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How can health services in the UK and Europe be improved? And can costs be reduced at the same time? Over the years, many ideas have been put forward – from increased spending on preventive healthcare to the better use of technology to reduce bureaucracy and ‘ pay for performance ’ schemes. But author Nima Sanandaji says this is merely tinkering at the margins. What ’ s needed, he argues, is a completely new approach – one which embraces disruptive innovations from a new breed of entrepreneurs. Allowing true entrepreneurialism in healthcare might be considered extreme in a Western setting – but he points to a spectacular wave of success in the East to support his case. In India, Thailand, China and the Middle East, entrepreneurs have drawn inspiration from the motor industry to streamline procedures and create economies of scale. In areas such as heart surgery, they ’ ve dramatically driven down costs – and dramatically improved outcomes. So much so that the new market economies of the East are now, he contends, many steps ahead of the West. In The Henry Fords of Healthcare Sanandaji outlines the lessons the West can now learn from the East, making a radical, compelling and controversial contribution to the debate on our own ailing health systems.

"An exploration of some of the most intriguing college teachers' pedagogy, challenging traditional learning environments"--

In Grading Justice: Teacher-Activist Approaches to Assessment, new and seasoned teachers are invited to engage with socially-just approaches of assessment, including practices aimed at resisting and undoing grading and assessment altogether, to create more democratic grading practices and policies, foregrounding the transformative potential of communication within their courses. The contributions in this collection encourage readers to consider not only how educators might assess social justice work in and beyond the classroom, but also to imagine what a social justice approach to grading and assessment would mean for intervening into unjust modes of teaching and learning. Educators wishing to explore critical modes of grading and assessment, grounded in social justice, will find this book a timely and relevant pedagogical guide for their teaching and scholarship.

At the dawn of the last century, leading scientists and politicians giddily predicted that science—especially Darwinian biology—would supply solutions to all the intractable problems of American society, from crime to poverty to sexual maladjustment. Instead, politics and culture were dehumanized as scientific experts began treating human beings as little more than animals or machines. In criminal justice, these experts denied the existence of free will and proposed replacing punishment with invasive “ cures ” such as the lobotomy. In welfare, they proposed eliminating the poor by sterilizing those deemed biologically unfit. In business, they urged the selection of workers based on racist theories of human evolution and the development of advertising methods to more effectively manipulate consumer behavior. In sex education, they advocated creating a new sexual morality based on “ normal mammalian behavior ” without regard to longstanding ethical and religious imperatives. Based on extensive research with primary sources and archival materials, John G. West ’ s captivating Darwin Day in America tells the story of how American public policy has been corrupted by scientific ideology. Marshaling fascinating anecdotes and damning quotations, West ’ s narrative explores the far-reaching consequences for society when scientists and politicians deny the essential differences between human beings and the rest of nature. It also exposes the disastrous results that ensue when experts claiming to speak for science turn out to be wrong. West concludes with a powerful plea for the restoration of democratic accountability in an age of experts.

How the principles of biological innovation can help us overcome creative challenges in art, business, and science In Life Finds a Way, biologist Andreas Wagner reveals the deep symmetry between innovation in biological evolution and human cultural creativity. Rarely is either a linear climb to perfection—instead, “progress” is typically marked by a sequence of peaks, plateaus, and pitfalls. For instance, in Picasso's forty-some iterations of Guernica, we see the same combination of small steps, incessant reshuffling, and large, almost reckless, leaps that characterize the way evolution transformed a dinosaur's grasping claw into a condor's soaring wing. By understanding these principles, we can also better realize our own creative potential to find new solutions to adversity. Ultimately, Life Finds a Way offers a new framework for the nature of creativity, enabling us to better adapt, grow, and change in art, business, or science—that is, in life.

Program Evaluation: Embedding Evaluation into Program Design and Development provides an in-depth examination of the foundations, methods, and relevant issues in the field of evaluation. With an emphasis on an embedded approach, where evaluation is an explicit part of a program that leads to the refinement of the program, students will learn how to conduct effective evaluations that foster continual improvement and enable data-based decision making. This book provides students with both the theoretical understanding and the practical tools to conduct effective evaluations while being rigorous enough for experienced evaluators looking to expand their approach to evaluation. Susan P. Giancola ’ s clear language and presentation style make the book ’ s concepts accessible, and opportunities for self-review and application offer ample practice.

The best classes have a life of their own, powered by student-led conversations that explore texts, ideas, and essential questions. In these classes, the teacher ’ s role shifts from star player to observer and coach as the students Think critically, Work collaboratively, Participate fully, Behave ethically, Ask and answer high-level questions, Support their ideas with evidence, and Evaluate and assess their own work. The Spider Web Discussion is a simple technique that puts this kind of class within every teacher ’ s reach. The name comes from the weblike diagram the observer makes to record interactions as students actively participate in the discussion, lead and support one another ’ s learning, and build community. It ’ s proven to work across all subject areas and with all ages, and you only need a little know-how, a rubric, and paper and pencil to get started. As students practice Spider Web Discussion, they become stronger communicators, more empathetic teammates, better problem solvers, and more independent learners—college and career ready skills that serve them well in the classroom and beyond. Educator Alexis Wiggins provides a step-by-step guide for the implementation of Spider Web Discussion, covering everything from introducing the technique to creating rubrics for discussion self-assessment to the nuts-and-bolts of charting the conversations and using the data collected for formative assessment. She also shares troubleshooting tips, ideas for assessment and group grading, and the experiences of real teachers and students who use the technique to develop and share content knowledge in a way that ’ s both revolutionary and truly inspiring.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

The handbook showcases cutting-edge special education research focusing on children and youth with disabilities from diverse cultural, ethnic, linguistic, and economic backgrounds. This authoritative contribution to the field charts a new path to effective interventions and sets an agenda for future research.

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