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Drawing upon philosophy and social theory, *Social Theory of International Politics* develops a theory of the international system as a social construction. Alexander Wendt clarifies the central claims of the constructivist approach, presenting a structural and idealist worldview which contrasts with the individualism and materialism which underpins much mainstream international relations theory. He builds a cultural theory of international politics, which takes whether states view each other as enemies, rivals or friends as a fundamental determinant. Wendt characterises these roles as 'cultures of anarchy', described as Hobbesian, Lockean and Kantian respectively. These cultures are shared ideas which help shape state interests and capabilities, and generate tendencies in the international system. The book describes four factors which can drive structural change from one culture to another - interdependence, common fate, homogenization, and self-restraint - and examines the effects of capitalism and democracy in the emergence of a Kantian culture in the West.

"Hormegeddon" is the term coined by entrepreneur and New York Times Bestselling Author Bill Bonner to describe what happens when you get too much of a good thing in the sphere of public policy, economics and business. Simply put, it ends in disaster. Drawing on stories and examples from throughout modern political history—from Napoleon's invasion of Russia to the impending collapse of the American healthcare system, from the outbreak of WWII and the fall of the Third Reich to the 21st century War on Terror, from the Great Recession to the sovereign debt crisis—Bonner pursues a modest ambition: to understand what goes wrong. History is not a clean yarn spun by its victors. It is a long tale of things that went FUBAR—debacles, disasters, and catastrophes. That each disaster carries with it a warning is what makes it useful to study. For instance, if the architect of a great ship tells you that 'not even God himself could sink this ship, ' you should take the next boat. If the stock market is selling at 20 times earnings and all the expert analysts urge you to 'get in' because you 'can't lose'-it's time to get out! Similarly, public policy disasters are what you get when well-meaning people with this same Titanic degree of certitude apply rational, small-scale problem-solving logic to inappropriately large scale planning. First, you get a declining rate of return on your investment (of time or resources) until you hit zero. Then, if you keep going through the zero floor—and you always keep going—you get a disaster. The problem is, these disasters cannot be stopped by well-informed smart people with good intentions, because they are the people who cause them in the first place. From the mind of Bill Bonner comes *Hormegeddon*, a phenomenon that occurs when a small dose of something produces a favorable result, but if you increase the dosage, the results end in disaster. The same applies when the world gets too much of a good thing in public policy, economics, and business. Drawing on examples throughout modern political history, Bonner brings context and understanding to this largely ignored and anonymous phenomenon.

The international creation of typefaces after 1950 was decisively influenced by the Swiss type designer Adrian Frutiger. His Univers typeface and the machine-readable font OCR-B, which was adopted as an ISO standard, are milestones, as is his type for the Paris airports, which set new standards for signage types and evolved into the Frutiger typeface. With his corporate types, he helped to define the public profiles of companies such as the Japanese Shiseido line of cosmetics. In all he created some fifty types, including Ondine, Méridien, Avenir, and Vectora. Based on conversations with Frutiger himself and on extensive research in France, England, Germany, and Switzerland, this publication provides a highly detailed and accurate account of the type designer's artistic development. For the first time, all of his types – from the design phase to the marketing stage – are illustrated and analyzed with reference to the technology and related types. Hitherto unpublished types that were never realized and more than one hundred logos complete the picture.

More than twenty poets share innovative ideas, exercises, and strategies that they have tested in classrooms. Topics as varied as using journals as a source for writing poetry to the many forms of haiku to finding poems in unusual places will ease the burden of lesson preparation.

Contains research and current trends used in digital simulations of teaching, surveying the uses of games and simulations in teacher education.

A guide to both theory and practice of blended learning offering rigorous research, case studies, and methods for the assessment of educational effectiveness. Blended learning combines traditional in-person learning with technology-enabled education. Its pedagogical aim is to merge the scale, asynchrony, and flexibility of online learning with the benefits of the traditional classroom—content-rich instruction and the development of learning relationships. This book offers a guide to both theory and practice of blended learning, offering rigorous research, case studies, and methods for the assessment of educational effectiveness. The contributors to this volume adopt a range of approaches to blended learning and different models of implementation and offer guidelines for both researchers and instructors, considering such issues as research design and data collection. In these courses, instructors addressed problems they had noted in traditional classrooms, attempting to enhance student engagement, include more active learning strategies, approximate real-world problem solving, and reach non-majors. The volume offers a cross-section of approaches from one institution, Georgia Tech, to provide both depth and breadth. It examines the methodologies of implementation in a variety of courses, ranging from a first-year composition class that incorporated the video game *Assassin's Creed II* to a research methods class for psychology and computer science students. *Blended Learning* will be an essential resource for educators, researchers, administrators, and policy makers. Contributors Joe Bankoff, Paula Braun, Mark Braunstein, Marion L. Brittain, Timothy G. Buchman, Rebecca E. Burnett, Aldo A. Ferri, Bonnie Ferri, Andy Frazee, Mohammed M. Ghassemi, Ashok K. Goel, Alyson B. Goodman, Joyelle Harris, Cheryl Hiddleson, David Joyner, Robert S. Kadel, Kenneth J. Knoespel, Joe

Le Doux, Amanda G. Madden, Lauren Margulieux, Olga Menagarishvili, Shamim Nemati, Vjollca Sadiraj, Donald Webster

This volume addresses the need for a more considered and systematic approach to teacher education and training in Computer-Assisted Language Learning (CALL), in all its forms: Technology Enhanced Language Learning, Network-Based Language Learning, Information and Communication Technologies for Language Learning and so on. The 20 chapters of the book are divided into five parts: (1) foundations of teacher education in CALL; (2) CALL degree programs; (3) CALL pre-service courses; (4) CALL in-service projects, courses, and workshops; (5) alternatives to formal CALL training. The chapters cover a broad range of levels, environments, countries, and languages. Rather than simply offering inspired speculation, the chapters provide practical information to readers, reporting on what has actually been done in a wide variety of teacher education programs and courses around the world. In many cases, the chapters describe how programs and courses have evolved, and include either qualitative or quantitative research, or both, to inform the structure of CALL courses, tasks and activities.

Praise for *Liberating Learning* "Moe and Chubb have delivered a truly stunning book, rich with the prospect of how technology is already revolutionizing learning in communities from Midland, Pennsylvania to Gurgaon, India. At the same time, this is a sobering telling of the realpolitik of education, a battle in which the status quo is well defended. But most of all, this book is a call to action, a call to unleash the power of technological innovation to create an education system worthy of our aspirations and our children's dreams." —Ted Mitchell, CEO of the New Schools Venture Fund "As long as we continue to educate students without regard for the way the real world works, we will continue to limit their choices. In *Liberating Learning*, Terry Moe and John Chubb push us to ask the questions we should be asking, to have the hard conversations about how far technology can go to advance student achievement in this country." —Michelle Rhee, Chancellor of Education for the Washington, D.C. schools "A brilliant analysis of how technology is destined to transform America's schools for the better: not simply by generating new ways of learning, but also—and surprisingly—by unleashing forces that weaken its political opponents and open up the political process to educational change. A provocative, entirely novel vision of the future of American education." —Rick Hanushek, the Paul and Jean Hanna Senior Fellow at the Hoover Institution, Stanford University "Terry Moe and John Chubb, two long-time, astute observers of educational reform, see technology as the way to reverse decades of failed efforts. Technology will facilitate significantly more individualized student learning—and perhaps most importantly, technology will make it harder and harder for the entrenched adult interests to block the reforms that are right for our kids. This is a provocative, informative and, ultimately, optimistic read, something we badly need in public education." —Joel Klein, Chancellor of the New York City schools

Clay Christensen's groundbreaking bestselling work in education now updated and expanded, including a new chapter on Christensen's seminal "Jobs to Be Done" theory applied to education. "Provocatively titled, *Disrupting Class* is just what America's K-12 education system needs—a well thought-through proposal for using technology to better serve students and bring our schools into the 21st Century. Unlike so many education 'reforms,' this is not small-bore stuff. For that reason alone, it's likely to be resisted by defenders of the status quo, even though it's necessary and right for our kids. We owe it to them to make sure this book isn't merely a terrific read; it must become a blueprint for educational transformation." —Joel Klein, Chancellor of the New York City Department of Education "A brilliant teacher, Christensen brings clarity to a muddled and chaotic world of education." —Jim Collins, bestselling author of *Good to Great* "Just as iTunes revolutionized the music industry, technology has the potential to transform education in America so that every one of the nation's 50 million students receives a high quality education. *Disrupting Class* is a must-read, as it shows us how we can blaze that trail toward transformation." —Jeb Bush, former Governor of Florida According to recent studies in neuroscience, the way we learn doesn't always match up with the way we are taught. If we hope to stay competitive—academically, economically, and technologically—we need to rethink our understanding of intelligence, reevaluate our educational system, and reinvigorate our commitment to learning. In other words, we need "disruptive innovation." Now, in his long-awaited new book, Clayton M. Christensen and coauthors Michael B. Horn and Curtis W. Johnson take one of the most important issues of our time—education—and apply Christensen's now-famous theories of "disruptive" change using a wide range of real-life examples. Whether you're a school administrator, government official, business leader, parent, teacher, or entrepreneur, you'll discover surprising new ideas, outside-the-box strategies, and straight-A success stories. You'll learn how: Customized learning will help many more students succeed in school Student-centric classrooms will increase the demand for new technology Computers must be disruptively deployed to every student Disruptive innovation can circumvent roadblocks that have prevented other attempts at school reform We can compete in the global classroom—and get ahead in the global market Filled with fascinating case studies, scientific findings, and unprecedented insights on how innovation must be managed, *Disrupting Class* will open your eyes to new possibilities, unlock hidden potential, and get you to think differently. Professor Christensen and his coauthors provide a bold new lesson in innovation that will help you make the grade for years to come. The future is now. Class is in session.

The most comprehensive and authoritative text on the subject, *DISTANCE EDUCATION*, Third Edition, retains its emphasis on a systems approach to the organization and selection of material. The text is researched-based and grounded in solid principles of teaching and learning. The authors apply their broad experience and expertise as they explain how to design and teach courses online—including the latest technologies employed, characteristics of learners, organizational structures, and current policy and global perspectives. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

In K-12 education's growing movement of competency-based education and personalized learning, both contradictory and overlapping definitions come up around these two terms. To clear up this confusion, *A Handbook for Personalized Competency-Based Education* delves into the components of a personalized competency-based education (PCBE) system. This handbook explores approaches, strategies, and techniques that schools and districts should consider as they rethink traditional instruction to fit a PCBE system and support student learning. The authors share examples of how to use proficiency scales, standard operating procedures, behavior rubrics, personal tracking matrices, and other tools to aid in instruction and assessment. Benefits Receive clear guidance on implementing a personalized competency-based education (PCBE) system. Determine what content to focus on and what standards to prioritize in personalized instruction. Read vignettes that illustrate the shifts that should occur to foster PCBE. Learn how a flexible PCBE learning environment of student agency can foster self-efficacy. Understand the variety of assessments available for measuring student proficiency in a PCBE system. Contents Chapter 1: Why Competency-Based Education and Personalized Learning? Chapter 2: What Content Will Be Addressed? Chapter 3: How Will the Learning Environment Promote Student Agency? Chapter 4: How Will Instruction Support Student Learning? Chapter 5: How Will Student Proficiency Be Measured? Chapter 6: How Will Scheduling Accommodate Student Learning? Chapter 7: How Will Reporting Facilitate Student Learning? Chapter 8: How Do Schools and Districts Transition to a PCBE System? Epilogue Appendix A: Tools to Support Student Agency Appendix B: A Model of Effective Instruction Appendix C: Sample Grading Sheet Appendix D: Resources for Creating a Shared Vision

Business and Personal Law: Real-World Connections demonstrates how law, in all of its forms, affects everyone. The program covers contract law, criminal law, tort law, consumer law, employment law, family law, and much more. With *Business and Personal Law: Real-World Connections*, students will grow in the knowledge of their legal rights and responsibilities. End-of-chapter activities are academically rigorous and reinforce essential concepts. Includes print student edition aligned to the content standards.

An innovation classic. From Steve Jobs to Jeff Bezos, Clay Christensen's work continues to underpin today's most innovative leaders and organizations. A seminal work on

disruption—for everyone confronting the growth paradox. For readers of the bestselling *The Innovator's Dilemma*—and beyond—this definitive work will help anyone trying to transform their business right now. In *The Innovator's Solution*, Clayton Christensen and Michael Raynor expand on the idea of disruption, explaining how companies can and should become disruptors themselves. This classic work shows just how timely and relevant these ideas continue to be in today's hyper-accelerated business environment. Christensen and Raynor give advice on the business decisions crucial to achieving truly disruptive growth and propose guidelines for developing your own disruptive growth engine. The authors identify the forces that cause managers to make bad decisions as they package and shape new ideas—and offer new frameworks to help create the right conditions, at the right time, for a disruption to succeed. This is a must-read for all senior managers and business leaders responsible for innovation and growth, as well as members of their teams. Based on in-depth research and theories tested in hundreds of companies across many industries, *The Innovator's Solution* is a necessary addition to any innovation library—and an essential read for entrepreneurs and business builders worldwide.

This comprehensive resource highlights the most recent practices and trends in blended learning from a global perspective and provides targeted information for specific blended learning situations. You'll find examples of learning options that combine face-to-face instruction with online learning in the workplace, more formal academic settings, and the military. Across these environments, the book focuses on real-world practices and includes contributors from a broad range of fields including trainers, consultants, professors, university presidents, distance-learning center directors, learning strategists and evangelists, general managers of learning, CEOs, chancellors, deans, and directors of global talent and organizational development. This diversity and breadth will help you understand the wide range of possibilities available when designing blended learning environments. Order your copy today!

"True organizational value lies in the expertise that resides in the skills, experience, and behaviors of employees. Yet, not enough has been known about how to identify, develop and measure employee expertise... Until now. This comprehensive review brings together leading researchers and practitioners from around the world, offering new insights, perspectives, and advice on how to make the best of the expertise that resides across a range of organizational settings." --Dr. David McGuire, Reader in Human Resource Development, Glasgow Caledonian University, Scotland

Expertise, which combines knowledge, years of experience in one domain, problem-solving skills, and behavioral traits, is a valuable resource for organizations. To understand the diverse picture of expertise in the workplace, this book offers scholars and scholar-practitioners a comprehensive assessment of the development of human expertise in organizations. Using contemporary perspectives across a broad range of domains, contributors offer readers various professional perspectives including veterans, education, sports, and information technology. The book also describes how researchers and practitioners can address practical problems related to the development, redevelopment, and sustainability of expertise. Finally, the book puts specific emphasis on the emerging trends in the study and practice of expertise in organizations, including the use of artificial intelligence. Marie-Line Germain is an award-winning Professor of Human Resources and Leadership at Western Carolina University, USA. Her research and publications focus on employee expertise, mental health in the workplace, and dysfunctional leadership behaviors. She is a Fulbright grant recipient and has extensive experience as a human resource consultant. Robin S. Grenier is Associate Professor of Adult Learning in the Neag School of Education at the University of Connecticut, USA. Her research focuses on informal and experiential learning, expertise redevelopment, and qualitative inquiry. She works with cultural institutions in the US and abroad to develop public outreach, adult audience programming, and staff training.

Education in this country has evolved dramatically from the days of one teacher in a one-room schoolhouse. Today, student learning is no longer confined to a physical space. Computers and the Internet have broken through school walls, giving students greater opportunities to personalise their education, access distant resources, receive extra help or more-challenging assignments, and engage in learning in new and unique ways. This book provides a new look at the relatively new enterprise of online learning in the K-12 arena, which is expanding rapidly, with increasing numbers of providers offering services and more students choosing to participate. As with any education program, online learning initiatives must be held accountable for results. Thus, it is critical for students and their parents, as well as administrators, policymakers, and funders to have data informing them about program and student outcomes and, if relevant, about how well a particular program compares to traditional education models. Rigorous evaluations are essential to this process and are included in this book. They identify whether programs and online resources are performing as promised, and equally important, they can point to areas for improvement.

The Condition of Education 2019, a congressionally mandated annual report summarizing the latest data on education in the United States. This report is designed to help policymakers and the public monitor educational progress. This year's report includes 48 indicators on topics ranging from prekindergarten through postsecondary education, as well as labor force outcomes and international comparisons.

A biography of the man who popularized the concept of IQ and developed the Stanford-Binet Revision. Annotation copyright Book News, Inc. Portland, Or.

Disaster mental health is a growing field of practice designed to help victims and relief workers learn to effectively cope with the extreme stresses they will face in the aftermath of a disaster. The goal of disaster mental health is to prevent the development of long-term, negative psychological consequences, such as PTSD. This book assists clinicians and traumatologists in "making the bridge" between their clinical knowledge and skills and the unique, complex, chaotic, and highly political field of disaster. It combines information from a vast reservoir of prior research and literature with the authors' practical and pragmatic experience in providing disaster mental health services in a wide variety of disasters.

In this volume, leading scholars from the fields of communication, educational psychology, and international education address what is known about the strategic role of interpersonal communication in the teaching/learning process. Instruction often involves spoken communication that carries information from teacher to learner, and in these instances the teacher's skillful and strategic use of language has a measurable impact on learning outcomes. Thus, the cumulative findings of instructional communication research are instrumental in maximizing the efficiency and effectiveness of both teaching and learning. Major sections of this volume include: Historical and Theoretical Foundations Instructor Characteristics and Behaviors Student Characteristics and Outcomes Pedagogy and Classroom Management Teaching and Learning Communication Across the Life-span This handbook serves researchers, professors, and graduate students by surveying the collective findings of research and experience concerning the intentional activity of teaching and learning.

Learn how to harness students' natural curiosity to develop self-directed learners. Discover how technology allows students to take ownership of their learning, create and share learning tools, and participate in work that is meaningful to them and others. Real-life examples illustrate how every student can become a teacher and a global publisher. The embedded QR codes link to supporting websites.

A psychology professor and author investigates the different ways the human brain learns best at every age and uses social neuroscience and interpersonal neurobiology to demonstrate what good teachers do to maximize brain stimulation in difficult students.

What if it's the system that's the problem? What if the key to breakthrough school improvement is not mandating new solutions built on an elusive combination of the right standards, pedagogy, and assessments but removing entrenched bureaucratic barriers and rethinking restrictive norms and routines? What if we were free to start from scratch? This is the greenfield reform strategy: Create an environment that invites new solutions to surface and provide the infrastructure necessary for them to succeed. In *Education Unbound: The Promise and Practice of Greenfield Schooling*, Frederick M. Hess advocates for an entrepreneurial approach focused on supporting outstanding teaching and learning. Sharing the examples of organizations whose bold alternative strategies represent promising shifts in K-12 education, Hess builds a case for * School systems marked by data on performance and productivity and compelled to compete on cost and quality. * Personnel policies designed to attract, retain, and reward teachers and leaders committed to excellence. * Education funding configured to support new ventures and foster creative problem solving. The goal, Hess argues, ought not to be the creation of a new "best" system but schools capable of evolving with the students and society they serve. *Education Unbound* is a catalyst for conversation and change and a must-read for practitioners, policymakers, would-be education entrepreneurs, and anyone committed to school excellence and the next steps in education reform.

Disrupting Class, Expanded Edition: How Disruptive Innovation Will Change the Way the World Learns McGraw Hill Professional

A new paradigm for teaching and learning in the 21st century! Marc Prensky, who first coined the terms "digital natives" and "digital immigrants," presents an innovative model that promotes student learning through the use of technology. Discover how to implement partnership learning, in which: Digitally literate students specialize in content finding, analysis, and presentation via multiple media Teachers specialize in guiding student learning, providing questions and context, designing instruction, and assessing quality Administrators support, organize, and facilitate the process schoolwide Technology becomes a tool that students use for learning essential skills and "getting things done" Twelve years after the first charter school was launched, the charter school movement is now entering its adolescence. Like many pre-teens, it's had its share of growing pains, but I am confident that it is about to hit a growth spurt. That is because charter schools are enormously popular with their primary clients --parents and students-- and because they are starting to show promising results in terms of student achievement. The basic tenets of charter schools--give them room to be innovative, hold them accountable for results, and let parents decide if they meet the needs of their children --are perfectly aligned with the historic No Child Left Behind Act (NCLB), which also focuses on accountability for results in return for more flexibility, and with providing more options for parents than ever before. One of the promises of charter schools is that they can serve as laboratories of innovation --they can be public education's "R&D" arm. Because they have greater autonomy than traditional public schools, and since they tend to attract pioneering educators, they can try out new approaches to education that, if proven effective, can be transplanted back into the larger public education system. It is in this spirit that we highlight eight of the most successful charter schools in the United States. These schools were chosen after an exhaustive national search. They were primarily selected because they have demonstrated success over time in boosting student achievement. Surely many more charter schools could have been identified, and these should not be considered "the best" charter schools in the nation. Nevertheless, they are among the best, and each has much to teach other charterschools --and traditional public schools-- about teaching and learning, management strategies, staff development, and many other topics.

The mainstream upper-level undergraduate textbook designed for first courses in *Developmental Psychopathology* *Developmental Psychopathology* provides a comprehensive introduction to the evolving scientific discipline that focuses on the interactions between the biological, psychological, behavioral, and social contextual aspects of normal and abnormal human development. Designed for advanced undergraduates and early graduate students with no previous engagement with the subject, this well-balanced textbook integrates clinical knowledge and scientific practice to help students understand both how and why mental health problems emerge across the lifespan. Organized into four parts, the text first provides students with essential background information on traditional approaches to psychopathology, developmental psychopathology (DP), normal development, and insecure attachment. The next section addresses attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and other problems emerging in childhood. Part III covers problems that arise in adolescence and young adulthood, such as depression, suicide, eating disorders, and schizophrenia. The text concludes with a discussion of special topics such as the relation between pathopsychological issues and divorce, separation, and loss. Each chapter includes a visual demonstration of the DP

approach, a clinical case, further readings, and discussion questions. Developmental Psychopathology: Presents a coherent organization of material that illustrates the DP principle of cutting across multiple levels of analysis Covers common psychopathological problems including antisocial behavior, substance use disorders, fear and anxiety, and emerging personality disorders Features integrative DP models based on the most recent research in psychopathological disorders Provides instructors with a consistent pedagogical framework for teaching upper-level students encountering the discipline for the first time Developmental Psychopathology is the perfect textbook for advanced undergraduate or graduate courses in Child Psychopathology, Abnormal Child Psychology, Clinical Psychology, and Family Dynamics and Psychopathology.

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