Preface

The constantly changing landscape of Curriculum Design and Classroom Management makes it challenging for experts and practitioners to stay informed of the field’s most up-to-date research. That is why Information Science Reference is pleased to offer this three-volume reference collection that will empower students, researchers, and academicians with a strong understanding of critical issues within Curriculum Design and Classroom Management by providing both broad and detailed perspectives on cutting-edge theories and developments. This reference is designed to act as a single reference source on conceptual, methodological, technical, and managerial issues, as well as provide insight into emerging trends and future opportunities within the discipline.

Curriculum Design and Classroom Management: Concepts, Methodologies, Tools and Applications is organized into six distinct sections that provide comprehensive coverage of important topics. The sections are: (1) Fundamental Concepts and Theories, (2) Tools and Technologies, (3) Frameworks and Methodologies, (4) Cases and Applications, (5) Issues and Challenges, and (6) Emerging Trends. The following paragraphs provide a summary of what to expect from this invaluable reference tool.

Section 1, “Fundamental Concepts and Theories,” serves as a foundation for this extensive reference tool by addressing crucial theories essential to the understanding of Curriculum Design and Classroom Management. Introducing the book is “Literature Review in Conceptions and Approaches to Teaching using Blended Learning,” a great foundation laying the groundwork for the basic concepts and theories that will be discussed throughout the rest of the book. Another chapter of note in Section 1 is titled “Flipping STEM Learning: Impact on Students’ Process of Learning and Faculty Instructional Activities,” which discusses the novel techniques of pathway analytics to assist Curriculum Design and Classroom Management policies and tactics. Section 1 concludes, and leads into the following portion of the book with a nice segue chapter, “Technology-Enhanced Learning: Towards Providing Supports for PhD Students and Researchers in Higher Education.” Where Section 1 leaves off with fundamental concepts, Section 2 discusses tools and technologies in place for Curriculum Design and Classroom Management.

Section 2, “Tools and Technologies,” presents extensive coverage of the various tools and technologies used in the implementation of Curriculum Design and Classroom Management. Section 2 begins where Section 1 left off, though this section describes more concrete tools at place in the modeling, planning, and applications of Curriculum Design and Classroom Management. The first chapter, “A Quest about eQuest and Blended Learning in Teacher Education: An Indian Study,” lays a framework for the types of works that can be found in this section, a perfect resource for practitioners looking for the types of technologies currently in practice in Curriculum Design and Classroom Management. Section 2 is full of excellent chapters like this one, including such titles as “A Blended Course to Teach Graphical Programming Using LabVIEW,” “Fantasy Workshop: Active Use of a Learning Management System
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(LMS) as an Approach to Blended Learning,” and “Increasing Research Students’ Engagement through Virtual Communities,” to name a few. Where Section 2 described specific tools and technologies at the disposal of practitioners, Section 3 describes frameworks and methodologies within the field.

Section 3, “Frameworks and Methodologies,” presents in-depth coverage of the conceptual design and architecture of Curriculum Design and Classroom Management. Opening the section is “Blended Course Design: Where’s the Pedagogy?” This section is vital for developers and practitioners who want to measure and track the progress of Curriculum Design and Classroom Management through the multiple lens of parametric design. Through case studies, this section lays excellent groundwork for later sections that will get into present and future applications for Curriculum Design and Classroom Management, including, of note: “Blended Learning for Learners in SMEs” and “Blending in the Humanities: Course Model and Assessment Results.” The section concludes with another excellent work on sequence design, titled “Prioritization of Design Requirements for Quality Engineering Education.”

Section 4, “Cases and Applications,” describes how the broad range of Curriculum Design and Classroom Management efforts has been utilized and offers insight on and important lessons for their applications and impact. Section 4 includes the widest range of topics because it describes case studies, research, architectures, theory, analysis, and guides for implementation. The first chapter in the section is titled “How Do They Fare? Learning Achievement and Satisfaction with Blended Learning for Traditional-Age Undergraduates at Moderately Selective Colleges” The breadth of topics covered in the chapter is also reflected in the diversity of its authors, from countries all over the globe. Section 4 concludes with an excellent view of a case study in a new program, “M-Learning in the Middle East: The Case of Bahrain.”

Section 5, “Issues and Challenges,” presents coverage of academic and research perspectives on Curriculum Design and Classroom Management tools and applications. The section begins with “Using a Task-Based Approach for Supporting a Blended Learning Model for English as a Foreign Language.” The section concludes with “Artful Learning: Holistic Curriculum Development for Mind, Body, Heart, and Spirit,” a great transitional chapter between Sections 5 and 6 because it examines an important trend going into the future of the field. The last chapter manages to show a theoretical look into future and potential technologies, a topic covered in more detail in Section 6.

Section 6, “Emerging Trends,” highlights areas for future research within the field of Curriculum Design and Classroom Management, opening with “Preparing to Teach with Flipped Classroom in Teacher Preparation Programs.” Section 6 contains chapters that look at what might happen in the coming years that can extend the already staggering amount of applications for Curriculum Design and Classroom Management. Other chapters of note include “E-Learning: A Means to Increase Learner Involvement in Research” and “To Flip Or Not To Flip? That’s Not the Question: Exploring Flipped Instruction in Technology Supported Language Learning Environments.” The final chapter of the book looks at an emerging field within Curriculum Design and Classroom Management, in the excellent contribution, “Trends of Blended Learning in K-12 Schools: Challenges and Possibilities.”

Although the primary organization of the contents in this multi-volume work is based on its six sections, offering a progression of coverage of the important concepts, methodologies, technologies, applications, social issues, and emerging trends, the reader can also identify specific contents by utilizing the extensive indexing system listed at the end of each volume.

As a comprehensive collection of research on the latest findings related to using technology to providing various services, Curriculum Design and Classroom Management: Concepts, Methodologies, Tools and Applications, provides researchers, administrators, and all audiences with a complete understanding
of the development of applications and concepts in Curriculum Design and Classroom Management. Given the vast number of issues concerning usage, failure, success, policies, strategies, and applications of Curriculum Design and Classroom Management in countries around the world, *Curriculum Design and Classroom Management: Concepts, Methodologies, Tools and Applications* addresses the demand for a resource that encompasses the most pertinent research in technologies being employed to globally bolster the knowledge and applications of Curriculum Design and Classroom Management.