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Research on students' media use outside of education is just slowly taking off. Influences of information and communication technologies (ICT) on human information processing are widely assumed and particularly effects of dis- and misinformation are a current threat to democracies. Today, higher education competes with a very diverse (online) media landscape and domain-specific content from sources of varying quality, ranging from high-quality videographed lectures by top-level university lecturers, popular-scientific video talks, collaborative wikis, anonymous forum comments or blog posts to YouTube remixes of discipline factoids and unverified twitter feeds. Self-organizing learners need more knowledge, skills, and awareness on how to critically evaluate quality and select trustworthy sources, how to process information, and what cognitive, affective, attitudinal, behavioral, and neurological effects it can have on them in the long term. The PLATO program takes on the ambitious goal of uniting strands of research from various disciplines to address these questions through fundamental analyses of human information processing when learning with the Internet. This innovative interdisciplinary approach includes elements of ICT innovations and risks, learning analytics and large-scale computational modelling aimed to provide us with a better understanding of how to effectively and autonomously acquire reliable knowledge in the Information Age, how to design ICTs, and shape social and human-machine interactions for successful learning. This volume will be of interest to researchers in the fields of educational

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sciences, educational measurement and applied branches of the involved disciplines, including linguistics, mathematics, media studies, sociology of knowledge, philosophy of mind, business, ethics, and educational technology.

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and growth. Khan demonstrates how top-down innovation systems, in which elites, state administrators, or panels make key economic decisions about prizes, rewards and the allocation of resources, prove to be ineffective and unproductive. By contrast, open-access markets in patented ideas increase the scale and scope of creativity, foster diversity and inclusiveness, generate greater knowledge spillovers, and enhance social welfare in the wider population. When institutions are associated with rewards that are misaligned with economic value and productivity, the negative consequences can accumulate and reduce comparative advantage at the level of individuals and nations alike. So who will arise as the global leader of the twenty-first century? The answer depends on the extent to which we learn and implement the lessons from the history of innovation and enterprise.

Politics is a gateway to a broader and better understanding of human nature, society and the world is the inspiration behind Magstadt's UNDERSTANDING POLITICS: IDEAS, INSTITUTIONS, AND ISSUES. Thoroughly updated, the 13th Edition provides in-depth coverage of contemporary political issues and places them in the context of more enduring underlying questions. It analyzes three fundamental premises: Politics is a pervasive force in modern society; government is too important to be left in the hands of a few; and the right to participate in public life is a precious thing unique to republics. Coverage includes key concepts like democracy, ideology, citizenship, voting behavior, public policy, leadership and foreign policy, along with analysis of the Trump presidency, social media in politics, Russian interference in Western elections, Brexit, the rise of China as partner and rival and more. Important Notice: Media content referenced within the product description or the product text

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This book is an innovative alternative to traditional Careers guides, written for anyone creating or delivering a Careers programme to pre-18 learners. It creates a bridge between the concepts of Employability and Careers to highlight how learners can be supported to better understand those first few decisions about study and work. Informed by research and shaped by practice from Careers professionals and educators in pre-18 and higher education, these tried and tested frameworks use two new scaffolding concepts to draw all your activities together, where each idea and activity is underpinned by the principle of 'Think like the learner'. The book will help you build on your existing work to enhance and get more impact from your Careers programme. This book:

- Identifies five key challenges for learners on their Careers and Employability journeys
- Maps the environmental issues around learning and work that affect learners
- Redefines the personal Careers journey of each learner as a three-stage journey to engagingly encompass all your programme activities
- Explores the interconnection between curriculum and Careers to demystify Employability
- Bridges the gap between education and work to support learners in making an effective transition

Offering clear ideas and principles, a range of easy-to-implement activities, and well-structured messaging for your learners, this book is essential for all Careers Leaders and Career professionals. Whether you use one idea or all of them, your learners will get more benefit from all that you are already doing to support and enable them to make effective Careers decisions and achieve their choice of future. "An essential read for all Careers Leaders, Careers professionals and teachers involved in the delivery of careers work in schools and colleges." Jodie Boyd, Senior

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Lecturer and Course Leader for the MA Career Development and Employability and PGCert Career Leadership, University of Huddersfield, UK "I warmly welcome Kate's important contribution to cross-sector knowledge exchange. It provides access to valuable learning from research and practice in the HE sector in ways which are practically applicable for colleagues in Schools and FE." Dr. Bob Gilworth, Senior Lecturer in Careers Guidance, School of Education and Professional Development, University of Huddersfield, UK Kate Daubney is Director of The Careers Group, the federation of careers services of the University of London. She has worked in both pre-18 and higher education and advises on careers education and employability strategies around the world.

The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security. Founded by Manhattan Project Scientists, the Bulletin's iconic "Doomsday Clock" stimulates solutions for a safer world.

Establishing the parameters and goals of the new field of mind, brain, and education science. A groundbreaking work, Mind, Brain, and Education Science explains the new transdisciplinary academic field that has grown out of the intersection of neuroscience, education, and psychology. The trend in "brain-based teaching" has been growing for the past twenty years and has exploded in the past five to become the most authoritative pedagogy for best learning results. Aimed at teachers, teacher trainers and policy makers, and anyone interested in the

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future of education in America and beyond, *Mind, Brain, and Education Science* responds to the clamor for help in identifying what information could and should apply in classrooms with confidence, and what information is simply commercial hype. Combining an exhaustive review of the literature, as well as interviews with over twenty thought leaders in the field from six different countries, this book describes the birth and future of this new and groundbreaking discipline. *Mind, Brain, and Education Science* looks at the foundations, standards, and history of the field, outlining the ways that new information should be judged. Well-established information is elegantly separated from “neuromyths” to help teachers split the wheat from the chaff in classroom planning, instruction and teaching methodology.

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