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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

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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



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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.

In *Education and Evolution*, Charles R. Reid delves exhaustively into the future problems of K-12 education in the United States. Reid explains how to best achieve effective individual learning, and takes into account both the age-old philosophical issues and the technological possibilities that the future clearly holds for the educational enterprise. Reid cites such contemporary problems as the failure of instructors to achieve a true intellectual interchange with the pupil and the lack of evidence that test scores reflect acquired knowledge. He then weaves together a powerful

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philosophical argument in favor of various experimental devices that the U.S. educational system may use to alleviate these detriments to true learning. A stimulating read for both the professional educator and the lay person, *Education and Evolution* is an insightful glimpse at 21st Century learning possibilities.

This book discusses the adoption of learning management systems (LMS) in higher education institutions. It presents influential

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predictors that may impact instructors' behavioral intention to adopt learning management systems in the context of Arab culture, as well as a unique model of technology acceptance that draws on and combines previous technology adoption models (i.e., a modified unified theory of acceptance and use of technology model – UTAUT2). Moreover, this study extends the UTAUT2 model by including Hofstede's (1980) cultural dimensions, and technology awareness as the moderators of the model. It also describes the explanatory technique approach used to collect quantitative data from the instructors at higher education institutions in Saudi Arabia and were analyzed with structural equation modeling using SPSS/Amos software. The findings revealed that facilitating conditions were the strongest predictor of behavioral intention to adopt an LMS, followed by performance expectancy and hedonic

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motivation, technology awareness, and cultural dimensions exerted a moderating influence on instructors' behavioral intention to use LMS in their teaching. By including new constructs, this becomes the first study of its kind exploring instructors' use of LMS in Higher Educational Institutions of Saudi Arabia and other countries of the Middle East. It offers practical insights for a broad range of researchers and professionals at higher education institutions and serves as a reference guide for designers of learning management systems (e.g., blackboard systems), policymakers, and the Ministry of Education staff.

Say Hello to Your Incoming Class—They're Not Millennials  
Anymore Generation Z is rapidly replacing Millennials on college campuses. Those born from 1995 through 2010 have different

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motivations, learning styles, characteristics, skill sets, and social concerns than previous generations. Unlike Millennials, Generation Z students grew up in a recession and are under no illusions about their prospects for employment after college. While skeptical about the cost and value of higher education, they are also entrepreneurial, innovative, and independent learners concerned with effecting social change. Understanding Generation Z's mindset and goals is paramount to supporting, developing, and educating them through higher education. *Generation Z Goes to College* showcases findings from an in-depth study of over 1,100 Generation Z college students from 15 vastly different U.S. higher education institutions as well as additional studies from youth, market, and education research related to this generation. Authors Corey Seemiller and Meghan Grace provide interpretations, implications, and recommendations

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for program, process, and curriculum changes that will maximize the educational impact on Generation Z students. *Generation Z Goes to College* is the first book on how this up-and-coming generation will change higher education.

Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for

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action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These

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included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

Educational research is widely believed to be essentially empirical,



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consisting mainly of collecting and analysing data, with randomised control trials as the 'gold standard'. This book argues that good educational research is often philosophical in nature. Offering a critical overview of the current state of educational research, the authors argue that there are two factors in particular that distort it. One is that throughout the world it is expected to serve the interests of the state in securing educational improvements, as measured by standardised examination results, and to demonstrate 'scientific' credentials sufficient to guarantee absence of ideological bias and carry conviction. The other is that learning to do educational research is generally seen as a matter of being trained in empirical 'research methods'. The authors demonstrate, by contrast, that good educational research needs the rigorous thinking characteristic of philosophy, and that philosophical treatments themselves

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sometimes constitute such research.

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