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EDUCATIONAL TECHNOLOGY

Winter 2013-14

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Creating Holistic Technology-Enhanced Learning Experiences

Tales from a Future School in Singapore

Lee Yong TAY and Cher Ping LIM (Eds.)

Creating Holistic Technology-Enhanced Learning Experiences

Tales from a Future School in Singapore

Lee Yong TAY (*Beacon Primary School, Singapore*) and **Cher Ping Lim** (*The Hong Kong Institute of Education, China*) (Eds.)

2013 | 242 pages | Subject: Educational Technology / Computers and Learning

ISBN Paperback: 9789462090842 (\$ 54.00)

The global level of economic, ecological, social, political and cultural integration across nation states and the rapid advancement of technology have brought about transformations that are part of globalisation. Our students are expected to be agents of change rather than passive observers of world events; and at the same time, to live together in an increasingly diverse and complex society and to reflect on and interpret fast changing information. *Read more on www.sensepublishers.com*



Putting Knowledge to Work & Letting Information Play

Second Edition

Timothy W. Luke and Jeremy Hunsinger (Eds.)

Putting Knowledge to Work & Letting Information Play

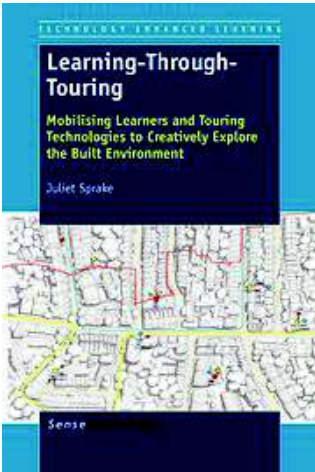
Second Edition

Timothy W. Luke (*Virginia Tech, Blacksburg, Virginia, USA*) and **Jeremy Hunsinger** (*Wilfrid Laurier University, Waterloo, Ontario, Canada*) (Eds.)

2012 | 244 pages | Subject: Computers and Learning / Educational Technology

ISBN Paperback: 9789460917264 (\$ 43.00)

These collected papers are critical reflections about the rapid digitalization of discourse and culture. This disruptive change in communicative interaction has swept rapidly through major universities, nation states, learned disciplines, leading businesses, and government agencies during the past decade. *Read more on www.sensepublishers.com*



Learning-Through-Touring

Mobilising Learners and Touring Technologies to Creatively Explore the Built Environment

Juliet Sprake

Learning-Through-Touring

Mobilising Learners and Touring Technologies to Creatively Explore the Built Environment

Juliet Sprake (*Goldsmiths, University of London, UK*)

2012 | 273 pages | Subject: Educational Technology

ISBN Paperback: 9789460917752 (\$ 54.00)

Learning-through-Touring uncovers ways in which people interact with the built environment by exploring the spaces around, between and within buildings. The key idea embodied in the book is that learning through touring is haptic –the learner is a physical, cognitive and emotional participant in the process. It also develops the concept that tours, rather than being finished products, are designed to evolve through user participation and over time. *Read more on www.sensepublishers.com*



(Re)Inventing the Internet

Critical Case Studies

Andrew Feenberg and Norm Friesen (Eds.)

(Re)Inventing the Internet

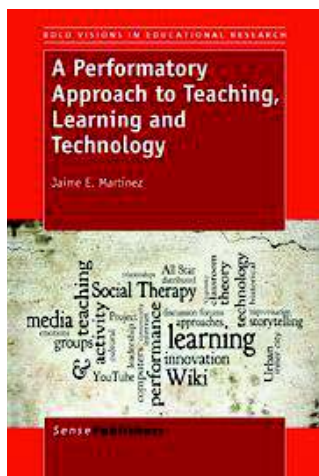
Critical Case Studies

Andrew Feenberg (*Simon Fraser University, Burnaby, Canada*) and **Norm Friesen** (*Thompson Rivers University, Kamloops, Canada*) (Eds.)

2012 | 146 pages | Subject: Educational Technology

ISBN Paperback: 9789460917325 (\$ 43.00)

Although it has been in existence for over three decades, the Internet remains a contested technology. Its governance and role in civic life, education, and entertainment are all still openly disputed and debated. The issues include censorship and network control, privacy and surveillance, the political impact of activist blogging, peer to peer file sharing, the effects of video games on children, and many others. *Read more on www.sensepublishers.com*



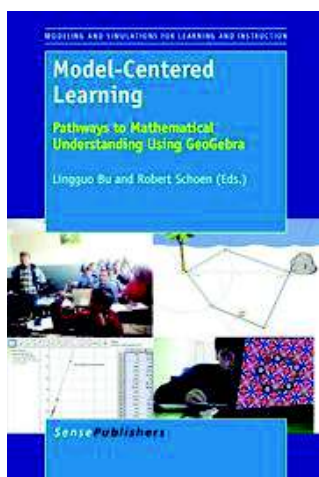
A Performatory Approach to Teaching, Learning and Technology

Jaime E. Martinez

2011 | 129 pages | Subject: Learning / Learning Environments / Teacher Education / Technology Education / Educational Technology

ISBN Paperback: 9789460916649 (\$ 21.00)

Even the most cursory glance at innovation in the field of education will reveal the emerging importance that researchers place on play, performance and collaboration in the classroom. Concurrently policy makers and school districts are investing more resources in promoting the development of 21st Century skills and technology use in the classroom. A Performatory Approach to Teaching, Learning and Technology integrates technology use in teaching and learning and the use of a Vygotskian performance-based pedagogy. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Model-Centered Learning

Pathways to Mathematical Understanding Using GeoGebra

Lingguo Bu (Southern Illinois University, Carbondale, USA) and Robert Schoen (Florida State University, Tallahassee, USA) (Eds.)

2011 | 258 pages | Subject: Educational Technology / Mathematics Education

ISBN Paperback: 9789460916168 (\$ 54.00)

Model-Centered Learning: Pathways to Mathematical Understanding Using GeoGebra is the first book to report on the international use of GeoGebra and its growing impact on mathematics teaching and learning. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Self-Regulated Learning in Technology Enhanced Learning Environments

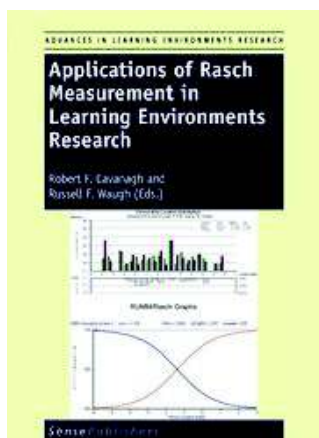
A European Perspective

Roberto Carneiro (Universidade Católica Portuguesa, Lisboa, Portugal), Paul Lefrere (Institute of Educational Technology, Milton Keynes, UK), Karl Steffens (University of Cologne, Germany) and Jean Underwood (Nottingham Trent University, UK) (Eds.)

2011 | 173 pages | Subject: Educational Technology

ISBN Paperback: 9789460916526 (\$ 54.00)

Self-regulated learning (SRL) subsumes key aspects of the learning process, such as cognitive strategies, metacognition and motivation, in one coherent construct. Central to this construct are the autonomy and responsibility of students to take charge of their own learning. Skills for self-regulation can be encouraged both directly and indirectly through a range of learning activities. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



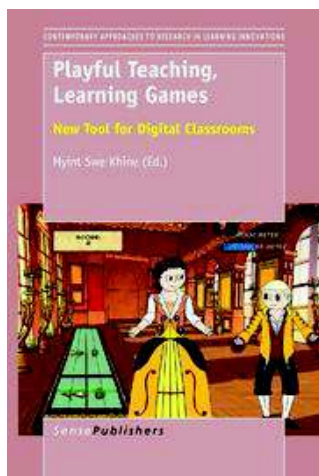
Applications of Rasch Measurement in Learning Environments Research

Robert F. Cavanagh (Curtin University, Australia) and Russel F. Waugh (Edith Cowan University, Australia) (Eds.)

2011 | 340 pages | Subject: Learning / Learning Environments / Educational Technology

ISBN Paperback: 9789460914911 (\$ 43.00)

Major advances in creating linear measures in education and the social sciences, particularly in regard to Rasch measurement, have occurred in the past 15 years, along with major advances in computer power. These have been combined so that the Rasch Unidimensional Measurement Model (RUMM) and the WINSTEPS computer programs now do statistical calculations and produce graphical outputs with very fast switching times. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Playful Teaching, Learning Games

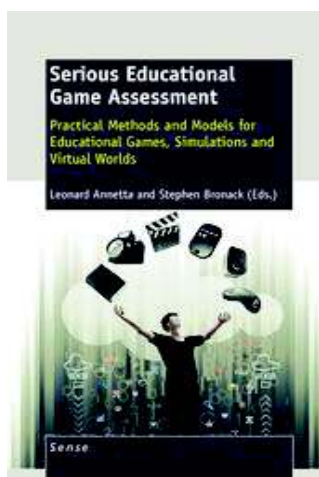
New Tool for Digital Classrooms

Myint Swe Khine (Emirates College for Advanced Education, UAE) (Ed.)

2011 | 144 pages | Subject: Educational Technology

ISBN Paperback: 9789460914584 (\$ 54.00)

Educators around the world acknowledge the fact that we live in the knowledge society and ability to think systematically is one of the necessary skills in order to function effectively in the 21st century. In the past two decades, popular culture introduced digital games as part of leisure activities for children and adults. Today playing computer games is routine activity for children of all ages. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Serious Educational Game Assessment

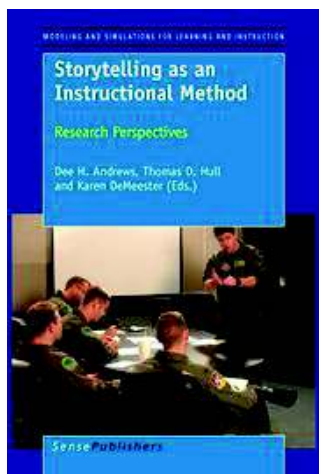
Practical Methods and Models for Educational Games, Simulations and Virtual Worlds

Leonard Annetta (George Mason University, Fairfax, USA) and Stephen Bronack (Clemson University, USA) (Eds.)

2011 | 286 pages | Subject: Educational Technology / Science Education

ISBN Paperback: 9789460913273 (\$ 28.00)

In an increasingly scientific and technological world the need for a knowledgeable citizenry, individuals who understand the fundamentals of technological ideas and think critically about these issues, has never been greater. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Storytelling as an Instructional Method

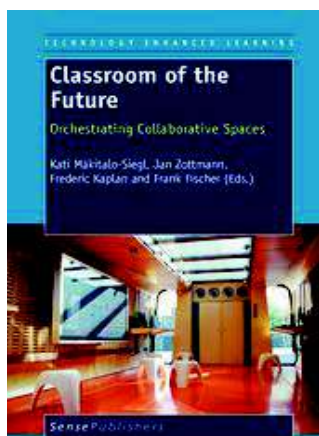
Research Perspectives

Dee H. Andrews (U.S. Air Force Research Laboratory, Arizona, USA), Thomas D. Hull (U.S. Air Force Research Laboratory, Arizona, USA) and Karen DeMeester (Florida State University, USA) (Eds.)

2010 | 178 pages | Subject: Educational Technology

ISBN Paperback: 9789460911323 (\$ 54.00)

For thousands of years storytelling has been a key means of instruction in cultures around the world. Today stories are told for educational purposes in virtually every domain of human endeavor. This book explores various theoretical and practical aspects of storytelling as an instructional method. It is divided into sections that examine instructional uses of the four types of storytelling: scenario-based, problem-based, case-based and narrative. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Classroom of the Future

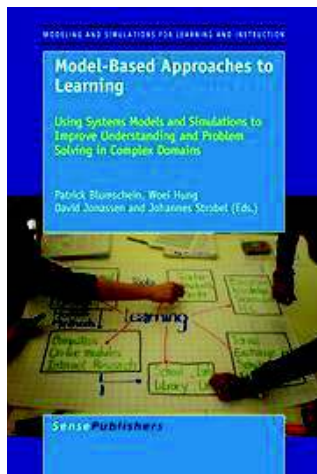
Orchestrating Collaborative Spaces

Kati Mäkitalo-Siegl (University of Jyväskylä, Finland), Jan Zottmann (University of Munich, Germany), Frederic Kaplan (Ecole Polytechnique Fédérale de Lausanne, Switzerland) and Frank Fischer (University of Munich, Germany) (Eds.)

2010 | 276 pages | Subject: Educational Technology

ISBN Paperback: 9789460911026 (\$ 54.00)

The future of the classroom is an issue that essentially concerns many of us as students, parents, taxpayers, policymakers, teachers, design professionals, or researchers. A glance at the history of pedagogical practice reveals, however, that despite rapid developments in the outside world, classrooms have evolved very little over the years. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



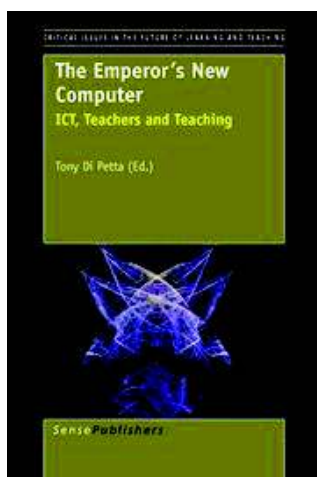
Model-Based Approaches to Learning

Using Systems Models and Simulations to Improve Understanding and Problem Solving in Complex Domains

Patrick Blumschein (Albert-Ludwigs-University of Freiburg, Germany), Woei Hung (University of North Dakota, USA), David Jonassen (University of Missouri, USA) and Johannes Strobel (Purdue University, West Lafayette, USA) (Eds.)

2009 | 360 pages | Subject: Educational Technology
ISBN Paperback: 9789087907099 (\$ 54.00)

Model-Based Approaches to Learning provides a new perspective called learning by system modeling. This book explores the learning impact of students when constructing models of complex systems. In this approach students are building their own models and engaging at a much deeper conceptual level of understanding of the content, processes, and problem solving of the domain, which is proven to be successful by research from the area of mindtools. *Read more on www.sensepublishers.com*



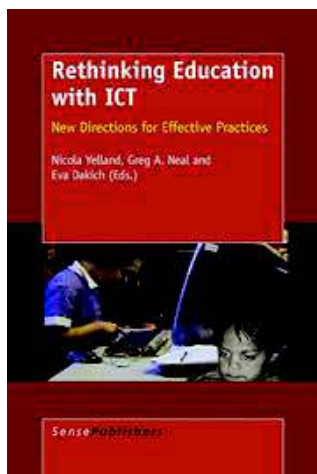
The Emperor's New Computer

ICT, Teachers and Teaching

Tony Di Petta (Brock University, Canada) (Ed.)

2008 | 242 pages | Subject: Computers and Learning / Teacher Education / Educational Technology
ISBN Paperback: 9789087906559 (\$ 32.00)

The influence of Information and Communication Technologies (ICT) on all aspects of teaching and learning has increasingly become the focus of research and theoretical consideration in a variety of academic arenas including education and culture. ICT's subtle and seductive impact on educational administration; globalisation; curriculum design, development and delivery; and teacher roles and responsibilities has challenged the privileged notion of how education in society is or should be delivered. *Read more on www.sensepublishers.com*



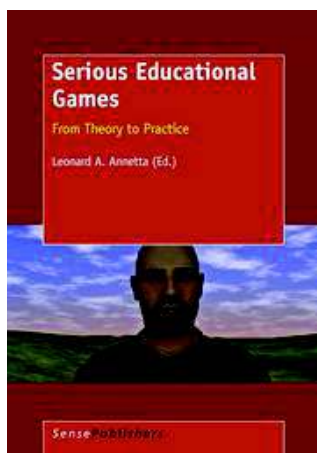
Rethinking Education with ICT

New Directions for Effective Practices

Nicola Yelland (Victoria University, Australia), Greg A. Neal (Victoria University, Australia) and Eva Dakich (Victoria University, Australia) (Eds.)

2008 | 236 pages | Subject: Educational Technology / Teacher Education
ISBN Paperback: 9789087902797 (\$ 54.00)

This book brings together a number of academics who have conducted research and written about effective practices and pedagogies that incorporate the use of information and communications technologies (ICT). The book is intended for graduate and undergraduate students in Teacher Education programmes, as well as teachers and those who are interested in contemporary educational issues. The authors in this book have been engaged in rethinking education with ICT. *Read more on www.sensepublishers.com*



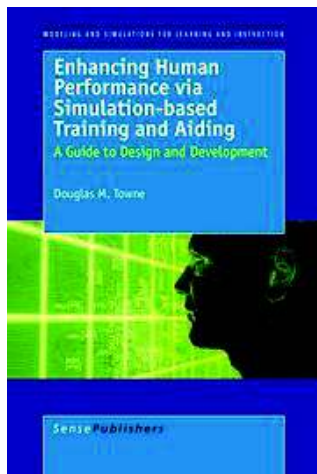
Serious Educational Games

From Theory to Practice

Leonard Annetta (George Mason University, Fairfax, USA) (Ed.)

2008 | 91 pages | Subject: Educational Technology
ISBN Paperback: 9789087903794 (\$ 28.00)

Serious Educational Games: From Theory to Practice focuses on experiences and lessons learned through the design, creation and research in the Serious Education Games Movement. Serious Games is a term coined for the movement that started in 2003 for using commercial video game technology for teaching and learning purposes. This book presents a collection of work that bridges the theory behind Serious Educational games and cutting edge research coming from many aspects in the field. *Read more on www.sensepublishers.com*



Enhancing Human Performance via Simulation-based Training and Aiding

Polities, Politics, Performances

Douglas M. Towne (*University of Southern California, St Helena, CA, USA*)

2007 | 268 pages | Subject: Educational Technology
ISBN Paperback: 9789087902018 (\$ 54.00)

This volume presents an object-oriented approach for developing interactive graphical device models and for delivering instruction and performance aiding with such models. The volume attempts to illustrate, via a series of examples, why and how the particular design given satisfies relatively intensive and diverse instructional and performance-aiding demands with surprising ease. *Read more on www.sensepublishers.com*



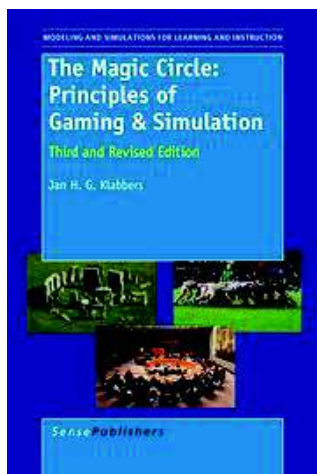
Trails in Education

Technologies that Support Navigational Learning

J. Schoonenboom (*University of Amsterdam, The Netherlands*), **M. Levene** (*Birckbeck, University of London, UK*), **J. Heller** (*University of Graz, Austria*), **K. Keenoy** (*Birckbeck, University of London, UK*) and **M. Túrcsányi-Szabo** (*Eötvös Loránd University, Hungary*)

2007 | 152 pages | Subject: Educational Technology / Science Education
ISBN Paperback: 9789087900762 (\$ 54.00)

This book is about sequences of learning objects ordered according to time or according to the demands of given learning materials. As users navigate through a learning environment, they follow prescribed trails and create personal trails through their interactions. In digital learning environments, these trails can be stored, evaluated and accessed in a structured manner. Experts from different backgrounds shed light on different aspects of trails and navigational learning. *Read more on www.sensepublishers.com*



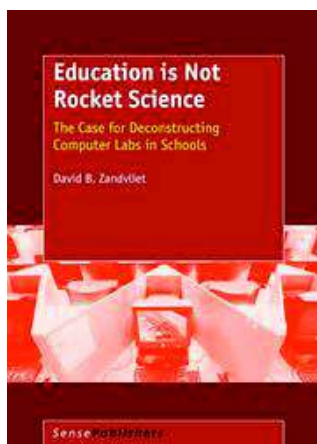
The Magic Circle: Principles of Gaming & Simulation

Third and Revised Edition

Jan H. G. Klabbers (*KMPC, The Netherlands*)

2006 | 346 pages | Subject: Educational Technology / Simulation
ISBN Paperback: 9789087900069 (\$ 54.00)

"Dr. Klabbers' work in gaming and simulation dates back to the 1960s. His third (and revised) edition of *The Magic Circle: Principles of Gaming and Simulation* is 20 pages shorter than his 2006 edition but the material is still the most comprehensive review of the subject by one of the field's experts—and comprehensive is probably an understatement. essential reading for business researchers interested in gaming and simulation to support learning and instruction. *Read more on www.sensepublishers.com*



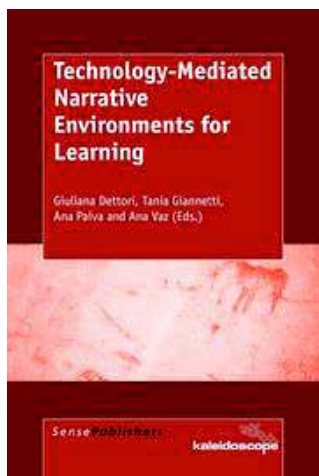
Education is Not Rocket Science

The Case for Deconstructing Computer Labs in Schools

David B. Zandvliet (*Simon Fraser University, Canada*)

2006 | 100 pages | Subject: Computers and Learning / Science Education / Educational Technology
ISBN Paperback: 9789077874783 (\$ 28.00)

The dominance of computer labs in our schools is the result of a long struggle among teachers and technicians for control of precious computer resources. As technicians gain power and influence, this is expressed in the 'row on row of machines' installed in literally thousands of computer labs in schools around the world. *Read more on www.sensepublishers.com*



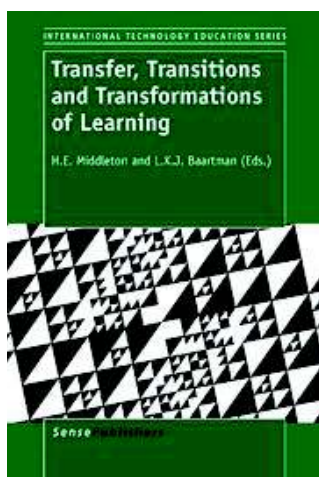
Technology-Mediated Narrative Environments for Learning

Giuliana Dettori (*Institute for Educational Technology, Genoa, Italy*), **Tania Giannetti** (*Institute for Educational Technology, Genoa, Italy*), **Ana Paiva** (*INESC-ID, Lisbon, Portugal*) and **Ana Vaz** (*INESC-ID, Lisbon, Portugal*) (Eds.)

2006 | 172 pages | Subject: Learning Environments / Technology Education / Learning / Educational Technology

ISBN Paperback: 9789077874158 (\$ 54.00)

Narrative has always been used as a means for learning, both in school and in informal contexts. Technology has further increased the possibilities of exploiting its potential for education. Is there an added value, though, in using technology to realize narrative learning experiences? And what are the advantages of embedding narrative in technology-based learning environments? Addressing such questions is the aim and focus of this volume. *Read more on www.sensepublishers.com*



Transfer, Transitions and Transformations of Learning

Howard Middleton (*Griffith Institute for Educational Research, Griffith University, Australia*) and **L.K.J. Baartman** (*Eindhoven School of Education, Eindhoven University of Technology, The Netherlands*) (Eds.)

2013 | 178 pages | Subject: Technology Education / Adult Education / Educational Technology

ISBN Paperback: 9789462094352 (\$ 54.00)

This book explores one of the enduring issues in educational research and one of the challenges for formal education. That is, understanding the relationship between learning in one context, setting or time and a subsequent related learning experience or activity. *Read more on www.sensepublishers.com*



Technology Teachers as Researchers

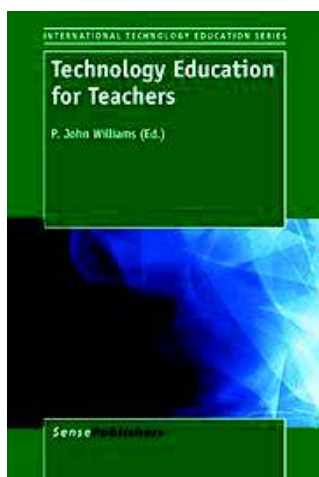
Philosophical and Empirical Technology Education Studies in the Swedish TUFF Research School

Inga-Britt Skogh (*KTH Royal Institute of Technology, Sweden*) and **Marc de Vries** (*Delft University of Technology, The Netherlands and KTH Royal Institute of Technology, Sweden*) (Eds.)

2013 | 318 pages | Subject: Technology Education

ISBN Paperback: 9789462094413 (\$ 54.00)

This book presents the scientific output of the TUFF research school in Sweden. In this school, a group of active teachers worked together on a series of educational research studies. All of those studies were related to the teaching about technology and engineering. The research program consisted of studies at various angles of view: a philosophical view, a national view, and a classroom practice view. *Read more on www.sensepublishers.com*



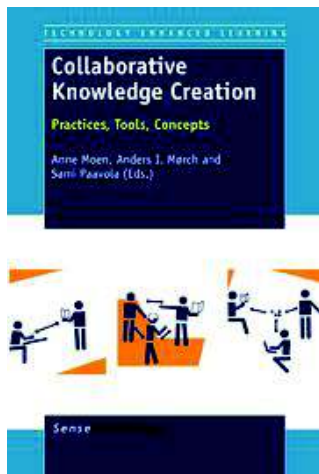
Technology Education for Teachers

P. John Williams (*University of Waikato, Hamilton, New Zealand*) (Ed.)

2012 | 270 pages | Subject: Technology Education

ISBN Paperback: 9789462091597 (\$ 54.00)

This is a textbook for use in technology teacher training and also a reference book for technology teachers. It will provide a foundation for new teachers entering the area of technology, and also the opportunity for practicing teachers to keep up to date with research informed ideas about teaching technology. Technology in the curriculum has continually faced a range of challenges throughout its history in many countries. *Read more on www.sensepublishers.com*



Collaborative Knowledge Creation

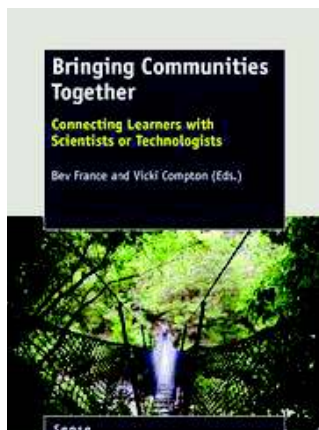
Practices, Tools, Concepts

Anne Moen (*University of Oslo, Norway*), **Anders I. Mørch** (*University of Oslo, Norway*) and **Sami Paavola** (*University of Helsinki, Finland*) (Eds.)

2012 | 288 pages | Subject: Technology Education

ISBN Paperback: 9789462090026 (\$ 54.00)

This book presents perspectives on the knowledge creation metaphor of learning, and elaborates the dialogical approach to learning. The knowledge creation metaphor differs from both the acquisition and the participation metaphors. In a nutshell dialogical approaches seek to engage learners in joint work with shared objects and artefacts mediated by collaboration technology. *Read more on www.sensepublishers.com*



Bringing Communities Together

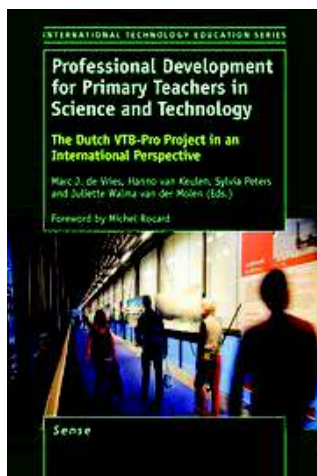
Connecting Learners with Scientists or Technologists

Bev France (*University of Auckland, New Zealand*) and **Vicki Compton** (*The University of Auckland, New Zealand*) (Eds.)

2012 | 246 pages | Subject: Science Education / Technology Education

ISBN Paperback: 9789460917899 (\$ 43.00)

Over recent years connective partnerships between educational communities and sectors outside of education have become increasingly popular. One significant reason behind this popularity has the expansion of information and communication technologies which have increased access and provided mechanisms for ongoing connections to be made between differing worlds. But... successful connections that cross cultural boundaries are not easy to establish and even harder to maintain in ways that are mutually beneficial. *Read more on www.sensepublishers.com*



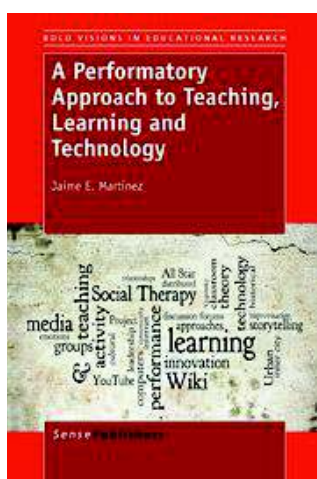
Professional Development for Primary Teachers in Science and Technology

The Dutch VTB-Pro Project in an International Perspective

Marc de Vries (*Delft University of Technology, The Netherlands*), Hanno van Keulen (*Utrecht University & Fontys University of Applied Science, The Netherlands*), Sylvia Peters (*Kennisnet, public educational organization on ICT in Education, Research Department, The Netherlands*) and Juliette Walma van der Molen (*University of Twente, The Netherlands*) (Eds.)

2011 | 316 pages | Subject: Technology Education
ISBN Paperback: 9789460917103 (\$ 54.00)

This book presents the research output of the Dutch project VTB-Pro, an internationally-oriented project that aimed at providing primary school teachers with the knowledge, abilities and attitudes that are necessary to implement science and technology education in their classes. An introductory chapter by Wynne Harlen and Pierre Lena positions this project in the international context. From the Foreword by Dr. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

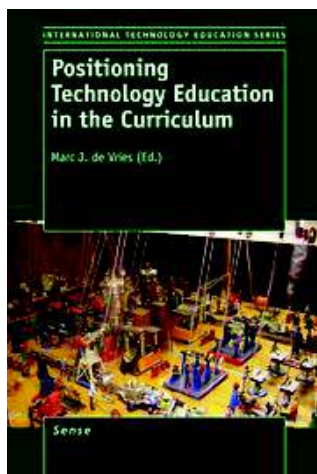


A Performatory Approach to Teaching, Learning and Technology

Jaime E. Martinez

2011 | 129 pages | Subject: Learning / Learning Environments / Teacher Education / Technology Education / Educational Technology
ISBN Paperback: 9789460916649 (\$ 21.00)

Even the most cursory glance at innovation in the field of education will reveal the emerging importance that researchers place on play, performance and collaboration in the classroom. Concurrently policy makers and school districts are investing more resources in promoting the development of 21st Century skills and technology use in the classroom. A Performatory Approach to Teaching, Learning and Technology integrates technology use in teaching and learning and the use of a Vygotskian performance-based pedagogy. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

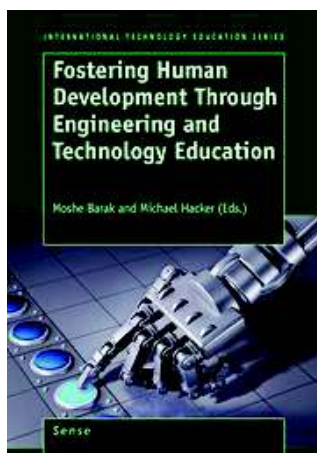


Positioning Technology Education in the Curriculum

Marc de Vries (*Eindhoven University of Technology, The Netherlands*) (Ed.)

2011 | 250 pages | Subject: Technology Education
ISBN Paperback: 9789460916731 (\$ 54.00)

The position of technology education in the school curriculum is a topic of continuous discussions. This book offers a number of research-based contributions to that discussion. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

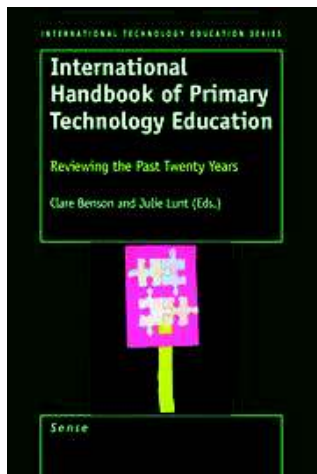


Fostering Human Development Through Engineering and Technology Education

Moshe Barak (*Ben-Gurion University of the Negev, Israel*) and Michael Hacker (*Hofstra University on Long Island, New York, USA*) (Eds.)

2011 | 326 pages | Subject: Technology Education
ISBN Paperback: 9789460915475 (\$ 54.00)

Fostering Human Development Through Engineering and Technology Education (ETE) is a collaborative work offered to students, scholars, researchers, decision-makers, curriculum developers, and educators interested in the rich learning opportunities afforded by engineering and technology education. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



International Handbook of Primary Technology Education

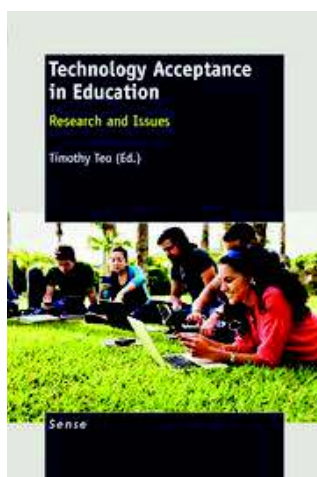
Reviewing the Past Twenty Years

Clare Benson (Birmingham City University, UK) and Julie Lunt (Birmingham City University, UK) (Eds.)

2011 | 334 pages | Subject: Technology Education

ISBN Paperback: 9789460915444 (\$ 54.00)

This international handbook offers an in-depth study of the development of primary Technology (or Design and Technology) education worldwide. It is unique in that it focuses on the way in which the building blocks for this subject have been established— providing much needed research and information for those involved with secondary education and beyond to draw on. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Technology Acceptance in Education

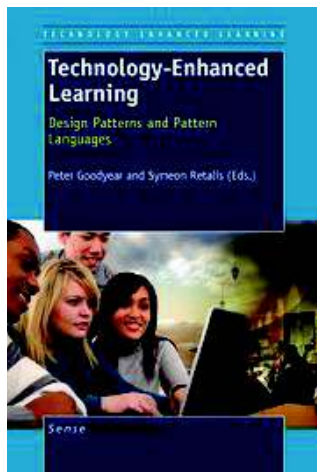
Research and Issues

Timothy Teo (Nanyang Technological University, Singapore) (Ed.)

2011 | 230 pages | Subject: Technology Education

ISBN Paperback: 9789460914850 (\$ 54.00)

Technology acceptance can be defined as a user's willingness to employ technology for the tasks it is designed to support. Over the years, acceptance researchers have become more interested in understanding the factors influencing the adoption of technologies in various settings. From the literature, much research has been done to understand technology acceptance in the business contexts. This is understandable, given the close relationship between the appropriate uses of technology and profit margin. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Technology-Enhanced Learning

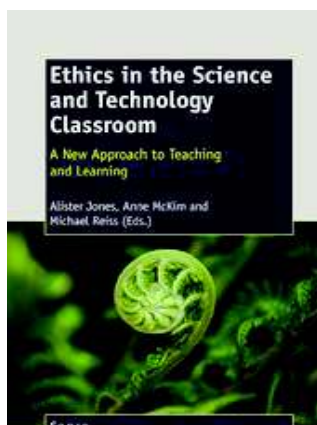
Design Patterns and Pattern Languages

Peter Goodyear (University of Sydney, Australia) and Symeon Retalis (University of Piraeus, Greece) (Eds.)

2010 | 328 pages | Subject: Technology Education

ISBN Paperback: 9789460910609 (\$ 54.00)

Designing for technology enhanced learning (TEL) is often a demanding process. It involves creating challenging learning tasks, making sure that students have access to the right tools and resources, and ensuring there are appropriate opportunities for them to learn with and from each other. Good design is creative, and it also depends on deep experience, sound evidence about learning and an understanding of the capabilities of technology. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Ethics in the Science and Technology Classroom

A New Approach to Teaching and Learning

Alister Jones (University of Waikato, New Zealand), Anne McKim (University of Waikato, New Zealand) and Michael Reiss (University of London, UK) (Eds.)

2010 | 144 pages | Subject: Science Education / Teacher Education / Technology Education

ISBN Paperback: 9789460910692 (\$ 43.00)

This edited book on ethics represents the outcomes of an international collaborative project that examined the role and place of bioethics in science and technology curricula. As science and technology advance, ethical issues increasingly are brought to the fore not only both for scientists and technologists but also for the general public. Science and technology education also reflects this shift and thinking and teaching about ethics in the school curriculum has increased. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

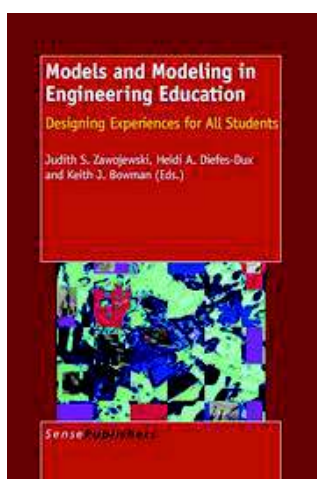


International Handbook of Research and Development in Technology Education

Alister Jones (*University of Waikato, New Zealand*) and **Marc de Vries** (*Eindhoven University of Technology, The Netherlands*) (Eds.)

2009 | 722 pages | Subject: Technology Education
ISBN Paperback: 9789087908775 (\$ 98.00)

This international handbook reflects on the development of the field of technology education. From reviewing how the field has developed and its current strengths, consideration is given to where the field might go and how it can be supported in this process. This handbook argues that technology is an essential part of education for all and it provides a unique coverage of the developing field of technology education. *Read more on www.sensepublishers.com*



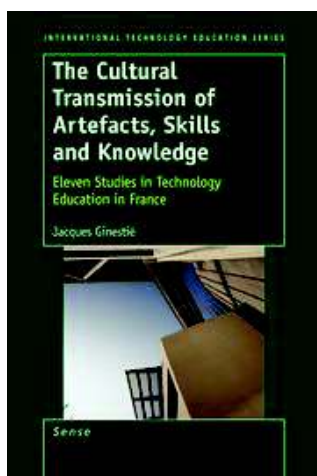
Models and Modeling in Engineering Education

Designing Experiences for All Students

Judith S. Zawojewski (*Illinois Institute of Technology, USA*), **Heidi A. Diefes-Dux** (*Purdue University, USA*) and **Keith J. Bowman** (*Purdue University, USA*) (Eds.)

2008 | 304 pages | Subject: Technology Education
ISBN Paperback: 9789087904029 (\$ 54.00)

Overview of the Book: Few research-based resources make engagement in engineering education reform and research practical for current and future educators. Yet, engineering educators are under immense pressure to address a wide variety of educational goals that extend well beyond the traditional student learning of engineering science and design. *Read more on www.sensepublishers.com*



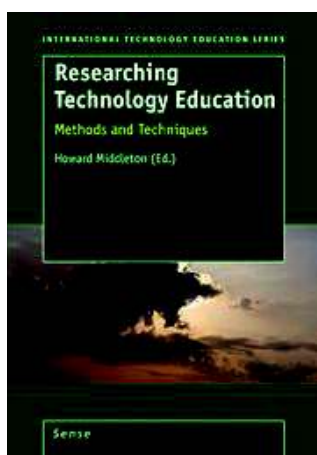
The Cultural Transmission of Artefacts, Skills and Knowledge

Eleven Studies in Technology Education in France

Jacques Ginestié (*IUFM Aix-Marseille, France*)

2008 | 280 pages | Subject: Technology Education
ISBN Paperback: 9789087904265 (\$ 54.00)

In the past twenty years, the development of technology education in France was complemented by a development of educational research in technological education. Investigations dealt with the knowledge that is to be taught in class, the way to teach that knowledge, and the way pupils learn. The work that was done by the research team 'Gestepro', in Marseille, succeeded in improving our understanding of the school situations, in particular from the point of view of the processes of teaching and learning. *Read more on www.sensepublishers.com*

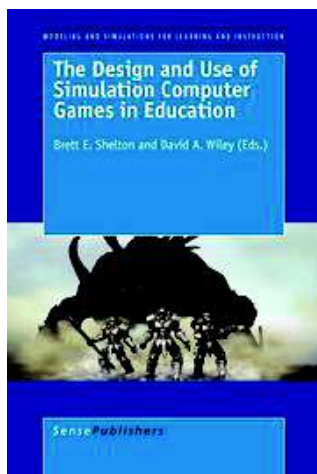


Researching Technology Education

Howard Middleton (*Griffith University, Brisbane, Australia*) (Ed.)

2008 | 228 pages | Subject: Technology Education
ISBN Paperback: 9789087902605 (\$ 54.00)

This third volume in the International Technology Education Series provides insights into developments in technology education research in terms of methods and techniques. The importance of the book is that it highlights the uniqueness of the area of technology education in terms of content, and learning and teaching processes, and the need to provide methods and techniques to capture this uniqueness when undertaking research. The book comprises research methods and techniques being used by a range of current researchers. *Read more on www.sensepublishers.com*

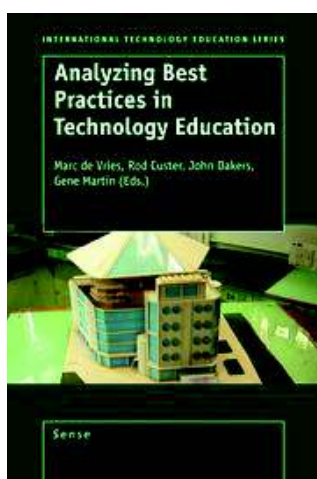


The Design and Use of Simulation Computer Games in Education

Brett E. Shelton (*Utah State University, Logan, USA*) and **David A. Wiley** (*Utah State University, Logan, USA*) (Eds.)

2007 | 312 pages | Subject: Technology Education
ISBN Paperback: 9789087901554 (\$ 54.00)

A series of well argued but surprisingly entertaining articles go far to set the very foundations of the field of digital game based learning. This book is absolutely essential reading for anyone interested in games and learning and will be for years to come. James Paul Gee, Mary Lou Fulton Presidential Professor of Literacy Studies, Arizona State University Learning from serious games generates emotional discussions about the feasibility of games as effective learning devices. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

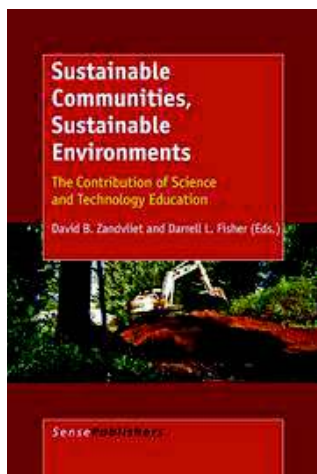


Analyzing Best Practices in Technology Education

Marc de Vries (*Eindhoven University of Technology, The Netherlands*), **Rod Custer** (*Illinois State University, USA*), **John Dakers** (*University of Glasgow, UK*) and **Gene Martin** (*Technical Foundation of America*)

2007 | 272 pages | Subject: Science Education / Technology Education
ISBN Paperback: 9789087901745 (\$ 54.00)

Inspired by a similar book in science education, the editors of this volume have put together a book with a practice-oriented approach towards technology education research. Teachers' accounts of successful classroom activities are used as the basis for reflection on what determines 'good' technology education practice. Part I has eight stories told by teachers. Topics range from puppet making to electronics and biotechnology. The teachers were nominated by academic technology education experts. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



Sustainable Communities, Sustainable Environments:

The Contribution of Science and Technology Education

David B. Zandvliet (*Simon Fraser University, Canada*) and **Darrel L. Fisher** (*Curtin University of Technology, Australia*) (Eds.)

2007 | 168 pages | Subject: Science Education / Sustainable Development / Technology Education
ISBN Paperback: 9789087900595 (\$ 43.00)

Sustainable Communities, Sustainable Environments? What is enacted when we engage with these ideas? Sustainability is a term increasingly used to describe the broader purpose and goal for education as we move further into the UN declared Decade of Education for Sustainable Development (UNDESD). This book provides a variety of international perspectives from the traditional fields of science and technology education as teachers (primary through tertiary), teacher educators, and academic researchers engage with this topic. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

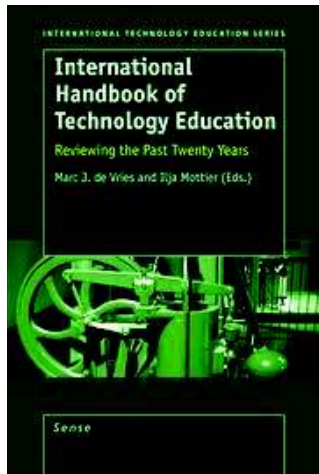


Technology-Mediated Narrative Environments for Learning

Giuliana Dettori (*Institute for Educational Technology, Genoa, Italy*), **Tania Giannetti** (*Institute for Educational Technology, Genoa, Italy*), **Ana Paiva** (*INESC-ID, Lisbon, Portugal*) and **Ana Vaz** (*INESC-ID, Lisbon, Portugal*) (Eds.)

2006 | 172 pages | Subject: Learning Environments / Technology Education / Learning / Educational Technology
ISBN Paperback: 9789077874158 (\$ 54.00)

Narrative has always been used as a means for learning, both in school and in informal contexts. Technology has further increased the possibilities of exploiting its potential for education. Is there an added value, though, in using technology to realize narrative learning experiences? And what are the advantages of embedding narrative in technology-based learning environments? Addressing such questions is the aim and focus of this volume. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



International Handbook of Technology Education

The State of the Art

Marc de Vries (*Eindhoven University of Technology, The Netherlands*) and **Ilja Mottier** (*PATT Foundation*) (Eds.)

2006 | 548 pages | Subject: Curriculum / Teacher Education / Technology Education
ISBN Paperback: 9789077874066 (\$ 54.00)

This first volume in the International Technology Education Series offers a unique, worldwide collection of national surveys into the developments of Technology Education in the past two decades. For twenty-two countries from five continents the major changes of this school subject are described by experts that have been involved in these changes for many years themselves. *Read more on www.sensepublishers.com*



Transfer, Transitions and Transformations of Learning

Howard Middleton (*Griffith Institute for Educational Research, Griffith University, Australia*) and **L.K.J. Baartman** (*Eindhoven School of Education, Eindhoven University of Technology, The Netherlands*) (Eds.)

2013 | 178 pages | Subject: Technology Education / Adult Education / Educational Technology
ISBN Paperback: 9789462094352 (\$ 54.00)

This book explores one of the enduring issues in educational research and one of the challenges for formal education. That is, understanding the relationship between learning in one context, setting or time and a subsequent related learning experience or activity. *Read more on www.sensepublishers.com*