

as “the application of knowledge to support the development of productive, thoughtful, and responsible persons” (xxvii). Three hundred scholars have contributed substantive articles that explain the diverse dynamics that contribute to our ideas about technology and learning. Learning theories, educational methods, research, and questions for future inquiry have been integrated into more than three hundred entries, covering a myriad of topics related to learners of all levels, including informal learners and learners in the workplace.

Articles vary in length from 1,500 to 3,500 words. All include “see also” references and suggestions for further reading. Articles are arranged alphabetically; but there is a detailed subject index and a helpful reader’s guide that classifies the articles according to twenty-eight major themes, including “Adaptive Learning Systems,” “Digital Literacy,” “Evaluation, Assessment, and Testing,” “Game-Based Learning,” “History of Educational Technology,” “Infrastructure Development,” “Mobile Technologies,” “Psychological and Social Issues,” “Simulation and Modeling Technologies,” and “Teaching and Learning with Technology.” This two-volume set also includes a resource guide that identifies important refereed journals and professional magazines vital to academic study of educational technology.

This encyclopedia should be of interest to students, faculty and professionals within the fields of education and training. “Change Agency” is an example of an article that stretches beyond the scope of educational technology. James B. Ellsworth traces the history of change agency, and delivers a concise literature review that summarizes various frameworks and important research since 1962. This article includes “see also” references for: Disruptive Innovations; Early Adopters; Innovators and Risk Takers in Education; Predicting Change and Adoption of Technology Innovations; Systemic Change and Educational Technology.

There are many articles that focus specifically on technology enhanced learning, such as Zervas’s and Sampson’s “Metatagging of Learning Objects and Apps.” This article defines “metatagging,” introduces classification systems and the standardization organizations, and explains metatagging methods.

Although most entries concentrate on the twenty-first century, “History of Educational Technology” and “Appendix A: Chronology” outline educational technology developments since ancient times beginning with the Abacus.

This is the only current and the most interdisciplinary encyclopedia devoted to educational technology. Rita Richey’s *Encyclopedia of Terminology for Educational Communications and Technology* (Springer, 2013) focused primarily on the terminology of the field, and while Lawrence A. Tomei’s *Encyclopedia of Information Technology Curriculum Integration* (Information Science Reference, 2008) covered methodologies, applications, and best practices; it is already seven years old.

*The Sage Encyclopedia of Educational Technology* should retain its usefulness for the next decade because of its scholarly quality and the breadth and depth of coverage on the

application of knowledge and methods to support learning. It should be in all college collections, and be added to library discovery systems.—Valerie Mittenberg, *Collection Development Librarian, Sojourner Truth Library, State University of New York*

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***Spirit Possession Around the World: Possession, Communion, and Demon Expulsion Across Cultures.*** Edited by Joseph P. Laycock. Santa Barbara, CA: ABC-CLIO, 2015. 414 pages. Acid free \$89 (ISBN: 978-1-61069-589-3). E-book available (978-1-31069-590-9), call for pricing.

This book has proven a welcome addition to the reference collection at my private, Catholic, liberal arts institution. In an effort to draw a comparison between other works on the topic of spirit possession, I found myself surprised to discover that there are currently few comparable resources in our collection, the collections of libraries in our consortium, or available on Amazon. While I have encountered works addressing the spiritual, medical, psychological, religious, geographical, and cultural aspects of the phenomenon of demoniac possession at an individual level, it is rare to find all of these together.

The book consists of A-to-Z signed entries on various aspects of demoniac possession, all written by appropriately qualified scholars. Also included are suggestions for further reading, cross-referencing, and profiles on the editor and contributors. Particularly useful features include a guide to related topics that groups the entries by geography, religion and traditions, political movements, popular culture, psychological/medical and sociological interpretations and a chronology that spans from 1600 BCE to 2013 CE.

The contributors to this volume demonstrate a knowledgeable and even-handed treatment of subject matter that I feared could easily be mired in ideology. It proved refreshing that the scholarly tone has been maintained throughout the entries while still penetrating areas such as popular culture that could easily become sensational. For example, the entry addressing the film *The Exorcist* could have been easily derailed by hearsay regarding a rumored “curse” on the film that has thrived online and around campfires for decades. While abstaining from ignoring the incidents from which the urban legend has sprung, yet not becoming mired in the debate, the contributor skillfully addressed all aspects of the topic and related phenomenon while espousing no particular causative factor. Academic users of this volume will find that this treatment extends throughout the work and provides helpful information, both of popular and scholarly nature, without devolving into the recounting of urban legends and subjective hearsay about the supernatural. This encyclopedia will prove particularly useful for undergraduate students or any individual with an interest in religious studies. I expect that this will be a well-used item in Ursuline College’s collection.—Anita J. Slack, *Reference and Instruction Librarian, Ursuline College, Pepper Pike, Ohio*