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This book describes the development of systems of magnetic resonance imaging using the higher magnetic field strength of 3 tesla, in comparison to the current gold standard of 1.5 tesla. These new systems of MRI make it possible to perform with high spatial, temporal and contrast resolution not only morphological examinations but also functional studies on spectroscopy, diffusion, perfusion, and cortical activation, thus helping research and providing an important tool for routine diagnostic activity. At the same time the new systems offer unparalleled sensitivity and specificity in the numerous conditions of neuroradiological interest.

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.

Diffusion-weighted MR imaging is widely accepted as a means to identify stroke, thus enabling rapid and effective treatment. Over the past four years, these expert authors have presented over 30 exhibits and scientific reports on diffusion-weighted imaging at the RSNA and the American Society of Neuroradiology (ASNR), and more than 10 of these presentations have been recognized by specific awards. Diffusion-Weighted MR Imaging of the Brain ' s chapters range from basic principles to interpretation of diffusion-weighted MR imaging and specific disease. This is a valuable reference for radiologists, neurologists, neurosurgeons as well as residents, fellows, radiology technologists.

Education has gone through numerous radical changes as the digital era has transformed the way we as humans communicate, inform ourselves, purchase goods, and perform other mundane chores at home and at work. New and emerging pedagogies have enabled rapid advancements, perhaps too rapidly. It ' s a challenge for instructors and researchers alike to remain up to date with educational developments and unlock the full potential that technology could have on this significant profession. The Handbook of Research on Digital Learning is an essential reference source that explores the different challenges and opportunities that the new and transformative pedagogies have enabled. The challenges will be portrayed through a number of case studies where learners have struggled, managed, and adapted digital technologies in their effort to progress educational goals. Opportunities are revealed and displayed in the form of new methodologies, institutions scenarios, and ongoing research that seeks to optimize the use of such a medium to assist the digital learner in the future of networked education. Featuring research on topics such as mobile learning, self-directed learning, and cultural considerations, this book is ideally designed for teachers, principals, higher education faculty, deans, curriculum developers, instructional designers, educational software developers, IT specialists, students, researchers, and academicians.

For K-12 math and science teachers, Callard-Zsulgit (gifted studies, State U. of New York at Brockport) and Zsulgit (Hiram College) provide 37 math, science, and technology/business activities and ideas for gifted students, with some of the exercises written directly for them.

The XIV International Symposium on Brain Edema and Brain Tissue Injury took place in Warsaw, Poland, on 11–14 June 2008. Two prominent members of the International Society for Brain Edema: Dr. Igor Klatzo and Dr. Julien Hoff have passed away after the last 2005 Symposium in Ann Arbor, USA. Dr. Igor Klatzo was actually the founder of the Society, and the Advisory Board decided to commemorate Dr. Igor Klatzo by introducing a lecture named after him to be given at the Symposium. Prof. Dr. Hans-Jürgen Reulen has been honored to give the first Igor Klatzo lecture entitled " Bulk Flow and Diffusion revisited, and Clinical Applications ". This volume contains 65 out of the 104 papers presented at the Symposium as lectures or posters. The topics of the Symposium were similar to those discussed at the previous ones. Many discussions focused on clinical work especially diagnosis, subarachnoid hemorrhage, hydrocephalus, and traumatic brain injury. Diagnosis and therapy, including surgical methods, have also been verified. Much attention was drawn to the application of decompressive craniectomy in the treatment of posttr- matic intracranial hypertension. The pathomechanisms of brain edema and tissue injury studied in experimental models have been also presented.

More than 40 articles provide an extensive coverage of clinical and basic science advances over the last three years of research on subarachnoid hemorrhage-induced brain injuries. Early brain injury, the new frontier of subarachnoid hemorrhage research, which may be a key contributor to the high mortality and morbidity, promotes collaborative efforts from neurosurgery, neurology, neuro-ICU into other interrelated fields and basic neurosciences. For the first time, subarachnoid hemorrhage research is almost equally divided by early brain injury and cerebral vasospasm, mechanistic investigations and therapeutic approaches, demonstrating a translational feature of the future direction.

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