

Intuition And Metacognition In Medical Education Keys To Developing Expertise Springer Series On Medical Education

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*Clinical Reasoning in
Musculoskeletal Practice - E-*

*Book - Mark A Jones
2018-10-22*

Clinical reasoning is a key skill underpinning clinical expertise. *Clinical Reasoning in Musculoskeletal Practice* is essential reading for the musculoskeletal practitioner to gain the contemporary knowledge and thinking capacity necessary to advance their reasoning skills. Now in its 2nd edition, it is the only all-in-one volume of up-to-date clinical reasoning knowledge with real-world case examples illustrating expert clinical reasoning. This new edition includes:

- Comprehensively updated material and brand new chapters on pain science, psychosocial factors, and clinical prediction rules.
- The latest clinical reasoning theory and practical strategies for learning and facilitating clinical reasoning skills.
- Cutting-edge pain research and relevant psychosocial clinical considerations made accessible for the musculoskeletal practitioner.
- The role of clinical prediction rules in musculoskeletal clinical reasoning.
- 25 all new real-world, clinical cases by

internationally renowned expert clinicians allowing you to compare your reasoning to that of the best.

Foreign Language Teaching in Romanian Higher Education - Lucia-Mihaela Grosu-Rădulescu 2018-08-15

This volume gathers recent research findings in the field of foreign language (FL) teaching in Romanian higher education dwelling on both methodology and students' learning outcomes. The book satisfies the need for an up-to-date overview of FL teaching in Romanian universities in the European context as well as from a global international perspective. This book confers visibility to Romanian foreign language scholars' research and it opens new paths for debate and collaboration worldwide. The scholars included in this volume have extensive expertise in the field of foreign language teaching and research in higher education which is supported by their international recognition as specialists in their specific areas. The

contributing authors approach their respective chapters relying on both qualitative and quantitative research. Their experience and conclusions will prove helpful for any foreign language professional working in tertiary education.

Coaching Standardized Patients - Peggy Wallace 2007
Print+CourseSmart
American Book Publishing Record - 2005

A Medical Teacher's Manual for Success - Helen M. Shields
2011-01-03

Innovative and practical, *A Medical Teacher's Manual for Success* is an essential resource for medical school faculty members who want to teach well.

Conceptualising Risk Assessment and Management across the Public Sector - Jennifer Murray 2022-01-26
Conceptualising Risk Assessment and Management across the Public Sector explores concepts and applications of risk across the public sector to aid risk professionals in establishing a

clearer understanding of what risk assessment and management is, how it might be unified across sectors, and how and where deviations are needed.

Handbook of Reflection and Reflective Inquiry - Nona Lyons 2010-04-07

Philosophers have warned of the perils of a life spent without reflection, but what constitutes reflective inquiry - and why it's necessary in our lives - can be an elusive concept. Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire, *the Handbook of Reflection and Reflective Inquiry* presents reflective thought in its most vital aspects, not as a fanciful or nostalgic exercise, but as a powerful means of seeing familiar events anew, encouraging critical thinking and crucial insight, teaching and learning. In its opening pages, two seasoned educators, Maxine Greene and Lee Shulman, discuss reflective inquiry as a form of active attention (Thoreau's "wide-awakeness"), an act of

consciousness, and a process by which people can understand themselves, their work (particularly in the form of life projects), and others. Building on this foundation, the Handbook analyzes through the work of 40 internationally oriented authors: - Definitional issues concerning reflection, what it is and is not; - Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education; - Reflection as promoted across professional educational domains, including K-12 education, teacher education, occupational therapy, and the law; - Methods of facilitating and scaffolding reflective engagement; - Current pedagogical and research practices in reflection; - Approaches to assessing reflective inquiry. Educators across the professions as well as adult educators, counselors and psychologists, and curriculum developers concerned with adult learning will find the Handbook of

Reflection and Reflective Inquiry an invaluable teaching tool for challenging times.

Safer Care Human Factors for Healthcare - Patrick Mitchell 2013

Handbook of Adult and Continuing Education - Carol E. Kasworm 2010-05-27

Drawing on the contributions of 75 leading authors in the field, this 2010 Edition of the respected Handbook of Adult and Continuing Education provides adult education scholars, programme administrators, and teachers with a solid foundation for understanding the current guiding beliefs, practices, and tensions faced in the field, as well as a basis for developing and refining their own approaches to their work and scholarship. Offering expanded discussions in the areas of social justice, technology, and the global dimensions of adult and continuing education, the Handbook continues the tradition of previous volumes with discussions of contemporary theories, current

forms and contexts of practice, and core processes and functions. Insightful chapters examine adult and continuing education as it relates to gender and sexuality, race, our aging society, class and place, and disability.

Metacognition in Learning and Instruction - Hope J.

Hartman 2013-06-29

Unique and stimulating, this book addresses metacognition in both the neglected area of teaching and the more well-established area of learning. It addresses domain-general and domain-specific aspects of metacognition, including applications to the particular subjects of reading, speaking, mathematics, and science. This collection spans theory, research and practice related to metacognition in education at all school levels, from elementary through university.

Objective Structured Clinical Examinations - Sondra Zabar

2012-12-19

Objective structured clinical examinations/exercises (OSCEs) using standardized patients (SPs) are an efficient

means of surveying a diverse range of ability at any point along the continuum of medical education. An OSCE station can address multiple competency assessments across undergraduate, graduate, and continuing medical education.

Nevertheless, organizing and enacting OSCEs is a major undertaking and, as with most other educational projects, collaborating within and across specialties and disciplines only enriches the process. The production of an effective OSCE program requires strong leaders committed to the benefits of such assessments, as well as many individuals to plan, prepare, and implement the program. To address the need for general guidelines of best practice and consistent organizational stratagem, Objective Structured Clinical Exams is a comprehensive how-to manual for OSCE implementation. It contains an overview of and criteria for best practice, a review of relevant literature, insight into the program's influence

throughout the healthcare system, and techniques for fine-tuning existing programs. Accompanying charts, graphs and sample forms are included to make this book the single resource for any educator interested in creating or improving a standardized patient program.

How Learning Works - Susan A. Ambrose 2010-04-16
Praise for *How Learning Works*
"How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, *Tools for Teaching* "This book is a must-

read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching."

—Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As

you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book."

—From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*
Intuition and Metacognition in Medical Education - Mark E. Quirk 2006-08

cs.nurse.nursedu

On Apology - Aaron Lazare 2005-09-24

One of the most profound interactions that can occur between people, apologies have the power to heal humiliations, free the mind from deep-seated guilt, remove the desire for vengeance, and

ultimately restore broken relationships. With *On Apology*, Aaron Lazare offers an eye-opening analysis of this vital interaction, illuminating an often hidden corner of the human heart. He discusses the importance of shame, guilt, and humiliation, the initial reluctance to apologize, the simplicity of the act of apologizing, the spontaneous generosity and forgiveness on the part of the offended, the transfer of power and respect between two parties, and much more. Readers will not only find a wealth of insight that they can apply to their own lives, but also a deeper understanding of national and international conflicts and how we might resolve them. The act of apologizing is quite simply immensely fulfilling. On Apology opens a window onto this common occurrence to reveal the feelings and actions at the heart of this profound interaction.

Medical Education for the Future - Alan Bleakley 2011-02-21

The purpose of medical

education is to benefit patients by improving the work of doctors. Patient centeredness is a centuries old concept in medicine, but there is still a long way to go before medical education can truly be said to be patient centered. Ensuring the centrality of the patient is a particular challenge during medical education, when students are still forming an identity as trainee doctors, and conservative attitudes towards medicine and education are common amongst medical teachers, making it hard to bring about improvements. How can teachers, policy makers, researchers and doctors bring about lasting change that will restore the patient to the heart of medical education? The authors, experienced medical educators, explore the role of the patient in medical education in terms of identity, power and location. Using innovative political, philosophical, cultural and literary critical frameworks that have previously never been applied so consistently to the field, the authors provide a

fundamental reconceptualisation of medical teaching and learning, with an emphasis upon learning at the bedside and in the clinic. They offer a wealth of practical and conceptual insights into the three-way relationship between patients, students and teachers, setting out a radical and exciting approach to a medical education for the future. "The authors provide us with a masterful reconceptualization of medical education that challenges traditional notions about teaching and learning. The book critiques current practices and offers new approaches to medical education based upon sociocultural research and theory. This thought provoking narrative advances the case for reform and is a must read for anyone involved in medical education." - David M. Irby, PhD, Vice Dean for Education, University of California, San Francisco School of Medicine; and co-author of *Educating Physicians: A Call for Reform of Medical School and Residency*

"This book is a truly visionary contribution to the Flexner centenary. It is compulsory reading for the medical educationalist with a serious concern for the future - and for the welfare of patients and learners in the here and now."

Professor Tim Dornan,
University of Manchester
Medical School and Maastricht
University Graduate School of
Health Professions Education.
*Improving Diagnosis in Health
Care* - National Academies of
Sciences, Engineering, and
Medicine 2016-01-29

Getting the right diagnosis is a key aspect of health care - it provides an explanation of a patient's health problem and informs subsequent health care decisions. The diagnostic process is a complex, collaborative activity that involves clinical reasoning and information gathering to determine a patient's health problem. According to *Improving Diagnosis in Health Care*, diagnostic errors-inaccurate or delayed diagnoses-persist throughout all settings of care and

continue to harm an unacceptable number of patients. It is likely that most people will experience at least one diagnostic error in their lifetime, sometimes with devastating consequences. Diagnostic errors may cause harm to patients by preventing or delaying appropriate treatment, providing unnecessary or harmful treatment, or resulting in psychological or financial repercussions. The committee concluded that improving the diagnostic process is not only possible, but also represents a moral, professional, and public health imperative. *Improving Diagnosis in Health Care*, a continuation of the landmark Institute of Medicine reports *To Err Is Human* (2000) and *Crossing the Quality Chasm* (2001), finds that diagnosis-and, in particular, the occurrence of diagnostic errors"has been largely unappreciated in efforts to improve the quality and safety of health care. Without a dedicated focus on improving diagnosis, diagnostic errors

will likely worsen as the delivery of health care and the diagnostic process continue to increase in complexity. Just as the diagnostic process is a collaborative activity, improving diagnosis will require collaboration and a widespread commitment to change among health care professionals, health care organizations, patients and their families, researchers, and policy makers. The recommendations of *Improving Diagnosis in Health Care* contribute to the growing momentum for change in this crucial area of health care quality and safety.

Make It Stick - Peter C. Brown 2014-04-14

Discusses the best methods of learning, describing how rereading and rote repetition are counterproductive and how such techniques as self-testing, spaced retrieval, and finding additional layers of information in new material can enhance learning.

Remediation in Medical Education - Adina Kalet 2013-11-26

Remediation in medical education is the act of facilitating a correction for trainees who started out on the journey toward becoming excellent physicians but have moved off course. This book offers an evidence-based and practical approach to the identification and remediation of medical trainees who are unable to perform to standards. As assessment of clinical competence and professionalism has become more sophisticated and ubiquitous, medical educators increasingly face the challenge of implementing effective and respectful means to work with trainees who do not yet meet expectations of the profession and society. *Remediation in Medical Education: A Mid-Course Correction* describes practical stepwise approaches to remediate struggling learners in fundamental medical competencies; discusses methods used to define competencies and the science underlying the fundamental shift in the delivery and assessment of

medical education; explores themes that provide context for remediation, including professional identity formation and moral reasoning, verbal and nonverbal learning disabilities, attention deficit disorders in high-functioning individuals, diversity, and educational and psychiatric topics; and reviews system issues involved in remediation, including policy and leadership challenges and faculty development.

Biosemiotic Medicine -

Farzad Goli 2016-08-02

This book presents an interpretation of pharmaceutical, surgical and psychotherapeutic interventions based on a univalent metalanguage: biosemiotics. It proposes that a metalanguage for the physical, mental, social, and cultural aspects of health and medicine could bring all parts and aspects of human life together and thus shape a picture of the human being as a whole, made up from the heterogeneous images of the vast variety of sciences and technologies in

medicine discourse. The book adopts a biosemiotics clinical model of thinking because, similar to the ancient principle of alchemy, *tam ethice quam physice*, everything in this model is physical as much as it is mental. Signs in the forms of vibrations, molecules, cells, words, images, reflections and rites conform cultural, mental, physical, and social phenomena. The book decodes healing, dealing with health, illness and therapy by emphasizing the first-person experience as well as objective events. It allows readers to follow the energy-information flows through and between embodied minds and to see how they form physiological functions such as our emotions and narratives.

Applied Metacognition -

Timothy J. Perfect 2002-11-14

There is a growing theoretical and practical interest in the topic of metacognition; how we monitor and control our mental processes. Applied Metacognition provides a coherent and up-to-date overview of the relation

between theories in metacognition and their application in real-world situations. As well as a theoretical overview, there are substantive chapters covering metacognition in three areas of application: metacognition in education, metacognition in everyday life memory and metacognition in different populations. The book has contributions from many of the leading researchers in metacognition from around the world.

The Master Adaptive Learner - William Cutrer
2019-09-29

Tomorrow's best physicians will be those who continually learn, adjust, and innovate as new information and best practices evolve, reflecting adaptive expertise in response to practice challenges. As the first volume in the American Medical Association's MedEd Innovation Series, *The Master Adaptive Learner* is an instructor-focused guide covering models for how to train and teach future clinicians who need to develop

these adaptive skills and utilize them throughout their careers. Explains and clarifies the concept of a Master Adaptive Learner: a metacognitive approach to learning based on self-regulation that fosters the success and use of adaptive expertise in practice. Contains both theoretical and practical material for instructors and administrators, including guidance on how to implement a Master Adaptive Learner approach in today's institutions. Gives instructors the tools needed to empower students to become efficient and successful adaptive learners. Helps medical faculty and instructors address gaps in physician training and prepare new doctors to practice effectively in 21st century healthcare systems. One of the American Medical Association Change MedEd initiatives and innovations, written and edited by members of the ACE (Accelerating Change in Medical Education) Consortium - a unique, innovative collaborative that allows for the sharing and dissemination

of groundbreaking ideas and projects.

The British National Bibliography - Arthur James Wells 2006

A Practical Guide for Medical Teachers - John Dent 2017-04-26

The Fifth Edition of the highly praised Practical Guide for Medical Teachers provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine. Healthcare professionals are committed teachers and this book is an essential guide to help them maximise their performance. This highly regarded book recognises the importance of educational skills in the delivery of quality teaching in medicine. The contents offer valuable insights into all important aspects of medical education today. A leading educationalist from the USA joins the book's editorial team. The continual emergence of new topics is recognised in this new edition with nine new

chapters: The role of patients as teachers and assessors; Medical humanities; Decision-making; Alternative medicine; Global awareness; Education at a time of ubiquitous information; Programmatic assessment; Student engagement; and Social accountability. An enlarged group of authors from more than 15 countries provides both an international perspective and a multi-professional approach to topics of interest to all healthcare teachers.

The Question of Competence - Brian D. Hodges 2012-10-11
Medical competence is a hot topic surrounded by much controversy about how to define competency, how to teach it, and how to measure it. While some debate the pros and cons of competence-based medical education and others explain how to achieve various competencies, the authors of the seven chapters in *The Question of Competence* offer something very different. They critique the very notion of competence itself and attend to

how it has shaped what we pay attention to—and what we ignore—in the education and assessment of medical trainees. Two leading figures in the field of medical education, Brian D. Hodges and Lorelei Lingard, drew together colleagues from the United States, Canada, and the Netherlands to explore competency from different perspectives, in order to spark thoughtful discussion and debate on the subject. The critical analyses included in the book's chapters cover the role of emotion, the implications of teamwork, interprofessional frameworks, the construction of expertise, new directions for assessment, models of self-regulation, and the concept of mindful practice. The authors juxtapose the idea of competence with other highly valued ideas in medical education such as emotion, cognition and teamwork, drawing new insights about their intersections and implications for one another.

Metacognitive Diversity -

Joëlle Proust 2018

This book considers the

variability of metacognitive skills across cultures. It explores new domains of metacognitive variability and universal metacognitive features in adults and children. Throughout, it draws on current anthropological, linguistic, neuroscientific and psychological evidence.

Human Fallibility - Johannes Bauer 2012-03-17

A curious ambiguity surrounds errors in professional working contexts: they must be avoided in case they lead to adverse (and potentially disastrous) results, yet they also hold the key to improving our knowledge and procedures. In a further irony, it seems that a prerequisite for circumventing errors is our remaining open to their potential occurrence and learning from them when they do happen. This volume, the first to integrate interdisciplinary perspectives on learning from errors at work, presents theoretical concepts and empirical evidence in an attempt to establish under what conditions professionals deal

with errors at work productively—in other words, learn the lessons they contain. By drawing upon and combining cognitive and action-oriented approaches to human error with theories of adult, professional, and workplace learning this book provides valuable insights which can be applied by workers and professionals. It includes systematic theoretical frameworks for explaining learning from errors in daily working life, methodologies and research instruments that facilitate the measurement of that learning, and empirical studies that investigate relevant determinants of learning from errors in different professions. Written by an international group of distinguished researchers from various disciplines, the chapters paint a comprehensive picture of the current state of the art in research on human fallibility and (learning from) errors at work.

Transforming the Workforce for Children Birth Through Age

8 - National Research Council
2015-07-23

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work,

the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems.

This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress.

Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality

of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Passion killers: The art of passion killing in the age of stress and anxiety - Phillip

Walden Bowen 2021-09-07

There is growing pressure and stress placed on organisations to fight for customers and service/product placement in an increasingly competitive global marketplace. It has, therefore, never been more important to get the best out of the workforce. To achieve this, the role of the leader can be a fundamental factor in organisational success or failure. Leaders need to have the requisite skills to reflect the demands placed upon them in the 21st century. There are

the “accidental managers” who just drop into the role of leadership and others who may develop skills and knowledge in readiness for a leadership role. There are also those who may have the innate ability to lead. Within the mix are those who are characterised by traits associated with the “dark triad” or who may use “pathocratic influence” on others to conform, reinforcing values (or lack of values) associated with toxic leadership. They create damage and harm. They become “passion killers”. The result can lead to a “pathocracy”. This book discusses the role emotional intelligence plays in helping people deal with stressful and challenging experiences, suggesting different ways to cope. The author reflects on the values that are integral to the success or failure of an organisation. “Passion” is identified as an added value that can differentiate one organisation from another. If passion is harmed, it can affect motivation, creativity, output,

performance, and productivity. Therefore, this book provides the reader with examples of “passion killing” while making suggestions as to factors that can be adopted to engage and encourage passion.

Conclusions are drawn and recommendations made to support those faced with “passion killers”. This book is aimed at those of all ages and educational backgrounds interested in developing their leadership knowledge and skills. It is also aimed at those interested in learning more about differences in personality, emotional intelligence, stress, coping, values, and the importance of understanding the impact of “passion killers”.

A Practical Guide for Medical Teachers, E-Book -

John Dent 2021-04-24

Highly regarded in the field of medical education, A Practical Guide for Medical Teachers provides accessible, highly readable, and practical information for those involved in basic science and clinical medicine teaching. The fully

updated 6th Edition offers valuable insights into today's medical education. Input from global contributors who offer an international perspective and multi-professional approach to topics of interest to all healthcare teachers. With an emphasis on the importance of developing educational skills in the delivery of enthusiastic and effective teaching, it is an essential guide to maximizing teaching performance. Offers comprehensive, succinct coverage of curriculum planning and development, assessment, student engagement, and more. Includes 10 new chapters that discuss the international dimension to medical education, clinical reasoning, the roles of teachers, mentoring, burnout and stress, the patient as educator, professional identity, curriculum and teacher evaluation, how students learn, and diversity, equality and individuality. Delivers the knowledge and expertise of more than 40 international contributors. Features helpful

boxes highlighting practical tips, quotes, and trends in today's medical education.

How People Learn - National Research Council 2000-08-11
First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has

significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers.

A realistic look at the role of technology in education.
Advancing Doctoral Leadership Education Through Technology
- Laura Hyatt 2018

Financial Decision-Making for Engineers - Colin K. Drummond 2018-01-01
10.2.2 Individual decision-making skills -- 10.2.3 Group decision-making skills -- 10.2.4 Organizational-level attributes -- 10.3 Case studies to explore in teams -- 10.4 Case A: The team that wasn't -- 10.4.1 Background -- 10.4.2 Grand challenge -- 10.5 Case B: Disruptive innovation at Tonowanda -- 10.5.1 Background -- 10.5.2 Grand challenge -- 10.6 Case C: Die Cast Testing -- 10.6.1 Background -- 10.6.2 Grand challenge -- 10.7 Case D: Welcome to FR4 -- 10.7.1 Background -- 10.7.2 Grand challenge -- A: Problems and Problem-Solving -- A.1 Design process analogy -- A.2 Two basic categories of problems -- A.3 Organizational form -- A.4 Problem solution outcomes -- B: Mechanics of Accounting -- B.1

Learning objectives -- B.2
Accounting to support financial statements -- B.2.1 T-accounts -
- B.2.2 Chart of accounts --
B.2.3 General journal -- B.2.4
General ledger -- B.2.5
Adjusting entries -- B.3
Problems to explore -- C:
Reference Tables -- D: Index --
A -- B -- C -- D -- E -- F -- G -- H -
- I -- K -- L -- M -- N -- O -- P -- R
-- S -- T -- U -- V -- W

Financial Management of Libraries and Information Centers - Robert H. Burger
2016-08-22

Covering everything from auditing and budgeting to contracts, revenue and expenditures, forecasting, and ethics in financial management, this book addresses the full spectrum of topics and skills needed by today's library managers. • Addresses a topic of growing concern to library managers that is applicable to all types of libraries • Offers readers a formal, comprehensive introduction to financial management—not just an aspect such as cost benefit analysis, budgeting, or

fundraising • Includes forms and worksheets that help readers better understand the concepts • Supplies clear and detailed explanations of financial concepts and practical applications

Teaching Medical Professionalism - Richard L. Cruess 2016-03-29

This book presents ideas and guidance about human development to enhance medical education's ability to form competent and responsible physicians.

Encyclopedia of E-Leadership, Counseling and Training - Wang, Victor C.X.
2011-08-31

Encyclopedia of E-Leadership, Counseling and Training offers an in-depth description of key terms and concepts related to different themes, issues, and trends in educational leadership, counseling, and technology integration in modern universities and organizations worldwide. This three volume work serves as an exhaustive compendium of expertise, research, skills, and experiences. Authors with a

background in education, leadership, counseling, management, human resource development, or adult education have helped to encourage the education and training of potential leaders with this scholarly work.

Law in the Time of Oxymora - Rostam J. Neuwirth 2018-05-16

What do different concepts like true lie, bad luck, honest thief, old news, spacetime, glocalization, symplexity, sustainable development, constant change, soft law, substantive due process, pure law, bureaucratic efficiency and global justice have in common? What connections do they share with innumerable paradoxes, like the ones of happiness, time, globalization, sex, and of free will and fate?

Law in the Time of Oxymora provides answers to these conundrums by critically comparing the apparent rise in recent years of the use of rhetorical figures called "essentially oxymoronic concepts" (i.e. oxymoron, enantiosis and paradoxes) in the areas of art, science and

law. Albeit to varying degrees, these concepts share the quality of giving expression to apparent contradictions. Through this quality, they also challenge the scientific paradigm rooted in the dualistic thinking and binary logic that is traditionally used in the West, as opposed to the East, where a paradoxical mode of thinking and fuzzy logic is said to have been cultivated. Following a review of oxymora and paradoxes in art and various scientific writings, hundreds of "hard cases" featuring oxymora and a comprehensive review of the legal literature are discussed, revealing evidence suggesting that the present scientific paradigm of dualism alone will no longer be able to tackle the challenges arising from increasing diversity and complexity coupled with an apparent acceleration of change. *Law in the Time of Oxymora* reaches the surprising conclusion that essentially oxymoronic concepts may inaugurate a new era of cognition, involving the

ways the senses interact and how we reason, think and make decisions in law and in life.

Visible Learning - John Hattie
2008-11-19

This unique and groundbreaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers - an attention to setting challenging learning intentions, being clear

about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

Self-Directed Learner - the Three Pillar Model of Self-Directedness - Jennifer Gavriel
2005-01-17

Self-directed learning is perhaps the Holy Grail of adult learning and for good reason. Within this seemingly simple phrase lies the battleground for the frustrations of both educator and learner as they work through the difficulties of an unequal and sometimes intense partnership

Medical English as a Lingua Franca - M. Gregory Tweedie
2022-02-21

In this first book-length

treatment of MELF, the authors assert that MELF represents an important contribution to our understanding of English as a Lingua Franca (ELF), in that existing ELF research has been limited to relatively low stakes communicative situations, such as interactions in business, academia, internet blogging or casual conversations. Medical contexts, in contrast, often represent situations calling for exceptional communicative precision and urgency. Providing both evidence from their own research and analysis from (the limited number of) existing studies, the authors offer a counterpoint to the optimism regarding communicative success prevalent in ELF. The book proposes a theoretical perspective on how the various features of healthcare communication serve as important variables in shaping interaction among speakers of ELF, further enlarging our understanding of this emerging sub-field.

How People Learn II - National

Academies of Sciences,
Engineering, and Medicine
2018-09-27

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific

understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating

insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.