415-65835-5: \$190.00  
 Pb: 978-0-415-65836-2: \$49.95  
 eBook: 978-0-203-07609-5

\* For full contents and more information, visit: [www.routledge.com/9780415658362](http://www.routledge.com/9780415658362)

2nd Edition · TEXTBOOK · READER

## Foundations of Educational Technology

Integrative Approaches and Interdisciplinary Perspectives



**J. Michael Spector**, University of North Texas, USA  
*Series: Interdisciplinary Approaches to Educational Technology*

An engaging book for professional educators and an ideal textbook for certificate, masters, and doctoral programs in educational technology, instructional systems and learning design, *Foundations of Educational Technology, Second Edition* offers a fresh, interdisciplinary, problem-centered approach to the subject, helping students build extensive notes and an electronic portfolio as they navigate the text. The book addresses fundamental aspects of educational technology theory, research and practice that span various users, contexts and settings; and includes a full range of engaging exercises for students that will contribute to their professional growth.

Routledge  
**Market:** Education / Technology  
 July 2015: 254pp  
 Hb: 978-1-138-79027-8: \$190.00  
 Pb: 978-1-138-79028-5: \$62.95  
 eBook: 978-1-315-76426-9  
 Prev. Ed Pb: 978-0-415-87471-7

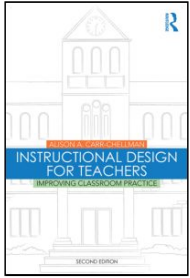
\* For full contents and more information, visit: [www.routledge.com/9781138790285](http://www.routledge.com/9781138790285)



2nd Edition • TEXTBOOK • READER

**Instructional Design for Teachers**

Improving Classroom Practice



Alison A. Carr-Chellman, University of Idaho, USA

*Instructional Design for Teachers, Second Edition* focuses on the instructional design (ID) process specifically for K-12 teachers. The first edition introduced a new, common-sense model of instructional design to take K-12 teachers through the ID process step by step, with a special emphasis on preparing, motivating, and encouraging new and ongoing use of ID principles. This second edition includes new material on design in gaming, cybercharters, online classrooms, and flipped classrooms, as well as special considerations for the Common Core. Each chapter contains framing questions, common errors, easy-to-use rules of thumb, clearly stated outcomes, and examples showing ID in action.

Routledge

**Market:** Education / Technology

June 2015: 214pp

Hb: 978-1-138-77680-7: \$190.00

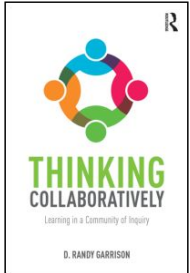
Pb: 978-1-138-77681-4: \$44.95

eBook: 978-1-315-77303-2

Prev. Ed Pb: 978-0-415-80324-3

\* For full contents and more information, visit: [www.routledge.com/9781138776814](http://www.routledge.com/9781138776814)**Thinking Collaboratively**

Learning in a Community of Inquiry



D. Randy Garrison, University of Calgary, Canada

*Thinking Collaboratively* is a theoretical and practical guide to thinking and learning in deep and meaningful ways within purposeful communities of inquiry. Critical thinking has long been recognized as an important educational goal but, until now, has largely been conceived and operationalized as an individual attitude and ability. Increasingly, however, a more relevant and complete cognitive construct has been emerging: *thinking collaboratively*. Thinking collaboratively is the means to inquire, test, and apply new understandings, and to make sense of the information that bombards us continuously. In this book, Garrison provides an essential introduction to this vital concept.

Routledge

**Market:** Education

June 2015: 158pp

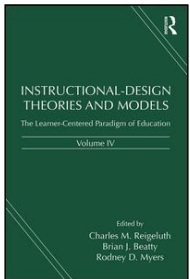
Hb: 978-1-138-82431-7: \$190.00

Pb: 978-1-138-82432-4: \$46.95

eBook: 978-1-315-74075-1

\* For full contents and more information, visit: [www.routledge.com/9781138824324](http://www.routledge.com/9781138824324)**Instructional-Design Theories and Models, Volume IV**

The Learner-Centered Paradigm of Education



Edited by **Charles M. Reigeluth**, Indiana University, USA, **Brian J. Beatty**, San Francisco State University, USA and **Rodney D. Myers**

*Instructional-Design Theories and Models, Volume IV* provides a research-based description of the current state of instructional theory for the learner-centered paradigm of education, as well as a clear indication of how different theories and models interrelate. Significant changes have occurred in learning and instructional theory since the publication of Volume III, including advances in brain-based learning, learning sciences, information technologies, internet-based communication, a concern for customizing the student experience to maximize effectiveness, and scaling instructional environments to maximize efficiency.

Routledge

**Market:** Education / Technology

August 2016: 480pp

Hb: 978-1-138-01293-6: \$160.00

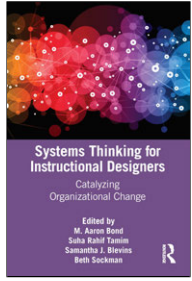
eBook: 978-1-315-79547-8

\* For full contents and more information, visit: [www.routledge.com/9781138012936](http://www.routledge.com/9781138012936)

## TEXTBOOK · READER

**Systems Thinking for Instructional Designers**

Catalyzing Organizational Change



Edited by **M. Aaron Bond, Suha Rahif Tamim, Samantha J. Blevins and Beth Sockman**

This book offers real-world cases that highlight how designers foster continuous improvement and manage change efforts across organizational contexts. Using a systems thinking approach, each case describes a holistic process that examines how a set of interdependent elements can be analyzed and coordinated to influence change. Instructional designers, faculty, program directors, digital learning leaders, and other development specialists will learn how systems thinking can solve authentic, real-world challenges. The book's rich narratives cover both successes and failures of meaningful growth, paradigm shifts, and large-scale problem-solving in a variety of

settings.

Routledge

**Market:** Education

December 2021: 232pp

Hb: 978-0-367-90296-4: **\$160.00**

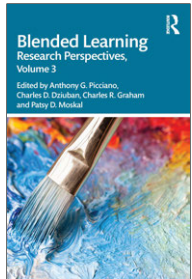
Pb: 978-0-367-46441-7: **\$48.95**

eBook: 978-1-003-02877-2

\* For full contents and more information, visit: [www.routledge.com/9780367464417](http://www.routledge.com/9780367464417)

**Blended Learning**

Research Perspectives, Volume 3



Edited by **Anthony G. Picciano, Charles D. Dziuban, Brigham Young University, USA and Patsy D. Moskal, University of Central Florida, USA**

*Blended Learning: Research Perspectives, Volume 3* offers new insights into the state of blended learning, an instructional modality which combines face-to-face and digitally mediated experiences. This book examines how these and other evolving tools are fueling advances in our schools, colleges, and universities. Original scholarship from education's top thinkers will prepare researchers and learning designers to tackle major issues relating to learning effectiveness, diversity, economies of scale, and beyond.

Routledge

**Market:** Education / Technology

September 2021: 438pp

Hb: 978-0-367-47678-6: **\$160.00**

Pb: 978-0-367-48040-0: **\$48.95**

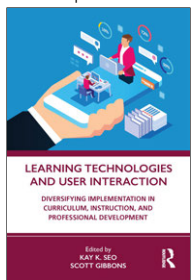
eBook: 978-1-003-03773-6

\* For full contents and more information, visit: [www.routledge.com/9780367480400](http://www.routledge.com/9780367480400)

## TEXTBOOK · READER

**Learning Technologies and User Interaction**

Diversifying Implementation in Curriculum, Instruction, and Professional Development



Edited by **Kay K. Seo and Scott Gibbons**

*Learning Technologies and User Interaction* explores the complex interplay between educational technologies and those who rely on them to construct knowledge and develop skills. As learning and training continue to move onto digital platforms, tools such as artificial intelligence, predictive analytics, video games, virtual reality, and more hold considerable potential to foster advanced forms of synergy across contexts. Showcasing a variety of contributors who are attuned to today's networked technologies, environments, and learning dynamics, this book is ideal for students and scholars of educational technology, instructional design, professional development, and research methods.

Routledge

**Market:** Education / Technology

September 2021: 224pp

Hb: 978-0-367-53633-6: **\$160.00**

Pb: 978-0-367-54563-5: **\$48.95**

eBook: 978-1-003-08970-4

\* For full contents and more information, visit: [www.routledge.com/9780367545635](http://www.routledge.com/9780367545635)

**Digital Learning and Collaborative Practices**

Lessons from Inclusive and Empowering Participation with Emerging Technologies



Edited by **Eva Brooks, Susanne Dau and Staffan Selander**

*Digital Learning and Collaborative Practices* offers a comprehensive overview of design-based, technology-enhanced approaches to teaching and learning in virtual settings. Today's digital communications foster new opportunities for sharing culture and knowledge while also prompting concerns over division, disinformation, and surveillance. This book uniquely emphasizes playful, collaborative experiences and democratic values in a variety of environments. Graduate students and researchers of educational technology, the learning sciences, and interaction design will discover rich theories, interventions, models, and approaches for concretizing emerging practices and competencies.

Routledge

**Market:** Education / Technology

July 2021: 240pp

Hb: 978-0-367-62255-8: **\$160.00**

Pb: 978-0-367-61775-2: **\$48.95**

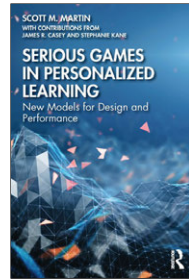
eBook: 978-1-003-10857-3

\* For full contents and more information, visit: [www.routledge.com/9780367617752](http://www.routledge.com/9780367617752)

## TEXTBOOK · READER

**Serious Games in Personalized Learning**

New Models for Design and Performance



Edited by **Scott M. Martin, James R. Casey and Stephanie Kane**

*Serious Games in Personalized Learning* investigates game-based teaching and learning at a time when learning and training systems are increasingly integrating serious games, machine-learning artificial intelligence models, and adaptive technologies. Game-based education provides rare data for measuring, assessing, and evaluating not just a game's effectiveness but the acquisition of information and knowledge that a student may gain through playing a learning game. This book synthesizes contemporary research, frameworks, and models centered on the design and delivery of serious games that truly personalize the learning experience.

Routledge

**Market:** Education / Technology

July 2021: 304pp

Hb: 978-0-367-48396-8: **\$160.00**

Pb: 978-0-367-48750-8: **\$48.95**

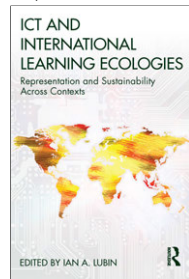
eBook: 978-1-003-04270-9

\* For full contents and more information, visit: [www.routledge.com/9780367487508](http://www.routledge.com/9780367487508)

## TEXTBOOK · READER

**ICT and International Learning Ecologies**

Representation and Sustainability Across Contexts



Edited by **Ian A. Lubin**

*ICT and International Learning Ecologies* addresses new ways to explore international, comparative, and cultural issues in education and technology. As today's development orthodoxies push societies around the world to adopt imported information-communication tools, new approaches are needed that integrate cultural responsiveness, autonomy, and sustainability into technology-enhanced learning. This edited collection conceptually and methodologically reframes the complexities of teaching and learning in historically marginalized communities around the world, where inequities are often exacerbated by one-size-fits-all programs, for graduate students and researchers.

Routledge

**Market:** Education / Technology

June 2021: 228pp

Hb: 978-0-367-35855-6: **\$160.00**

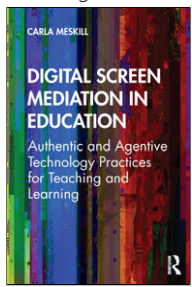
Pb: 978-0-367-36367-3: **\$48.95**

eBook: 978-0-429-34546-3

\* For full contents and more information, visit: [www.routledge.com/9780367363673](http://www.routledge.com/9780367363673)

## Digital Screen Mediation in Education

Authentic and Agentive Technology Practices for Teaching and Learning



Carla Meskill

*Digital Screen Mediation in Education* explores the complex role of visual mediation in today's digitally enhanced classrooms. The book's theoretically reinforced and multidisciplinary approach to enhancing effective instruction with screen-based technologies spans aesthetics, technical knowledge, teacher empowerment, social media, and beyond. Researchers in educational technology, instructional design, online learning, and digital pedagogies as well as prospective and practicing educators will find a rigorous treatment of how skilled, thoughtful teaching with, through, and around digital screens can bring about successful learning outcomes.

Routledge

Market: Education / Technology

March 2021: 196pp

Hb: 978-0-367-43416-8: \$160.00

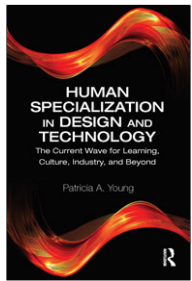
Pb: 978-0-367-82121-0: \$48.95

eBook: 978-1-003-01359-4

\* For full contents and more information, visit: [www.routledge.com/9780367821210](http://www.routledge.com/9780367821210)

## Human Specialization in Design and Technology

The Current Wave for Learning, Culture, Industry, and Beyond



Patricia A. Young

This text explores emerging trends in learning and training—standardization, personalization, customization, and specialization—with a unique focus on innovations specific to human needs and conditions. Analyzing evidence from current academic research and the popular press, this volume defines and examines the trajectory of instructional design and technologies toward more human-centered and specialized products, services, processes, environments, and systems. The book features insights into the future of professors, public schools, equity and access, extended technologies, open educational resources, and more, concluding with a set of concrete solutions.

Routledge

Market: Education / Technology

December 2020: 156pp

Hb: 978-0-367-54932-9: \$160.00

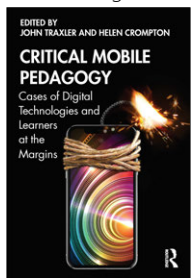
Pb: 978-0-367-55743-0: \$44.95

eBook: 978-1-003-09494-4

\* For full contents and more information, visit: [www.routledge.com/9780367557430](http://www.routledge.com/9780367557430)

## Critical Mobile Pedagogy

Cases of Digital Technologies and Learners at the Margins



Edited by John Traxler, University of Wolverhampton, UK and Helen Crompton

*Critical Mobile Pedagogy* is an exploration of mobile technologies for designing and delivering equitable and empowering education around the globe. Synthesizing a diverse range of projects and conceptual frameworks, this case-based collection addresses the ambitions, assumptions, and impacts of interventions in under-researched, often disadvantaged communities.

Routledge

Market: Education

November 2020: 244pp

Hb: 978-0-367-20455-6: \$160.00

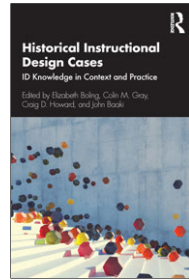
Pb: 978-0-367-20457-0: \$48.95

eBook: 978-0-429-26157-2

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## Historical Instructional Design Cases

ID Knowledge in Context and Practice



Edited by Elizabeth Boling, Colin M. Gray, Craig D. Howard and John Baaki

*Historical Instructional Design Cases* presents a collection of design cases which are historical precedents for the field with utility for practicing designers and implications for contemporary design and delivery. Featuring concrete and detailed views of instructional design materials, programs, and environments, this book's unique curatorial approach situates these cases in the field's broader timeline while facilitating readings from a variety of perspectives and stages of design work.

Routledge

Market: Education

November 2020: 364pp

Hb: 978-0-367-35259-2: \$160.00

Pb: 978-0-367-35370-4: \$48.95

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TEXTBOOK · READER

## Research Methods in Learning Design and Technology



Edited by Enilda Romero-Hall

*Research Methods in Learning Design and Technology* explores the many forms, both new and established, that research takes within the field of instructional design and technology (IDT). This comprehensive, up-to-date volume familiarizes graduate students, faculty, and instructional design practitioners with the full spectrum of approaches available for investigating the new and changing educational landscapes.

Routledge

Market: Education

October 2020: 246pp

Hb: 978-0-367-20326-9: \$160.00

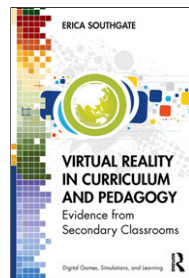
Pb: 978-0-367-20328-3: \$48.95

eBook: 978-0-429-26091-9

\* For full contents and more information, visit: [www.routledge.com/9780367203283](http://www.routledge.com/9780367203283)

## Virtual Reality in Curriculum and Pedagogy

Evidence from Secondary Classrooms



Erica Southgate

Series: *Digital Games, Simulations, and Learning*

*Virtual Reality in Curriculum and Pedagogy* explores the instructional, ethical, practical, and technical issues related to the integration of immersive VR in school classrooms. The book's original pedagogical framework is informed by qualitative and quantitative data collected from the first-ever study to embed immersive VR in secondary school science, ICT, and drama classrooms. Students and scholars of technology-enhanced learning, curriculum design, and teacher education alike will find key pedagogical insights into leveraging the unique properties of virtual reality for authentic, metacognitive and creative learning.

Routledge

Market: Education / Technology

May 2020: 148pp

Hb: 978-0-367-26202-0: \$160.00

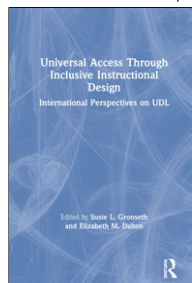
Pb: 978-0-367-26200-6: \$44.95

eBook: 978-0-429-29198-2

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## Universal Access Through Inclusive Instructional Design

International Perspectives on UDL



Edited by **Susie L. Gronseth** and **Elizabeth M. Dalton**

*Universal Access Through Inclusive Instructional Design* explores the ways that educators around the world reduce barriers for students with disabilities and other challenges by planning and implementing accessible, equitable, high-quality curricula. Incorporating key frameworks such as Universal Design for Learning, these dynamic contributions highlight essential supports for flexibility in student engagement, representation of content, and learner action and expression. This comprehensive resource leads the way to design and delivery of instruction that meets the needs of learners in varying contexts, from early childhood through adulthood.

Routledge

**Market:** Education

September 2019: 404pp

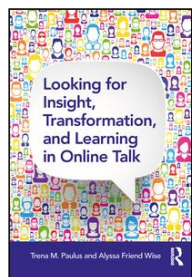
Hb: 978-1-138-35107-3: **\$160.00**

Pb: 978-1-138-35108-0: **\$49.95**

eBook: 978-0-429-43551-5

\* For full contents and more information, visit: [www.routledge.com/9781138351080](http://www.routledge.com/9781138351080)

## Looking for Insight, Transformation, and Learning in Online Talk



Edited by **Trena M. Paulus** and **Alyssa Friend Wise**

*Looking for Insight, Transformation, and Learning in Online Talk* is a comprehensive guide to analyzing digital interaction in formal and informal online spaces. The book establishes a new research framework for addressing major challenges that have arisen as social exchanges, meaning-making, and knowledge-building increasingly take place in social media, discussion forums, and online communities. Written for scholars in education, business, communication, media studies, health sciences, political sciences, and beyond, this is a thorough approach to the research methods and concerns essential to the study of talk in online contexts.

Routledge

**Market:** Education

May 2019: 230pp

Hb: 978-1-138-24057-5: **\$160.00**

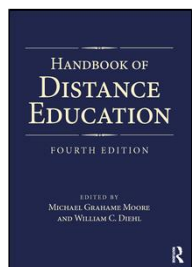
Pb: 978-1-138-24058-2: **\$48.95**

eBook: 978-1-315-28325-8

\* For full contents and more information, visit: [www.routledge.com/9781138240582](http://www.routledge.com/9781138240582)

4th Edition

## Handbook of Distance Education



Edited by **Michael Grahame Moore**, Pennsylvania State University Penn State University/University Park Campus Pennsylvania State University and **William C. Diehl**

The *Handbook of Distance Education, 4th Edition* is a comprehensive compendium of research in the field of distance education. The volume is divided into four sections covering the historical and theoretical foundations of distance education, attributes of teaching and learning using technology, management and administration, and different audiences and providers. Throughout, leading scholars address future research needs and directions based on current research, established practices, and recent changes to implementation, pedagogy,

and policy across contexts.

Routledge

**Market:** Education

December 2018: 606pp

Hb: 978-1-138-23899-2: **\$325.00**

Pb: 978-1-138-23900-5: **\$120.00**

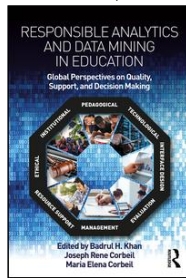
eBook: 978-1-315-29613-5

Prev. Ed Pb: 978-0-415-89770-9

\* For full contents and more information, visit: [www.routledge.com/9781138239005](http://www.routledge.com/9781138239005)

## Responsible Analytics and Data Mining in Education

Global Perspectives on Quality, Support, and Decision Making



Edited by **Badrul H. Khan**, McWeadon Education, USA, **Joseph Rene Corbeil** and **Maria Elena Corbeil**

*Responsible Analytics and Data Mining in Education* addresses the thoughtful and purposeful navigation, evaluation, and implementation of these emerging forms of educational data analysis. Chapter authors from around the world explore how data analytics can be used to improve course and program quality; how the data and its interpretations may inadvertently impact students, faculty, and institutions; the quality and reliability of data, as well as accuracy of data-based decisions; ethical implications surrounding the collection, distribution, and use of student-generated data; and more.

Routledge

**Market:** Education

December 2018: 6 x 9: 318pp

Hb: 978-1-138-30588-5: **\$160.00**

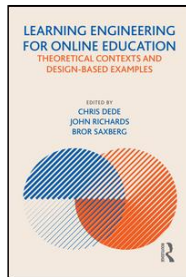
Pb: 978-1-138-30590-8: **\$52.95**

eBook: 978-0-203-72870-3

\* For full contents and more information, visit: [www.routledge.com/9781138305908](http://www.routledge.com/9781138305908)

## Learning Engineering for Online Education

Theoretical Contexts and Design-Based Examples



Edited by **Chris Dede**, **John Richards** and **Bror Saxberg**

*Learning Engineering for Online Education* is a comprehensive overview of the emerging field of learning engineering, a form of educational optimization driven by analytics, design-based research, and fast-paced, large-scale experimentation. Chapters written by instructional design and distance learning innovators explore the theoretical context of learning engineering and provide design-based examples from top educational institutions. Concluding with an agenda for future research, this volume is essential for those interested in using data and high-quality outcome evidence to improve student engagement, instructional efficacy, and results in online and blended settings.

Routledge

**Market:** Education / Technology

October 2018: 254pp

Hb: 978-0-815-39441-9: **\$160.00**

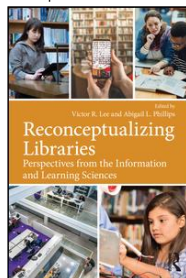
Pb: 978-0-815-39442-6: **\$52.95**

eBook: 978-1-351-18619-3

\* For full contents and more information, visit: [www.routledge.com/9780815394426](http://www.routledge.com/9780815394426)

## Reconceptualizing Libraries

Perspectives from the Information and Learning Sciences



Edited by **Victor R. Lee** and **Abigail L. Phillips**

*Reconceptualizing Libraries* brings together cases and models developed by experts in the information and learning sciences to explore the potential for libraries to adapt and transform in the wake of new technologies for connected learning and discovery. Models and case studies from a variety of library contexts demonstrate how library professionals can act as change agents and design partners, and how patrons can engage with these evolving experiences. This is a timely and innovative volume for understanding how physical libraries can incorporate and thrive as educational resources using new developments in technology and in the learning sciences.

Routledge

**Market:** Education / Library and Information Science

August 2018: 292pp

Hb: 978-1-138-30955-5: **\$170.00**

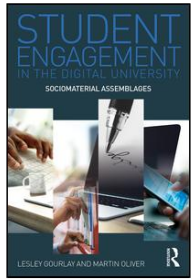
Pb: 978-1-138-30956-2: **\$52.95**

eBook: 978-1-315-14342-2

\* For full contents and more information, visit: [www.routledge.com/9781138309562](http://www.routledge.com/9781138309562)

## Student Engagement in the Digital University

Sociomaterial Assemblages



Edited by **Lesley Gourlay**, Institute of Education, University College London, USA and **Martin Oliver**, Institute of Education, University College London, UK

*Student Engagement in the Digital University* challenges mainstream conceptions about students' engagement with digital resources in higher education. While engagement in online learning is often reduced to sets of transferable skills or typological categories, the authors propose that these experiences must be understood as socially situated and taking place in complex networks of human and non-human actors. Using data from a JISC-funded project on digital literacies, this book performs a sociomaterial analysis of student-technology interactions, complicating the utopian narratives surrounding

technology and education today and positing far-reaching implications for policy and practice.

Routledge

**Market:** Education / Technology

February 2018: 172pp

Hb: 978-1-138-12538-4: **\$160.00**

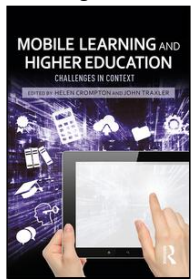
Pb: 978-1-138-12539-1: **\$52.95**

eBook: 978-1-315-64752-4

\* For full contents and more information, visit: [www.routledge.com/9781138125391](http://www.routledge.com/9781138125391)

## Mobile Learning and Higher Education

Challenges in Context



Edited by **Helen Crompton** and **John Traxler**, University of Wolverhampton, UK

*Mobile Learning and Higher Education* provides case studies of mobile learning in higher education settings to showcase how devices can transform learning at the undergraduate and graduate levels. With the rapid diffusion of networked technologies among the adult populations of many countries and the supersession of the once-ubiquitous lecture approach with active learner-centered teaching for deep understanding, mobile devices are increasingly used in higher education classrooms to offer unique and effective new approaches to teaching and learning. A cutting-edge research volume, this collection also provides a springboard for building better

practices in higher education institutions.

Routledge

**Market:** Education / Technology

December 2017: 222pp

Hb: 978-1-138-23876-3: **\$180.00**

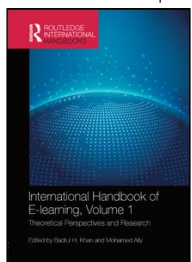
Pb: 978-1-138-23877-0: **\$56.95**

eBook: 978-1-315-29673-9

\* For full contents and more information, visit: [www.routledge.com/9781138238770](http://www.routledge.com/9781138238770)

## International Handbook of E-Learning Volume 1

Theoretical Perspectives and Research



Edited by **Badrul H. Khan**, McWeadon Education, USA and **Mohamed Ally**, Athabasca University, Canada

*Series: Routledge International Handbooks of Education*

The *International Handbook of E-Learning, Volume 1* provides a comprehensive compendium of research and theory in all aspects of e-learning, one of the most significant ongoing global developments in the entire field of education. Covering history, design models, instructional strategies, best practices, competencies, evaluation, assessment, and more, these twenty-seven contributions tackle the tremendous potential and flexibility inherent to this rapidly growing new paradigm. Past and present empirical research frames each chapter, while

future research needs are discussed in relation to both confirmed practice and recent changes in the field.

Routledge

**Market:** Education / Technology

October 2017: 426pp

Hb: 978-1-138-79368-2: **\$375.00**

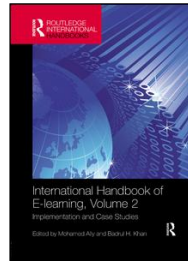
Pb: 978-0-815-37244-8: **\$125.00**

eBook: 978-1-315-76093-3

\* For full contents and more information, visit: [www.routledge.com/9780815372448](http://www.routledge.com/9780815372448)

## International Handbook of E-Learning Volume 2

Implementation and Case Studies



Edited by **Mohamed Ally**, Athabasca University, Canada and **Badrul H. Khan**, McWeadon Education, USA

*Series: Routledge International Handbooks of Education*

The *International Handbook of e-Learning, Volume 2* provides a comprehensive compendium of implementation and practice in all aspects of e-learning, one of the most significant ongoing global developments in the entire field of education. Covering the integration, challenges, implications, and context-appropriate use of open education networks, blended learning, mobile technologies, social media, and other platforms in a variety of unique international settings, these thirty contributions illustrate the wide-ranging applications and solutions made possible by

this rapidly growing new paradigm. Case studies are driven by empirical research and attention to cultural specificity.

Routledge

**Market:** Education / Technology

October 2017: 386pp

Hb: 978-1-138-79372-9: **\$375.00**

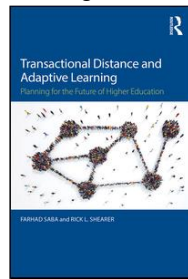
Pb: 978-0-815-37250-9: **\$125.00**

eBook: 978-1-315-76090-2

\* For full contents and more information, visit: [www.routledge.com/9780815372509](http://www.routledge.com/9780815372509)

## Transactional Distance and Adaptive Learning

Planning for the Future of Higher Education



Edited by **Farhad Saba**, San Diego State University, USA and **Rick L. Shearer**

*Transactional Distance and Adaptive Learning* takes a fresh look at one of the pioneering educational theories that accommodates the impact of information and communications technologies in learning. The theory of transactional distance (TTD) provides a distinct analytical and planning foundation for educators to conduct an overarching inquiry into transitioning from mass instructional and management systems in higher education to dynamic and transformational futures that focus on each individual learner.

Routledge

**Market:** Education / Technology

October 2017: 242pp

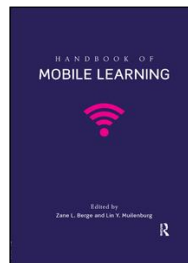
Hb: 978-1-138-30233-4: **\$180.00**

Pb: 978-1-138-30232-7: **\$52.95**

eBook: 978-0-203-73181-9

\* For full contents and more information, visit: [www.routledge.com/9781138302327](http://www.routledge.com/9781138302327)

## Handbook of Mobile Learning



Edited by **Zane L. Berge**

This handbook provides a comprehensive compendium of research in all aspects of mobile learning, one of the most significant developments in the field of education. For more than a decade, researchers and practitioners have been exploring this area of study as the growing popularity of smartphones, tablets, and other such devices, as well as the increasingly sophisticated applications for these devices, has allowed educators to accommodate and support an increasingly mobile society. This handbook provides the first authoritative account of the theory and research that underlies mobile learning, while also exemplifying models of current and future practice.

Routledge

October 2017: 648pp

Hb: 978-0-415-50369-3: **\$325.00**

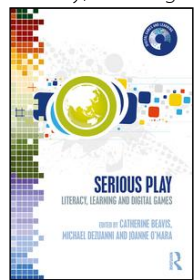
Pb: 978-0-415-50370-9: **\$99.95**

eBook: 978-0-203-11876-4

\* For full contents and more information, visit: [www.routledge.com/9780415503709](http://www.routledge.com/9780415503709)

## Serious Play

Literacy, Learning and Digital Games



Edited by **Catherine Beavis**, Deakin University, Australia, **Michael Dezuanni**, Queensland University of Technology, Australia and **Joanne O'Mara**, Deakin University, Australia  
*Series: Digital Games, Simulations, and Learning*

*Serious Play* is a comprehensive account of the possibilities and challenges of teaching and learning with digital games in primary and secondary schools. Based on an original research project, the book explores digital games' capacity to engage and challenge, present complex representations and experiences, foster collaborative and deep learning, and enable curricula that connect with young people today. These exciting approaches illuminate the role of context in gameplay as well as the links

between digital culture, gameplay, and identity in learners' lives, and are applicable to research and practice at the leading edge of curriculum and literacy development.

Routledge

**Market:** Education / Technology

May 2017: 250pp

Hb: 978-1-138-68940-4: \$160.00

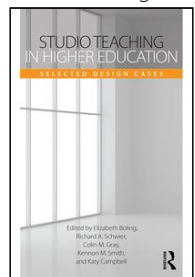
Pb: 978-1-138-68941-1: \$46.95

eBook: 978-1-315-53765-8

\* For full contents and more information, visit: [www.routledge.com/9781138689411](http://www.routledge.com/9781138689411)

## Studio Teaching in Higher Education

Selected Design Cases



Edited by **Elizabeth Boling**, Indiana University Bloomington, USA, **Richard A. Schwier**, University of Saskatchewan, USA, **Colin M. Gray**, Indiana University Bloomington, USA, **Kennon M. Smith**, Indiana University Bloomington, USA and **Katy Campbell**, University of Alberta, Canada

*Studio Teaching in Higher Education* provides narrative examples of studio education written by instructors who have engaged in it, both within and outside the instructional design field. These multidisciplinary design cases are enriched by the book's coverage of the studio concept in design education, heterogeneity of studio, commonalities in practice, and existing and emergent concerns about studio pedagogy. Prefaced by

notes on how the design cases were curated and key perspectives from which the reader might view them, this book is a supportive, exploratory resource for those considering or actively adapting a studio mode of teaching and learning to their own disciplines.

Routledge

**Market:** Education

June 2016: 312pp

Hb: 978-1-138-90241-1: \$190.00

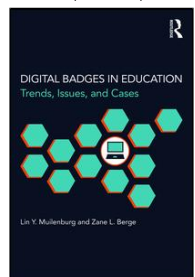
Pb: 978-1-138-90243-5: \$46.95

eBook: 978-1-315-69742-0

\* For full contents and more information, visit: [www.routledge.com/9781138902435](http://www.routledge.com/9781138902435)

## Digital Badges in Education

Trends, Issues, and Cases



Edited by **Lin Y. Muilenburg**, St. Mary's College of Maryland, USA and **Zane L. Berge**, University of Maryland Baltimore County, USA

In recent years, digital badging systems have become a credible means through which learners can establish portfolios and articulate knowledge and skills for both academic and professional settings. *Digital Badges in Education* provides the first comprehensive overview of this emerging tool. A digital badge is an online-based visual representation that uses detailed metadata to signify learners' specific achievements and credentials in a variety of subjects across K-12 classrooms, higher education, and workplace learning. This book explores the necessary components of badging systems, their functions and value, and the possible problems they face.

Routledge

**Market:** Education / Technology

March 2016: 302pp

Hb: 978-1-138-85759-9: \$190.00

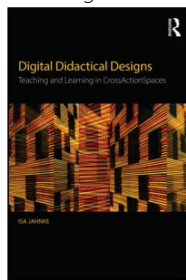
Pb: 978-1-138-85760-5: \$62.95

eBook: 978-1-315-71856-9

\* For full contents and more information, visit: [www.routledge.com/9781138857605](http://www.routledge.com/9781138857605)

## Digital Didactical Designs

Teaching and Learning in CrossActionSpaces



Isa Jahnke, Umea University, Sweden

As web-enabled mobile technologies become increasingly integrated into formal learning environments, the fields of education and ICT (information and communication technology) are merging to create a new kind of classroom: CrossActionSpaces. Grounding its exploration of co-located communication spaces in global empirical research, *Digital Didactical Designs* facilitates the development of teachers into collaborative designers and evaluators of technology-driven teaching and learning experiences. The Digital Didactical Design model facilitates deep learning expeditions with a framework that encourages teachers and researchers to study, explore, and analyze the applied designs-in-practice.

Routledge

**Market:** Education / Technology

August 2015: 236pp

Hb: 978-1-138-92848-0: \$190.00

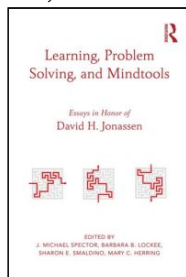
Pb: 978-1-138-92849-7: \$58.95

eBook: 978-1-315-68170-2

\* For full contents and more information, visit: [www.routledge.com/9781138928497](http://www.routledge.com/9781138928497)

## Learning, Problem Solving, and Mindtools

Essays in Honor of David H. Jonassen



Edited by **J. Michael Spector**, Florida State University Bates College Florida State University, Tallahassee, FL, USA, **Barbara B. Lockee**, Virginia Polytechnic Institute and State University, USA, **Sharon Smaldino**, Northern Illinois University, USA and **Mary Herring**

*Learning, Problem Solving, and Mindtools* is inspired by the substantial body of learning research by David H. Jonassen in the areas of mindtools and problem solving. The focus of the volume is on educational technology, especially with regard to how new technologies have facilitated and supported problem solving and critical thinking. Each chapter focuses on a particular aspect of learning with technology and elaborates the implications for the design and implementation of learning

environments and activities aimed at improving the conceptualization of problems, reasoning and higher-order thinking.

Routledge

**Market:** Education

December 2014: 336pp

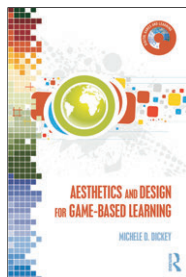
Hb: 978-0-415-52435-3: \$160.00

Pb: 978-0-415-52436-0: \$62.95

eBook: 978-0-203-11106-2

\* For full contents and more information, visit: [www.routledge.com/9780415524360](http://www.routledge.com/9780415524360)

## Aesthetics and Design for Game-based Learning



Michele D. Dickey, Miami University, USA

*Series: Digital Games, Simulations, and Learning*

*Aesthetics and Design for Game-based Learning* provides learning designers with insight into how the different elements that comprise game aesthetics can inform the design of game-based learning. Regardless of the cognitive complexities involved, games are essentially entertainment media and aesthetics play a large role in how they are experienced. Yet too often the role of aesthetics in the research about game-based learning has been relegated to a surface discussion of graphics or neglected altogether. Each chapter includes research and guidelines for design and a conclusion addresses aesthetics in the research of game-based learning.

Routledge

**Market:** Education

March 2015: 174pp

Hb: 978-0-415-72094-6: \$190.00

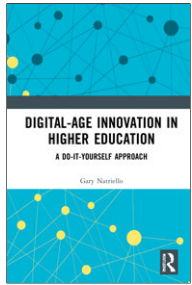
Pb: 978-0-415-72096-0: \$58.95

eBook: 978-1-315-86666-6

\* For full contents and more information, visit: [www.routledge.com/9780415720960](http://www.routledge.com/9780415720960)

## Digital-Age Innovation in Higher Education

A Do-It-Yourself Approach



Gary Natriello

This book recounts the creation, development, and growth of an innovation unit within a major university. This single case study follows the development of the EdLab at the Gottesman Libraries of Teachers College, Columbia University, which was charged with developing new services and products at a time when digital technologies were markedly beginning to impact the sector. The major steps taken are covered in detail, illustrating the opportunities and challenges presented by innovation mandates in long-established organizations with stable operations and traditional academic values and practices.

Routledge

Market: Education

May 2021: 268pp

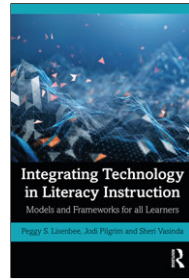
Hb: 978-0-367-47675-5: \$160.00

eBook: 978-1-003-03892-4

\* For full contents and more information, visit: [www.routledge.com/9780367476755](http://www.routledge.com/9780367476755)

## Integrating Technology in Literacy Instruction

Models and Frameworks for All Learners



Peggy S. Lisenbee, Jodi Pilgrim and Sheri Vasinda

This text addresses the changing literacies surrounding students and the need to communicate effectively using technology tools. While both technologies and research in literacy are rapidly changing and evolving, this book presents lasting frameworks for teacher candidates to effectively evaluate and implement digital tools to enhance literacy classrooms. Through the lens of Universal Design for Learning (UDL), this text prepares teacher candidates to shape learning environments that support the needs and desires of all literacy learners through the integration of technology and literacy instruction by providing a range of current models and frameworks.

Routledge

Market: Education

July 2020: 198pp

Hb: 978-0-367-35543-2: \$160.00

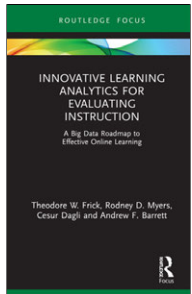
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## Innovative Learning Analytics for Evaluating Instruction

A Big Data Roadmap to Effective Online Learning



Theodore W. Frick, Rodney D. Myers, Independent consultant, Cesar Dagli and Andrew F. Barrett

Innovative Learning Analytics for Evaluating Instruction covers the application of a forward-thinking research methodology that uses big data to evaluate the effectiveness of online instruction. Analysis of Patterns in Time (APT) is a practical analytic approach that finds meaningful patterns in massive data sets, capturing temporal maps of students' learning journeys by combining qualitative and quantitative methods. This book is an ideal resource for faculty and professionals in instructional design, learning engineering, online learning, program evaluation, and research methods.

Routledge

Market: Education / Research Methods

July 2021: 154pp

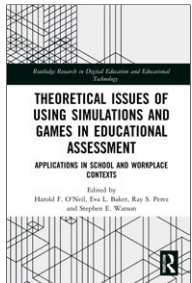
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## Theoretical Issues of Using Simulations and Games in Educational Assessment

Applications in School and Workplace Contexts



Edited by Harold F. O'Neil, University of Southern California, Eva L. Baker, CRESST, US, Ray S. Perez, Office of Naval Research, US and Stephen E. Watson, Affinity Associates LLC, US

Series: *Routledge Research in Digital Education and Educational Technology*

Presenting original studies and rich conceptual analyses, this volume reports on theoretical issues involved in the use of simulations and games in educational assessment. Chapters consider how technologies can be used to effectively assess, modify, and enhance learning and assessment in education and training. The book enhances understanding of how games and

simulations can intersect with the science of learning to improve educational outcomes. This book is an indispensable resource for researchers and scholars in the fields of educational assessment and evaluation, educational technology, and both educational and military psychology.

Routledge

Market: Education

August 2021: 274pp

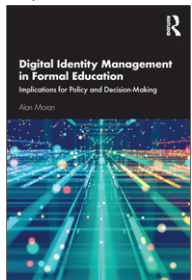
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## Digital Identity Management in Formal Education

Implications for Policy and Decision-Making



Alan Moran

*Digital Identity Management in Formal Education* offers a broad analysis of the online self considered from educational policy, technological, legal and social perspectives. This book introduces the reader to the notion that digital identity is a multifaceted topic which requires a broad and systematic approach that is rooted in risk-based policy. It provides educational technologists, leaders, and decision-makers with an accessible, jargon-free guide to their responsibilities towards students and instructors in today's digitally networked schools and universities.

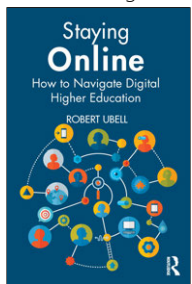
Routledge

**Market:** Education / Technology  
September 2021: 170pp  
Hb: 978-0-367-64798-8: **\$160.00**  
Pb: 978-0-367-67839-5: **\$44.95**  
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\* For full contents and more information, visit: [www.routledge.com/9780367678395](http://www.routledge.com/9780367678395)

## Staying Online

How to Navigate Digital Higher Education



Robert Ubell, Vice Dean, Online Learning, NYU Tandon School of Engineering

In *Staying Online*, one of our most respected online learning leaders offers uncommon insights into how to reimagine digital higher education. Robert Ubell maps its potential to boost marginalized students, stabilize shifts in retention and tuition, and balance nonprofit and commercial services. This impressive collection spans the author's day-to-day experiences as a digital learning pioneer, presents pragmatic yet forward-thinking solutions on scaling-up and digital economics, and prepares managers, administrators, provosts, and other leaders to educate our unsettled college students as online platforms fully integrate into the mainstream.

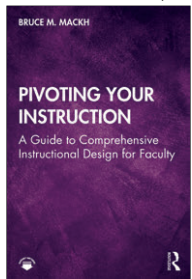
Routledge

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## Pivoting Your Instruction

A Guide to Comprehensive Instructional Design for Faculty



Bruce M. Mackh, Rocky Mountain College of Art + Design, USA

This practical guide for college and university instructors explains how to design and prepare your courses to be adaptable for a full range of learning environments – whether that's online, hybrid, or face-to-face traditional campus teaching. Chapters provide quick takeaways and cover challenges and opportunities, adapting high impact practices across instructional models, and fostering a culture of care. The book also encourages faculty members to adopt a student-centered mindset as they employ the principles of Design Thinking, User Experience Design, Instructional Design, and Learning Experience Design to create a high-quality course.

Routledge

**Market:** Higher Education  
August 2021: 336pp  
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## Designing Courses with Digital Technologies

Insights and Examples from Higher Education



Edited by Stefan Hrastinski

*Designing Courses with Digital Technologies* offers guidance for higher education instructors integrating digital technologies into their teaching, assessment, and overall support of students. Written by and for instructors from a variety of disciplines, this book presents evaluations that the contributors have implemented in real-life courses, spanning blended and distance learning, flipped classrooms, collaborative technologies, video-supported learning, and beyond.

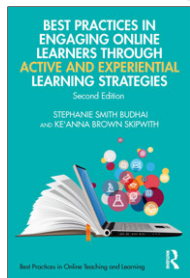
Routledge

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Pb: 978-0-367-70000-3: **\$44.95**  
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2nd Edition · NEW EDITION

## Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies



Stephanie Smith Budhai, Neumann University, USA and Ke'Anna Skipwith, Wentworth Institute of Technology, USA

Series: *Best Practices in Online Teaching and Learning*

This is a practical guide for all instructors, instructional designers, and online learning administrators developing, teaching, and leading online, hybrid, and/or blended learning courses and programs who want to provide supportive, engaging, and interactive learner experiences. Readers will find guidelines for the development of participatory peer-learning, competency-based learning, field-based and clinical experiences, and service learning opportunities in the online classroom. In addition, the authors provide effective learning strategies,

discipline specific examples, templates and additional resources that align learner engagement with assessment practices and course outcomes.

Routledge

**Market:** Education / Technology  
July 2021: 124pp  
Hb: 978-0-367-68184-5: **\$160.00**  
Pb: 978-0-367-69094-6: **\$39.95**  
eBook: 978-1-003-14040-5

Prev. Ed Pb: 978-1-138-67068-6

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## Creating Transformative Online Communities in Higher Education



Patrick R. Dempsey

*Creating Transformative Online Communities in Higher Education* provides a practical approach for building authentic learning experiences into the design and delivery of online teaching and learning systems. Combining three conceptually related ideas—complexity theory, transformative learning, and the Community of Inquiry—this novel, highly applicable framework enables instructors to create compelling virtual learning experiences for students. As higher education faculty, instructional designers, and graduate students shift from presenting information to creating experiences, the book offers an evidence-based disruption of the current thinking on and practice of course design.

Routledge

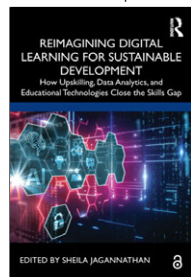
**Market:** Education / Technology  
June 2021: 132pp  
Hb: 978-0-367-48270-1: **\$160.00**  
Pb: 978-0-367-47841-4: **\$39.95**  
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## Reimagining Digital Learning for Sustainable Development

How Upskilling, Data Analytics, and Educational Technologies Close the Skills Gap



Edited by **Sheila Jagannathan**

*Reimagining Digital Learning for Sustainable Development* is a comprehensive playbook for the design and implementation of continuous learning among individuals and institutions aspiring to achieve the United Nations' ambitious Sustainable Development Goals by 2030. This book explores major shifts in content formats, pedagogic approaches, technology frameworks, user and design experiences, and learner roles and expectations that will reshape our institutions, particularly in emerging economies.

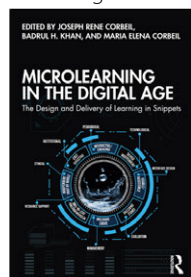
Routledge  
**Market:** Education / Technology  
 June 2021: 406pp  
 Hb: 978-0-367-54018-0: **\$160.00**  
 Pb: 978-0-367-54560-4: **\$48.95**  
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### TEXTBOOK · READER

## Microlearning in the Digital Age

The Design and Delivery of Learning in Snippets



Edited by **Joseph Rene Corbeil**, **Badrul H. Khan**, **McWeadon Education, USA** and **Maria Elena Corbeil**

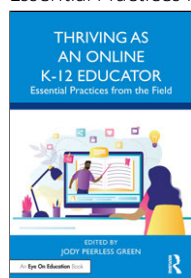
*Microlearning in the Digital Age* explores the design and implementation of bite-sized learning and training in technology-enabled environments. Grounded in research-based best practices and a robust, eight-dimensional framework, this book applies the latest developments in mobile learning, social media, and instructional/multimedia design to one of today's most innovative and accessible content delivery systems.

Routledge  
**Market:** Education / Technology  
 May 2021: 294pp  
 Hb: 978-0-367-42080-2: **\$160.00**  
 Pb: 978-0-367-41051-3: **\$48.95**  
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## Thriving as an Online K-12 Educator

Essential Practices from the Field



Edited by **Jody Peerless Green**, K-12 Consultant, USA

This book is the perfect all-in-one guide to taking your K-12 class online. We know, now more than ever, that teachers have not been equally or systematically trained and resourced to make a sudden transition to online or blended instruction. This concise, accessible book collects time-tested strategies and fresh perspectives from experienced educators to help you smooth out even the most abrupt shift to technology-enhanced teaching and learning. With these insights into institutional supports, effective digital tools, equitable practice, social-emotional considerations, and beyond, you will be better prepared to help your students thrive in online and blended learning environments.

Routledge  
**Market:** Education  
 November 2020: 174pp  
 Hb: 978-0-367-65057-5: **\$125.00**  
 Pb: 978-0-367-64094-1: **\$24.95**  
 eBook: 978-1-003-12763-5

\* For full contents and more information, visit: [www.routledge.com/9780367640941](http://www.routledge.com/9780367640941)

## Best Practices for Administering Online Programs



Edited by **Daniel Hillman**, **Robert Schudy** and **Anatoly Temkin**

Series: *Best Practices in Online Teaching and Learning*

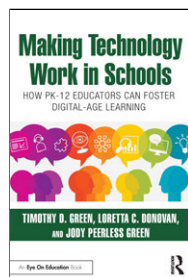
*Best Practices for Administering Online Programs* is a practical volume for university teams seeking to manage effective online programs. Defining, designing, implementing, and updating online courses is a highly collaborative effort, particularly with limited resources and expanding student enrollment. Readers will find guidelines for fostering quality, faculty skills, academic integrity, learning objectives, course improvement, and more.

Routledge  
**Market:** Education / Technology  
 October 2020: 220pp  
 Hb: 978-0-367-34973-8: **\$42.95**  
 Pb: 978-0-367-34974-5: **\$42.95**  
 eBook: 978-0-429-32908-1

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## Making Technology Work in Schools

How PK-12 Educators Can Foster Digital-Age Learning



Edited by **Timothy D. Green**, California State University, Fullerton, USA, **Loretta C. Donovan** and **Jody Peerless Green**, K-12 Consultant, USA

School systems are increasingly adopting ambitious new educational technologies, but how do you make sure they are yielding effective teaching and learning experiences? The authors' proven, intuitive practices speak directly to academic coaches, school technology leads, district technology directors, and teachers on special assignment who are responsible for introducing new tools and programs. After reading this book, you will be able to better prepare the educators you serve to empower their learners, whether digitally savvy or not, to be engaged, collaborative, and better prepared for college and

careers.

Routledge  
**Market:** Education  
 June 2020: 208pp  
 Hb: 978-0-367-02569-4: **\$125.00**  
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 eBook: 978-0-429-39895-7

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## Game Science in Hybrid Learning Spaces



Edited by **Sylvester Arnab**

Series: *Digital Games, Simulations, and Learning*

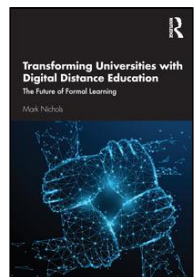
*Game Science in Hybrid Learning Spaces* explores the potential, implications, and impact of game-based approaches and interventions in response to the blurring of boundaries between digital and physical as well as formal and informal learning spaces and contexts. The book delves into the concept, opportunities, and challenges of hybrid learning, which aims to reduce the barriers of time and physical space in teaching and learning practices, fostering seamless, sustained, and measurable learning experience and outcomes beyond the barriers of formal education and physical learning contexts.

Routledge  
**Market:** Education  
 May 2020: 244pp  
 Hb: 978-1-138-23975-3: **\$160.00**  
 Pb: 978-1-138-23976-0: **\$48.95**  
 eBook: 978-1-315-29505-3

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## Transforming Universities with Digital Distance Education

The Future of Formal Learning



Mark Nichols

*Transforming Universities with Digital Distance Education* explores the ways in which higher education stakeholders can apply and leverage the benefits of online learning. Systems-wide access, scale, and quality are achievable goals but require forms of teamwork and financial modelling beyond those at the instructor or program level. This book's organizational view tackles the systems and practices that will help senior managers and decision-makers guide an entire institution away from dysfunction—incremental progress, insufficient capacity, high costs, and generic products—and toward the macro-level implementation and operations of effective online pedagogies.

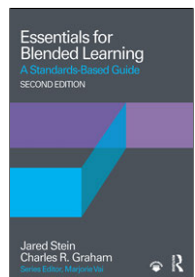
Routledge  
 May 2020: 188pp  
 Hb: 978-1-138-61471-0: \$160.00  
 Pb: 978-1-138-61470-3: \$42.95  
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2nd Edition

## Essentials for Blended Learning, 2nd Edition

A Standards-Based Guide



Jared Stein, Utah Valley University, USA and Charles R. Graham, Brigham Young University, USA

Series: *Essentials of Online Learning*

*Essentials for Blended Learning* provides a practical, streamlined approach for creating effective learning experiences by blending online activities and the best of face-to-face teaching. Effective blended learning requires rethinking of teaching practices and a redesign of course structure. Suitable for instructors in any content area, this book simplifies these difficult challenges without neglecting important opportunities to transform teaching. The revised second edition is more streamlined and easier to use, and includes more real-world examples of blended

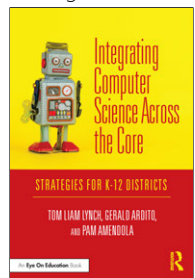
teaching and learning, the latest technologies, and additional research-based learning activities.

Routledge  
 Market: Education  
 April 2020: 214pp  
 Hb: 978-1-138-48631-7: \$160.00  
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## Integrating Computer Science Across the Core

Strategies for K-12 Districts



Tom Liam Lynch, Assistant Professor, Educational Technology at Pace University, USA, Gerald Arditto and Pam Amendola

*Integrating Computer Science Across the Core* is a guide to systematizing computer science and computational thinking practices in your school. While most books explain how to teach computer science as a standalone discipline, this innovative approach will help you leverage your existing curriculum to deepen and expand students' learning experiences in all content areas. Effective, equitable, and sustainable, this blueprint provides principals, curriculum directors, directors of technology, and other members of your school or district leadership team with suggested organizational structures, tips for professional learning,

and key resources like planning instruments.

Eye on Education  
 Market: Education  
 April 2020: 152pp  
 Hb: 978-0-367-19862-6: \$125.00  
 Pb: 978-0-367-19864-0: \$34.95  
 eBook: 978-0-429-24378-3

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## Best Practices in Designing Courses with Open Educational Resources



Olena Zhadko and Susan Ko

Series: *Best Practices in Online Teaching and Learning*

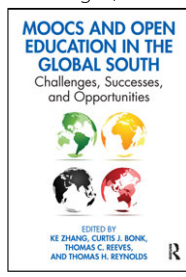
This practical guide that assists faculty and institutions looking to adopt and implement OER and to foster meaningful, effective learning experiences through the course design process. Chapters loaded with tips, case examples, and guidance from practitioners advise readers through each step necessary for sustainable OER initiatives, from preliminary planning and course redesign through teaching, learning, and faculty development. This is a comprehensive resource for faculty, instructional designers, course developers, librarians, information technologists, and administrators hoping to rethink and refresh their curricula by moving beyond traditional textbooks.

Routledge  
 Market: Education  
 December 2019: 146pp  
 Hb: 978-0-367-14069-4: \$160.00  
 Pb: 978-0-367-14070-0: \$42.95  
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## MOOCs and Open Education in the Global South

Challenges, Successes, and Opportunities



Edited by Ke Zhang, Curtis J. Bonk, Thomas C. Reeves and Thomas H. Reynolds

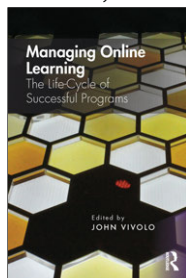
With e-learning technologies evolving and expanding at high rates, organizations and institutions around the world are integrating massive open online courses (MOOCs) and other open educational resources (OERs). *MOOCs and Open Education in the Global South* explores the initiatives that are leveraging these flexible systems to educate, train, and empower populations previously denied access to such opportunities. This comprehensive text is an essential resource for policy makers, instructional designers, practitioners, administrators, and other MOOC and OER community stakeholders.

Routledge  
 Market: Education  
 November 2019: 392pp  
 Hb: 978-0-367-02576-2: \$140.00  
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## Managing Online Learning

The Life-Cycle of Successful Programs



Edited by John Vivolo

*Managing Online Learning* is a comprehensive guide to planning and executing effective online learning programs. Featuring contributions from experienced professionals across operations in university and corporate settings, this all-in-one resource provides leaders and administrators with informed strategies for supporting learners' and instructors' evolving needs, implementing and evaluating pedagogically sound technologies, projecting revenue-generating models, and anticipating future scaling challenges. These chapters cover essential topics such as unit design, management of staff and finances, student engagement, user experience and interface, data analytics, and more.

Routledge  
 Market: Education  
 October 2019: 240pp  
 Hb: 978-1-138-36474-5: \$140.00  
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 eBook: 978-0-429-43115-9

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## Designing Effective Digital Badges

Applications for Learning



Joey R. Fanfarelli and Rudy McDaniel

*Designing Effective Digital Badges* is a hands-on guide to the principles, implementation, and assessment of digital badging systems. Informed by the fundamental concepts and research-based characteristics of effective badge design, this book uses real-world examples to convey the advantages and challenges of badging and showcase its application across a variety of contexts. Professionals in education, game development, mobile app development, and beyond will find strategies for practices such as credentialing, goal-setting, and motivation of their students.

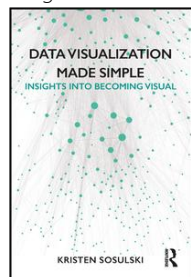
Routledge

**Market:** Education / Technology  
February 2019: 222pp  
Hb: 978-1-138-30612-7: \$140.00  
Pb: 978-1-138-30613-4: \$42.95  
eBook: 978-0-203-72855-0

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## Data Visualization Made Simple

Insights into Becoming Visual



Kristen Sosulski, New York University, USA

*Data Visualization Made Simple* is a practical guide to the fundamentals, strategies, and real-world cases for data visualization, an essential skill required in today's information-rich world. With foundations rooted in statistics, psychology, and computer science, data visualization offers practitioners in almost every field a coherent way to share findings from original research, big data, learning analytics, and more. Both novices and seasoned designers in education, business, and other areas can use this book's effective, linear process to develop data visualization literacy and promote exploratory, inquiry-based approaches to visualization problems.

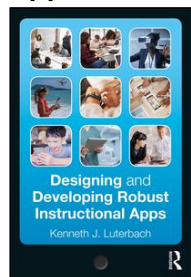
Routledge

**Market:** Education  
October 2018: 284pp  
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Pb: 978-1-138-50391-5: \$42.95  
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TEXTBOOK · READER

## Designing and Developing Robust Instructional Apps



Kenneth J. Luterbach

*Designing and Developing Robust Instructional Apps* advances the state of instructional app development using three learning paradigms: building knowledge foundations, problem-solving, and experimentation. Drawing on lessons from noted educational technologists, time-tested instructional design processes, and user experience design, the book considers the planning and specification of apps that blend media and instructional method. For readers with little to no programming experience, introductory treatments of JavaScript and Python, along with data fundamentals and machine learning techniques, offer a guided journey that concludes with next steps for the future of instructional apps.

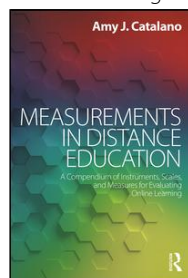
Routledge

**Market:** Education  
March 2018: 258pp  
Hb: 978-1-138-30317-1: \$160.00  
Pb: 978-1-138-30318-8: \$48.95  
eBook: 978-0-203-73150-5

\* For full contents and more information, visit: [www.routledge.com/9781138303188](http://www.routledge.com/9781138303188)

## Measurements in Distance Education

A Compendium of Instruments, Scales, and Measures for Evaluating Online Learning



Amy J. Catalano, Hofstra University, USA

*Measurements in Distance Education* is a concise, well-organized guide to some of the many instruments, scales, and methods that have been created to assess distance education environments, learners, and teachers. Entries are organized according to the qualities these measures attempt to gauge—such as engagement and information retention—and provide summaries of each instrument, usage information, the history of its development, and validation, including any reported psychometric properties. Offering more than 50 different surveys, tests, and other metrics, this book is an essential reference for anyone interested in understanding distance education assessment.

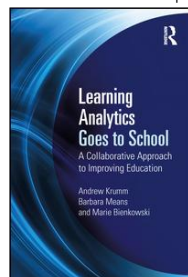
Routledge

**Market:** Education  
February 2018: 174pp  
Hb: 978-1-138-71447-2: \$160.00  
Pb: 978-1-138-71446-5: \$46.95  
eBook: 978-1-315-22944-7

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## Learning Analytics Goes to School

A Collaborative Approach to Improving Education



Andrew Krumm, SRI International, Barbara Means, SRI International and Marie Bienkowski, SRI International

*Learning Analytics Goes to School* presents a framework for understanding how to conduct new forms of education research and enact new approaches to improving education practice made possible by big data. The application of big data techniques to learning and education is new, but has been growing rapidly, fueled by the visible successes of applications of analytics in the commercial and political realms. In this book, three leading researchers convey lessons from their own experiences—and the current state of the art in educational data mining and learning analytics more generally—by providing an explicit set of tools and processes for engaging in

collaborative data-intensive improvement.

Routledge

**Market:** Education  
January 2018: 190pp  
Hb: 978-1-138-12182-9: \$180.00  
Pb: 978-1-138-12183-6: \$44.95  
eBook: 978-1-315-65072-2

\* For full contents and more information, visit: [www.routledge.com/9781138121836](http://www.routledge.com/9781138121836)

## Best Practices in Planning Strategically for Online Educational Programs



Elliot King, Loyola University Maryland, USA and Neil Alperstein, Loyola University Maryland, USA

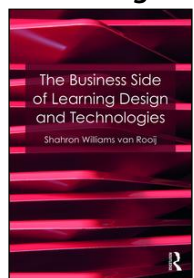
*Series: Best Practices in Online Teaching and Learning*  
*Best Practices in Planning Strategically for Online Educational Programs* is a step-by-step guide to developing strategic plans for creating and implementing online educational programs within higher education institutions. From conception to execution and assessment, the successful management of purposeful online educational programs in colleges and universities carries increasing importance and a unique set of requirements. With computer networked-based technologies gaining ground in traditional private and public institutions, this critical volume is the first to apply the principles and practices associated with strategic planning specifically to online educational programs.

Routledge

**Market:** Education / Technology  
November 2017: 238pp  
Hb: 978-1-138-93618-8: \$170.00  
Pb: 978-1-138-93619-5: \$38.95  
eBook: 978-1-315-67700-2

\* For full contents and more information, visit: [www.routledge.com/9781138936195](http://www.routledge.com/9781138936195)

## The Business Side of Learning Design and Technologies



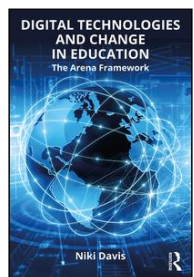
**Shahron Williams van Rooij**, George Mason University, USA  
*The Business Side of Learning Design and Technologies* focuses on the business issues underlying the selection, design, development, implementation and evaluation of learning opportunities. Although the ability to design and implement training opportunities remains important, instructional designers are now expected to be trusted learning advisors, able to engineer a variety of learning opportunities (not just training) that contribute to an organization's bottom line. Importantly, they are expected to be able to speak the language of business to demonstrate the value of the learning and development function.

Routledge  
**Market:** Education  
 September 2017: 406pp  
 Hb: 978-1-138-69816-1: \$150.00  
 Pb: 978-1-138-69818-5: \$64.95  
 eBook: 978-1-315-51965-4

\* For full contents and more information, visit: [www.routledge.com/9781138698185](http://www.routledge.com/9781138698185)

## Digital Technologies and Change in Education

The Arena Framework



**Niki Davis**, University of Canterbury, USA  
*Digital Technologies and Change in Education* provides professionals with a road map of the processes of change for teachers, schools, universities and educational systems, including extensive case studies and evidence that clarify the benefits and challenges of digital technologies in education. Niki Davis offers a new 'arena' framework, along with a blend of local, regional and global illustrations from all sectors of education, allowing readers to move past the potentially misleading glitter of new technologies and into the co-evolving ecologies that make up education and training locally and globally.

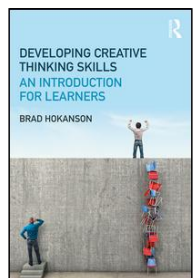
Routledge  
**Market:** Education / Technology  
 September 2017: 184pp  
 Hb: 978-1-138-19581-3: \$180.00  
 Pb: 978-1-138-19582-0: \$42.95  
 eBook: 978-1-315-63820-1

\* For full contents and more information, visit: [www.routledge.com/9781138195820](http://www.routledge.com/9781138195820)

TEXTBOOK · READER

## Developing Creative Thinking Skills

An Introduction for Learners

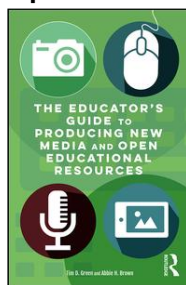


**Brad Hokanson**, University of Minnesota, USA  
 Based on over fifteen years of groundbreaking research, *Developing Creative Thinking Skills* helps learners increase their own creative thinking skills. Focusing on divergent thinking, twelve inventive chapters build one's capacity to generate a wide range of ideas, both as an individual and as a collaborator. This textbook outlines a semester-long structure for the development of creative thinking skills and can easily be utilized as a self-directed format for those learning outside of a classroom. Readers are stimulated to maximize their own creativity through active exercises, challenges to personal limits and assumptions, and ideas that can help create powerful habits of variance.

Routledge  
**Market:** Education  
 August 2017: 144pp  
 Hb: 978-1-138-93955-4: \$180.00  
 Pb: 978-1-138-93956-1: \$32.95  
 eBook: 978-1-315-67487-2

\* For full contents and more information, visit: [www.routledge.com/9781138939561](http://www.routledge.com/9781138939561)

## The Educator's Guide to Producing New Media and Open Educational Resources



**Tim D. Green**, California State University, Fullerton, USA and  
**Abbie H. Brown**, East Carolina University, USA

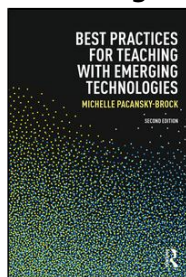
Digital video, audio, and text have never been more popular, and educators need to know how to make new media work in all types of learning environments. *The Educator's Guide to Producing New Media and Open Educational Resources* provides practical advice on how to produce and use open access resources to support student learning. This realistic, "how-to" guide is written for education professionals in any discipline seeking to transform their instruction with technology.

Routledge  
**Market:** Education / Technology  
 July 2017: 144pp  
 Hb: 978-1-138-93957-8: \$180.00  
 Pb: 978-1-138-93958-5: \$34.95  
 eBook: 978-1-315-67486-5

\* For full contents and more information, visit: [www.routledge.com/9781138939585](http://www.routledge.com/9781138939585)

2nd Edition

## Best Practices for Teaching with Emerging Technologies



**Michelle Pacansky-Brock**, California State University Channel Islands, USA

*Series: Best Practices in Online Teaching and Learning*

As social media and Web 2.0 technologies continue to transform the learning trends and preferences of students, educators need to understand the applicability of these new tools in all types of learning environments. This second edition provides new and experienced instructors with practical examples of how low-cost and free technologies can be used to support student learning as well as best practices for integrating web-based tools into a course management system and managing student privacy in a Web 2.0 environment. "Showcase" spotlights throughout exemplify how the tools described in the book are already being used effectively in educational settings.

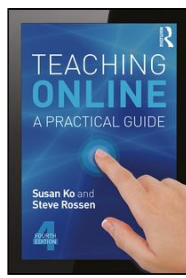
Routledge  
**Market:** Education / Technology  
 May 2017: 180pp  
 Hb: 978-1-138-64364-2: \$180.00  
 Pb: 978-1-138-64365-9: \$42.95  
 eBook: 978-1-315-62929-2  
 Prev. Ed Pb: 978-0-415-89939-0

\* For full contents and more information, visit: [www.routledge.com/9781138643659](http://www.routledge.com/9781138643659)

4th Edition

## Teaching Online

A Practical Guide



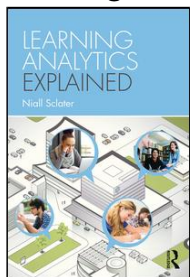
**Susan Ko**, New York University, USA and **Steve Rossen**

*Teaching Online: A Practical Guide* is an accessible, introductory, and comprehensive guide for anyone who teaches online. A leader in the online field, the fourth edition of this bestselling resource has been fully revised, maintains its reader friendly tone, and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section. Focusing on the "hows" and "whys" of implementation rather than theory, the fourth edition of *Teaching Online* is a must-have resource for anyone teaching online or thinking of teaching online.

Routledge  
**Market:** Education / Technology  
 March 2017: 510pp  
 Hb: 978-0-415-83242-7: \$170.00  
 Pb: 978-0-415-83243-4: \$52.95  
 eBook: 978-0-203-42735-4  
 Prev. Ed Pb: 978-0-415-99726-3

\* For full contents and more information, visit: [www.routledge.com/9780415832434](http://www.routledge.com/9780415832434)

## Learning Analytics Explained



Niall Sclater

*Learning Analytics Explained* draws extensively from case studies and interviews with experts in order to discuss emerging applications of the new field of learning analytics. Educational institutions increasingly collect data on students and their learning experiences, a practice that helps enhance courses, identify learners who require support, and provide a more personalized learning experience, but there is a corresponding need for guidance on how to carry out institutional projects, intervene effectively with students, and assess legal and ethical issues. This book provides that guidance while also covering the evolving technical architectures, standards, and products within the field.

Routledge

Market: Education

February 2017: 290pp

Hb: 978-1-138-93172-5: \$180.00

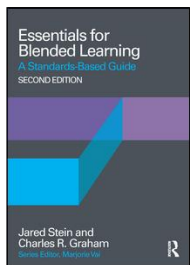
Pb: 978-1-138-93173-2: \$58.95

eBook: 978-1-315-67956-3

\* For full contents and more information, visit: [www.routledge.com/9781138931732](http://www.routledge.com/9781138931732)

## Essentials of Online Teaching

A Standards-Based Guide



Margaret Foley McCabe, Good Teaching Online, USA and Patricia González-Flores

Series: *Essentials of Online Learning*

Teachers' active online participation and engagement with students are critical factors to the success of online courses. *Essentials of Online Teaching* is a standards-based, streamlined guide to teaching online in higher education, high school and vocational training, or corporate learning environments. This brief but powerful book encourages immediate application of concepts with the help of real-world examples, technical insights, and professional advice.

Routledge

Market: Education / Technology

December 2016: 318pp

Hb: 978-1-138-92053-8: \$160.00

Pb: 978-1-138-92054-5: \$42.95

eBook: 978-1-315-68690-5

\* For full contents and more information, visit: [www.routledge.com/9781138920545](http://www.routledge.com/9781138920545)

## Going Online

Perspectives on Digital Learning



Robert Ubell, Vice Dean, Online Learning, NYU Tandon School of Engineering

In *Going Online*, one of our most respected online learning leaders offers insights into virtual education—what it is, how it works, where it came from, and where it may be headed. Robert Ubell reaches back to the days when distance learning was practiced by mail in correspondence schools and then leads us on a tour behind the screen, touching on a wide array of topics along the way, including what it takes to teach online and the virtual student experience. This impressive collection presents a powerful case for embracing online learning for its transformational potential.

Routledge

Market: Education / Technology

December 2016: 122pp

Hb: 978-1-138-02531-8: \$180.00

Pb: 978-1-138-02532-5: \$42.95

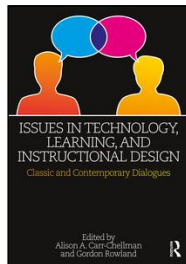
eBook: 978-1-315-77517-3

\* For full contents and more information, visit: [www.routledge.com/9781138025325](http://www.routledge.com/9781138025325)

TEXTBOOK - READER

## Issues in Technology, Learning, and Instructional Design

Classic and Contemporary Dialogues



Edited by Alison A. Carr-Chellman, University of Idaho, USA and Gordon Rowland, Ithaca College, NY

In *Issues in Technology, Learning, and Instructional Design*, some of the best known scholars in the field produce powerful dialogues that clarify current issues, provide context and theoretical grounding, and illuminate a framework for future thought. Position statements are introduced and then responded to, covering a remarkably broad series of topics across educational technology, learning and instructional design, from tool use to design education to how people learn. Reminiscent of the well-known Clark/Kozma debates of the 1990s, this dialogue-based textbook is ideal for graduate or advanced

undergraduate courses.

Routledge

Market: Education

December 2016: 231pp

Hb: 978-1-138-89788-5: \$190.00

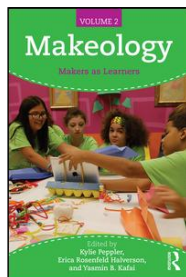
Pb: 978-1-138-89789-2: \$56.95

eBook: 978-1-315-70891-1

\* For full contents and more information, visit: [www.routledge.com/9781138897892](http://www.routledge.com/9781138897892)

## Makeology

Makers as Learners (Volume 2)



Edited by Kylie Peppler, Indiana University, Erica Rosenfeld Halverson, University of Wisconsin - Madison, USA and Yasmin B. Kafai, University of Pennsylvania, USA

*Makeology* introduces the emerging landscape of the Maker Movement and its connection to interest-driven learning. While the movement is fueled in part by new tools, technologies, and online communities available to today's makers, its simultaneous emphasis on engaging the world through design and sharing with others harkens back to early educational predecessors including Froebel, Dewey, Montessori, and Papert. *Makers as Learners (Volume 2)* highlights leading researchers and practitioners as they discuss and share current perspectives on the Maker movement and research on educational outcomes

in makerspaces.

Routledge

Market: Education

May 2016: 6 x 9: 268pp

Hb: 978-1-138-84780-4: \$190.00

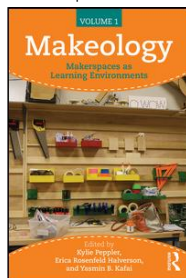
Pb: 978-1-138-84781-1: \$39.95

eBook: 978-1-315-72649-6

\* For full contents and more information, visit: [www.routledge.com/9781138847811](http://www.routledge.com/9781138847811)

## Makeology

Makerspaces as Learning Environments (Volume 1)



Edited by Kylie Peppler, Indiana University, Erica Halverson, University of Wisconsin - Madison, USA and Yasmin B. Kafai, University of Pennsylvania, USA

*Makeology* introduces the emerging landscape of the Maker Movement and its connection to interest-driven learning. While the movement is fueled in part by new tools, technologies, and online communities available to today's makers, its simultaneous emphasis on engaging the world through design and sharing with others harkens back to early educational predecessors including Froebel, Dewey, Montessori, and Papert. *Makerspaces as Learning Environments (Volume 1)* focuses on making in a variety of educational ecosystems, spanning nursery schools, K-12 environments, higher education, museums, and after-school

spaces.

Routledge

Market: Education

May 2016: 302pp

Hb: 978-1-138-84776-7: \$190.00

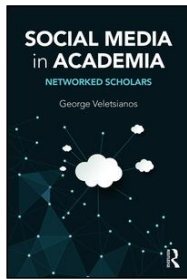
Pb: 978-1-138-84777-4: \$39.95

eBook: 978-1-315-72651-9

\* For full contents and more information, visit: [www.routledge.com/9781138847774](http://www.routledge.com/9781138847774)

## Social Media in Academia

Networked Scholars



**George Veletsianos**, Royal Roads University, Canada  
Social media and online social networks are expected to transform academia and the scholarly process. However, intense emotions permeate scholars' online practices and an increasing number of academics are finding themselves in trouble in these networked spaces. In reality, the evidence describing scholars' experiences in online social networks and social media is fragmented. As a result, the ways that social media are used and experienced by scholars are not well understood. *Social Media in Academia* examines the day-to-day realities of social media and online networks for scholarship and illuminates the opportunities, tensions, conflicts, and inequities that exist in these spaces.

Routledge

**Market:** Education / Technology

January 2016: 140pp

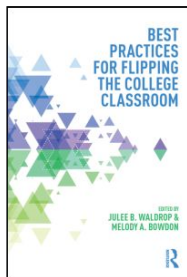
Hb: 978-1-138-82274-0: **\$190.00**

Pb: 978-1-138-82275-7: **\$52.95**

eBook: 978-1-315-74229-8

\* For full contents and more information, visit: [www.routledge.com/9781138822757](http://www.routledge.com/9781138822757)

## Best Practices for Flipping the College Classroom



Edited by **Julie B. Waldrop**, University of North Carolina at Chapel Hill, USA and **Melody A. Bowdon**, University of Central Florida, USA

*Series: Best Practices in Online Teaching and Learning*

*Best Practices for Flipping the College Classroom* provides a comprehensive overview and systematic assessment of the flipped classroom methodology in higher education. The evidence presented on the flipped classroom methodology by its supporters and detractors at all levels has thus far been almost entirely anecdotal or otherwise unreliable. This is the first book to provide faculty members nuanced qualitative and quantitative evidence that both supports and challenges the value of flipping

the college classroom.

Routledge

**Market:** Education

July 2015: 6 x 9: 176pp

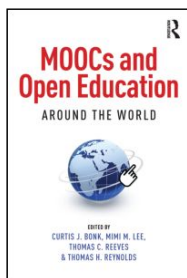
Hb: 978-1-138-02172-3: **\$190.00**

Pb: 978-1-138-02173-0: **\$42.95**

eBook: 978-1-315-77754-2

\* For full contents and more information, visit: [www.routledge.com/9781138021730](http://www.routledge.com/9781138021730)

## MOOCs and Open Education Around the World



Edited by **Curtis J. Bonk**, Indiana University, USA, **Mimi M. Lee**, University of Houston, USA, **Thomas C. Reeves**, University of Georgia, USA and **Thomas H. Reynolds**, National University, USA

*MOOCs and Open Education Around the World* explores and illuminates unique implementations of MOOCs and open education across regions and nations. The book also focuses on the various opportunities as well as the dilemmas presented in this rapidly evolving age of technology-enabled learning. What are the different delivery formats, interaction possibilities, assessment schemes, and business models? What are the key controversies or issues that must be discussed and addressed? This edited collection explains MOOCs and open education

trends and issues in a variety of contexts, shares key research findings, and provides practical suggestions and recommendations for the near future.

Routledge

**Market:** Education

June 2015: 398pp

Hb: 978-1-138-80740-2: **\$190.00**

Pb: 978-1-138-80741-9: **\$46.95**

eBook: 978-1-315-75110-8

\* For full contents and more information, visit: [www.routledge.com/9781138807419](http://www.routledge.com/9781138807419)

## Best Practices in Online Program Development

Teaching and Learning in Higher Education



**Elliot King**, Loyola University Maryland, USA and **Neil Alperstein**, Loyola University Maryland, USA

*Series: Best Practices in Online Teaching and Learning*

*Best Practices in Online Program Development* is a practical, hands-on guide that provides the concrete strategies that academic and administrative departments within institutions of higher learning need to develop in order to create and maintain coherent and effective online educational programs. Unlike individual courses, an online education program requires a comprehensive, inter-departmental effort to be integrated into the ongoing educational project of a college or university. This book gives the stakeholders in online education the building

blocks to foster successful programs while encouraging them to determine what role online education should play in their academic offerings.

Routledge

**Market:** Education

December 2014: 174pp

Hb: 978-0-415-72443-2: **\$200.00**

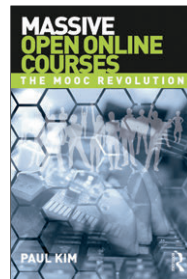
Pb: 978-0-415-72444-9: **\$42.95**

eBook: 978-1-315-85717-6

\* For full contents and more information, visit: [www.routledge.com/9780415724449](http://www.routledge.com/9780415724449)

## Massive Open Online Courses

The MOOC Revolution



Edited by **Paul Kim**, Stanford University, USA

Are MOOCs a catalyst for reimagining education, a sign of the increased corporatization of the education sector, or merely a well-publicized but passing trend? *Massive Open Online Courses* shares insights from multiple stakeholders on what MOOCs are now and could eventually become, providing those in higher education as well as K-12, military, government, and corporate training with an authoritative source on a wide range of key issues. In this timely volume, Paul Kim brings together experts from higher education, business, law, learning analytics and other relevant areas to provide an evenhanded, research-based positioning of MOOCs within the existing educational technology landscape.

Routledge

**Market:** Education

November 2014: 176pp

Hb: 978-0-415-73308-3: **\$190.00**

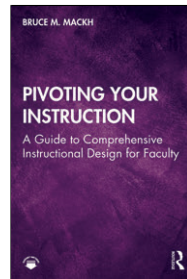
Pb: 978-0-415-73309-0: **\$52.95**

eBook: 978-1-315-84865-5

\* For full contents and more information, visit: [www.routledge.com/9780415733090](http://www.routledge.com/9780415733090)

## Pivoting Your Instruction

A Guide to Comprehensive Instructional Design for Faculty



**Bruce M. Mackh**, Rocky Mountain College of Art + Design, USA

This practical guide for college and university instructors explains how to design and prepare your courses to be adaptable to a full range of learning environments – whether that's online, hybrid, or face-to-face traditional campus teaching. Chapters provide quick takeaways and cover challenges and opportunities, adapting high impact practices across instructional models, and fostering a culture of care. The book also encourages faculty members to adopt a student-centered mindset as they employ the principles of Design Thinking, User Experience Design, Instructional Design, and Learning Experience Design to create a high-quality course.

Routledge

**Market:** Higher Education

August 2021: 336pp

Hb: 978-1-032-01592-7: **\$160.00**

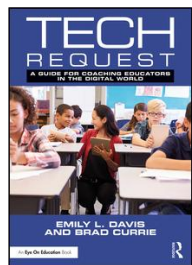
Pb: 978-1-032-01709-9: **\$42.95**

eBook: 978-1-003-17972-6

\* For full contents and more information, visit: [www.routledge.com/9781032017099](http://www.routledge.com/9781032017099)

## Tech Request

A Guide for Coaching Educators in the Digital World



Emily L. Davis and Brad Currie

In this much-needed book, experts Emily Davis and Brad Currie draw on their extensive experience in coaching and instructional technology and provide concrete, research-based strategies to help coaches in their day-to-day role. Whether you're beginning a coaching initiative or looking for practical insights on coaching in a variety of settings, including in groups and one-to-one, you'll find the resources you need to overcome challenges and grow your coaching skills. Every chapter includes practical tools, templates, and illustrative vignettes from the field to help you ensure the success of your technology coaching initiative.

Routledge

Market: Education

April 2019: 166pp

Hb: 978-1-138-59889-8: \$99.95

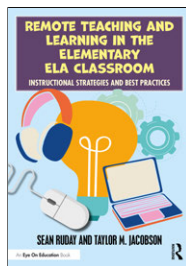
Pb: 978-1-138-59890-4: \$34.95

eBook: 978-0-429-48603-6

\* For full contents and more information, visit: [www.routledge.com/9781138598904](http://www.routledge.com/9781138598904)

## Remote Teaching and Learning in the Elementary ELA Classroom

Instructional Strategies and Best Practices



Sean Ruday, Longwood University, USA and Taylor M. Jacobson

Teaching in remote, distance, and hybrid environments can be overwhelming and confusing, and poses many challenges for novice and veteran teachers alike. In this comprehensive and practice-ready book, you'll find clear ideas for implementing the best practices of English language instruction in remote teaching settings. Understanding that remote teaching looks different in each subject, Ruday and Jacobson identify methods specifically designed for elementary ELA classrooms.

Routledge

Market: Education

May 2021: 152pp

Hb: 978-0-367-74165-5: \$160.00

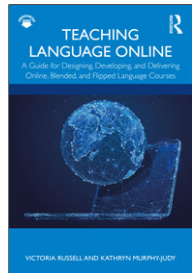
Pb: 978-0-367-72389-7: \$34.95

eBook: 978-1-003-15635-2

\* For full contents and more information, visit: [www.routledge.com/9780367723897](http://www.routledge.com/9780367723897)

## Teaching Language Online

A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses



Victoria Russell and Kathryn Murphy-Judy

Practical and accessible, this book covers everything you need to know to design, develop, and deliver successful online, blended, and flipped language courses. Grounded in the principles of instructional design and communicative language teaching, this book serves as a compendium of best practices, research, and strategies for creating learner-centered online language instruction that builds students' proficiency within meaningful cultural contexts. This book addresses important topics such as finding and optimizing online resources and materials, learner engagement, teacher and student satisfaction, professional development, and online language assessment.

Routledge

Market: Education

September 2020: 328pp

Hb: 978-1-138-38698-3: \$160.00

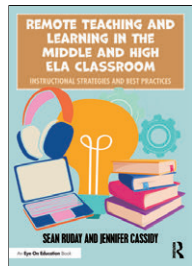
Pb: 978-1-138-38700-3: \$36.95

eBook: 978-0-429-42648-3

\* For full contents and more information, visit: [www.routledge.com/9781138387003](http://www.routledge.com/9781138387003)

## Remote Teaching and Learning in the Middle and High ELA Classroom

Instructional Strategies and Best Practices



Sean Ruday, Longwood University, USA and Jennifer Cassidy

Teaching in remote, distance, and hybrid environments can be overwhelming and confusing, and poses many challenges for novice and veteran teachers alike. This book will guide through the best practices of English language arts instruction, and help you reflect on ways to apply those practices in remote learning and envision future instruction that draws from the most useful aspects of educational innovations. Understanding that remote teaching looks different in each subject, Ruday and Cassidy identify methods specifically designed for middle and high school ELA classrooms.

Routledge

Market: Education

July 2021: 150pp

Hb: 978-0-367-74162-4: \$160.00

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