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Essentials for Blended Learning: A Standards-Based Guide provides a practical, streamlined approach for creating effective learning experiences by blending online activities and the best of face-to-face teaching. This guide is: Easy to use: Clear, jargon-free writing; illustrations; and references to online resources help readers understand concepts. Streamlined: A simple but effective design process focuses on creating manageable activities for the right environment. Practical: Real-world examples from different subject areas help teachers understand principles in context. Contemporary: The variety of modern, connected technologies covered in the guide addresses a range of teaching challenges. Forward-Looking: The approach bridges the gap between formal classroom learning and informal lifelong learning. Standards-based: Guidelines and standards are based on current research in the field, relevant learning theories, and practitioner experiences. Effective blended learning requires significant rethinking of teaching practices and a fundamental redesign of course structure. Essentials for Blended Learning: A

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Standards-Based Guide simplifies these difficult challenges without neglecting important opportunities to transform teaching. This guide is suitable for teachers in any content area. Please visit www.essentialsforblended.com for additional resources.

Patient-centered, high-quality health care relies on the well-being, health, and safety of health care clinicians. However, alarmingly high rates of clinician burnout in the United States are detrimental to the quality of care being provided, harmful to individuals in the workforce, and costly. It is important to take a systemic approach to address burnout that focuses on the structure, organization, and culture of health care. Taking Action Against Clinician Burnout: A Systems Approach to Professional Well-Being builds upon two groundbreaking reports from the past twenty years, *To Err Is Human: Building a Safer Health System* and *Crossing the Quality Chasm: A New Health System for the 21st Century*, which both called attention to the issues around patient safety and quality of care. This report explores the extent, consequences, and contributing factors of clinician burnout and provides a framework for a systems approach to clinician burnout and professional well-being, a research agenda to advance clinician well-being, and recommendations for the field.

A leader in educational technology separates truth from hype, explaining what tech can—and can't—do to transform our classrooms. Proponents of large-scale learning have boldly promised that technology can disrupt traditional approaches to schooling, radically accelerating learning and democratizing education. Much-publicized experiments, often underwritten by Silicon Valley entrepreneurs, have been launched at elite universities and in elementary schools in the poorest neighborhoods. Such was the excitement that, in 2012, the *New York Times* declared the “year of the MOOC.” Less than a decade later, that

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pronouncement seems premature. In *Failure to Disrupt: Why Technology Alone Can't Transform Education*, Justin Reich delivers a sobering report card on the latest supposedly transformative educational technologies. Reich takes readers on a tour of MOOCs, autograders, computerized “intelligent tutors,” and other educational technologies whose problems and paradoxes have bedeviled educators. Learning technologies—even those that are free to access—often provide the greatest benefit to affluent students and do little to combat growing inequality in education. And institutions and investors often favor programs that scale up quickly, but at the expense of true innovation. It turns out that technology cannot by itself disrupt education or provide shortcuts past the hard road of institutional change. Technology does have a crucial role to play in the future of education, Reich concludes. We still need new teaching tools, and classroom experimentation should be encouraged. But successful reform efforts will focus on incremental improvements, not the next killer app.

This volume includes the latest diagnostic criteria for PCOS and comprises the most up-to-date information about the genetic features and pathogenesis of PCOS. It critically reviews the methodological approaches and the evidence for various PCOS susceptibility genes. The book also discusses additional familial phenotypes of PCOS and their potential genetic basis. All four editors of this title are extremely prominent in the field of PCOS.

This book is an invaluable resource for physics teachers. It contains an updated version of the author's *A Guide to Introductory Physics Teaching* (1990), *Homework and Test Questions* (1994), and a previously unpublished monograph "Introduction to Classical Conservation Laws".

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Using the intriguing stories and words of a Quechua-speaking woman named Luisa Cadena from the Pastaza Province of Ecuador, Janis B. Nuckolls reveals a complex language system in which ideophony, dialogue, and perspective are all at the core of cultural and grammatical communications among Amazonian Quechua speakers. This book is a fascinating look at ideophones—words that communicate succinctly through imitative sound qualities. They are at the core of Quechua speakers' discourse—both linguistic and cultural—because they allow agency and reaction to substances and entities as well as beings. Nuckolls shows that Luisa Cadena's utterances give every individual, major or minor, a voice in her narrative. Sometimes as subtle as a barely felt movement or unintelligible sound, the language supports an amazingly wide variety of voices. Cadena's narratives and commentaries on everyday events reveal that sound imitation through ideophones, representations of dialogues between humans and nonhumans, and grammatical distinctions between a speaking self and an other are all part of a language system that allows for the possibility of shared affects, intentions, moral values, and meaningful, communicative interactions between humans and nonhumans.

Epilepsy is a chronic disorder, the hallmark of which is recurrent, unprovoked seizures. Many people with epilepsy have more than one type of seizures and may have other symptoms of neurological problems as well. Epilepsy is caused due to sudden recurrent firing of the neurons in the brain. The symptoms are convulsions, dizziness and confusion. One out of every hundred persons experiences a seizure at some time in their lives. It may be confused with other events like strokes or migraines. Unfortunately, the occurrence of an epileptic seizure seems unpredictable and its process still is hardly understood. In India, the number of persons suffering from epilepsy is increasing every year. The complexity involved in the diagnosis and therapy has to be cost effective. In this project, the authors

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applied an algorithm which is used for a classification of the risk level of epilepsy in epileptic patients from Electroencephalogram (EEG) signals. Dimensionality reduction is done on the EEG dataset by applying Power Spectral density. The KNN Classifier and K-Means clustering is implemented on these spectral values to epilepsy risk level detection. The Performance Index (PI) and Quality Value (QV) are calculated for the above methods. A group of twenty patients with known epilepsy findings are used in this study.

Develop your students' critical thinking skills and prepare them to perform competitively in the classroom, on state tests, and beyond. In this book, Moore and Stanley show you how to effectively instruct your students to think on higher levels, and how to assess their progress. As states implement the Common Core State Standards, teachers have been called upon to provide higher levels of rigor in their classrooms. Moore and Stanley demonstrate critical thinking as a key approach to accomplishing this goal. They explore the benefits of critical thinking and provide the tools you need to develop and monitor critical thinking skills in the classroom. Topics include: The Difference Between Higher-Level and Lower-Level Thinking Writing Higher-Level Thinking Questions Assessing Critical Thinking Strategies to Develop Higher-Level Thinking Skills

This text, concisely sets out the fundamentals required by students in this rapidly growing field. Plant Molecular Genetics is split into four parts: the first deals with the structure and inheritance of plant genomes; the second with the biology of *Agrobacterium tumefaciens* and its use in plant transformation; the third with key topics in plant molecular biology, including nitrogen fixation, the effect of light on plant development, flowering, breeding systems and disease resistance. The final section provides an

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overview of plant biotechnology, including a discussion of its future prospects.

In the 1980s, a sea change occurred in comics. Fueled by Art Spiegelman and Françoise Mouly's avant-garde anthology *Raw* and the launch of the *Love & Rockets* series by Gilbert, Jaime, and Mario Hernandez, the decade saw a deluge of comics that were more autobiographical, emotionally realistic, and experimental than anything seen before. These alternative comics were not the scatological satires of the 1960s underground, nor were they brightly colored newspaper strips or superhero comic books. In *Alternative Comics: An Emerging Literature*, Charles Hatfield establishes the parameters of alternative comics by closely examining long-form comics, in particular the graphic novel. He argues that these are fundamentally a literary form and offers an extensive critical study of them both as a literary genre and as a cultural phenomenon. Combining sharp-eyed readings and illustrations from particular texts with a larger understanding of the comics as an art form, this book discusses the development of specific genres, such as autobiography and history. *Alternative Comics* analyzes such seminal works as Spiegelman's *Maus*, Gilbert Hernandez's *Palomar: The Heartbreak Soup Stories*, and Justin Green's *Binky Brown Meets the Holy Virgin Mary*. Hatfield explores how issues outside of cartooning—the marketplace, production demands, work schedules—can affect the final work. Using Hernandez's *Palomar* as an example, he shows how serialization may determine the way a cartoonist structures a narrative. In a close look at *Maus*, *Binky Brown*, and Harvey Pekar's *American Splendor*, Hatfield teases out the complications of creating biography and autobiography in a substantially visual medium, and shows how creators approach these issues in radically different ways.

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