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Writing History in the Digital Age began as a “what-if” experiment by posing a question: How have Internet technologies influenced how historians think, teach, author, and publish? To illustrate their answer, the contributors agreed to share the stages of their book-in-progress as it was constructed on the public web. To facilitate this innovative volume, editors Jack Dougherty and Kristen Nawrotzki designed a born-digital, open-access, and open peer review process to capture commentary from appointed experts and general readers. A customized WordPress plug-in allowed audiences to add page- and paragraph-level comments to the manuscript, transforming it into a socially networked text. The initial six-week proposal phase generated over 250 comments, and the subsequent eight-week public review of full drafts drew 942 additional comments from readers across different parts of the globe. The finished product now presents 20 essays from a wide array of notable scholars, each examining (and then breaking apart and reexamining) if and how digital and emergent technologies have changed the historical profession.

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A series of democratic transformations in the 1980s ended the cold war and ushered in the present era. This volume by Padraic Kenney uses six case studies from this period — Poland, the Philippines, Chile, South Africa, Ukraine, and China — to explore common characteristics of global political change while highlighting the differing strategies and perspectives of the people who sought to free themselves from dictatorship. A general introduction to the volume examines key trends in the decades leading up to the changes, tracing the paths that dictatorships and opposition movements took in their fateful confrontations. The first chapter with documents surveys the central ideas of this age of democratic, nonviolent revolution, and sets a framework for considering the case studies in the chapters that follow. The documents in each case study give voice to celebrated and uncelebrated participants alike — from Nelson Mandela and Mikhail Gorbachev to Chinese hunger strikers and an ordinary Filipino activist — and provide students with an opportunity to compare histories. Photographs, document headnotes, a chronology, questions to consider, and a selected bibliography aid students' understanding of this transformative period.

STATISTICAL METHODS FOR PSYCHOLOGY surveys the statistical techniques commonly used in the behavioral and social sciences, particularly psychology and education. To help students gain a better understanding of the specific statistical hypothesis tests that are covered throughout the text, author David Howell emphasizes conceptual understanding. This Eighth Edition continues to focus students on two key themes that are the cornerstones of this book's success: the importance of looking at the data before beginning a hypothesis test, and the importance of knowing the relationship between the statistical test in use and the theoretical questions being asked by the experiment. New and expanded topics--reflecting the evolving realm of statistical methods--include effect size, meta-analysis, and treatment of missing data. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Data Mining: Concepts and Techniques provides the concepts and techniques in processing gathered data or information, which will be used in various applications. Specifically, it explains data mining and the tools used in discovering knowledge from the collected data. This book is referred as the knowledge discovery from data (KDD). It focuses on the feasibility, usefulness, effectiveness, and scalability of techniques of large data sets. After describing data mining, this edition explains the methods of knowing, preprocessing, processing, and warehousing data. It then presents information about data warehouses, online analytical processing (OLAP), and data cube technology. Then, the methods involved in mining frequent patterns, associations, and correlations for large data sets are described. The book details the methods for data classification and introduces the concepts and methods for data clustering. The remaining chapters discuss the outlier detection and the trends, applications, and research frontiers in data mining. This book is intended for Computer Science students, application developers, business professionals, and researchers who seek information on data mining. Presents dozens of algorithms and implementation examples, all in pseudo-code and suitable for use in real-world, large-scale data mining projects Addresses advanced topics such as mining object-relational databases, spatial databases, multimedia databases, time-series databases, text databases, the World Wide Web, and applications in several fields Provides a comprehensive, practical look at the concepts and techniques you need to get the most out of your data

Within two months of Confederate General Robert E. Lee's surrender at Appomattox Court House on 9 April 1865, the Confederacy had collapsed, and its armed forces had ceased to exist. In the spring of 1865, the U.S. Army faced the unprecedented task of occupying eleven conquered Southern states and administering "Reconstruction"-the process by which the former rebellious states would be restored to the Union. But a rapid demobilization of the Army placed the remaining occupation troops at a disadvantage almost from the start.This brochure traces the Army's law enforcement, stability, and peacekeeping roles in the South from May 1865 to the end of Reconstruction in 1877, marking a unique period in American history. During that time, the Southern states remained under military occupation, and for several years, they were also ruled by military government. Veteran Army commanders such as Philip H. Sheridan, John M. Schofield, Daniel E. Sickles, Edward R. S. Canby, and Winfield S. Hancock may have found the work of Reconstruction less dangerous than fighting the Civil War had been, but they also found it no less challenging.

Examines the urge for progress and reform from 1890 to 1940, describes the motives of the reformers and the opposition they faced

Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments-assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. Knowing What Students Know essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment-what students know and how well they know it-as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, Knowing What Students Know will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

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