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This book constitutes the refereed proceedings of the 7th International Conference on Concept Mapping, CMC 2016, held in Tallinn, Estonia, in September 2016. The 25 revised full papers presented were carefully reviewed and selected from 135

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submissions. The papers address issues such as facilitation of learning; eliciting, capturing, archiving, and using “ expert ” knowledge; planning instruction; assessment of “ deep ” understandings; research planning; collaborative knowledge modeling; creation of “ knowledge portfolios ” ; curriculum design; eLearning, and administrative and strategic planning and monitoring.

Mapping Biology Knowledge addresses two key topics in the context of biology, promoting meaningful learning and knowledge mapping as a strategy for achieving this goal. Meaning-making and meaning-building are examined from multiple perspectives throughout the book. In many biology courses, students become so mired in detail that they fail to grasp the big picture. Various strategies are proposed for helping instructors focus on the big picture, using the `need to know' principle to decide the level of detail students must have in a given situation. The metacognitive tools described here serve as support systems for the mind, creating an arena in which learners can operate on ideas. They include concept maps, cluster maps, webs, semantic networks, and conceptual graphs. These tools, compared and contrasted in this book, are also useful for building and assessing students' content and cognitive skills. The expanding role of computers in mapping biology knowledge is also explored.

This expanded and revised version of the best-selling Universal Methods of Design is a comprehensive reference that provides a thorough and critical presentation of 125 research methods, synthesis/analysis techniques, and research deliverables for human-centered design. The text and accompanying photos and graphics of this classic resource are delivered in a concise and accessible format perfect for designers, educators, and students. Information can be easily referenced and utilized by cross-disciplinary teams in nearly any design project. This new, expanded edition includes updated information on scenarios, secondary research, territory maps, and other chapters. The addition of 25 new chapters brings fresh relevance to the text with innovative design methods that have emerged since the first edition, such as backcasting, behavioral design, horizon scanning, and transition design. Universal Methods of Design distills each method down to its essence, in a format that helps design teams select and implement the most credible research methods suited to their design culture.

Universal Methods of Design provides a thorough and critical presentation of 100 research methods, synthesis/analysis techniques, and research deliverables for human centered design, delivered in a concise and accessible format perfect for designers, educators, and students. Whether research is already an integral part of a practice or curriculum, or whether it has been unfortunately avoided due to perceived limitations of time, knowledge, or resources, Universal Methods of Design will serve as an invaluable compendium of methods that can be easily referenced and utilized by cross-disciplinary teams in nearly any design project. Universal Methods of Design : dismantles the myth that user research methods are complicated, expensive, and time-consuming ; creates a shared meaning for cross-disciplinary design teams ; illustrates methods with compelling visualizations and case studies ; characterizes each method at a glance ; indicates when methods are best employed to help prioritize appropriate design research strategies. Universal Methods of Design distills each method down to its most powerful essence, in a format that will help design teams select and implement the most credible research methods best suited to their design culture within the constraints of their projects.

Concepts of Biology is designed for the single-semester introduction to biology course for non-science majors, which for many students is their only college-level science course. As such, this course represents an important opportunity for students to develop the necessary knowledge, tools, and skills to make informed decisions as they continue with their lives. Rather than being mired down with facts and vocabulary, the typical non-science major student needs information presented in a way that is easy to read and understand. Even more importantly, the content should be meaningful. Students do much better when they understand why biology is relevant to their everyday lives. For these reasons, Concepts of Biology is grounded on an evolutionary basis and includes exciting features that highlight careers in the biological sciences and everyday applications of the concepts at hand. We also strive to show the interconnectedness of topics within this extremely broad discipline. In order to meet the needs of today's instructors and students, we maintain the overall organization and coverage found in most syllabi for this course. A strength of Concepts of Biology is that instructors can customize the book, adapting it to the approach that works best in their classroom. Concepts of Biology also includes an innovative art program that incorporates critical thinking and clicker questions to help students understand--and apply--key concepts.

This fully revised and updated edition of Learning, Creating, and Using Knowledge recognizes that the future of economic well being in today's knowledge and information society rests upon the effectiveness of schools and corporations to empower their people to be more effective learners and knowledge creators. Novak ' s pioneering theory of education presented in the first edition remains viable and useful. This new edition updates his theory for meaningful learning and autonomous knowledge building along with tools to make it operational that is, concept maps, created with the use of CMapTools and the V diagram. The theory is easy to put into practice, since it includes resources to facilitate the process, especially concept maps, now optimised by CMapTools software. CMapTools software is highly intuitive and easy to use. People who have until now been reluctant to use the new technologies in their professional lives are will find this book particularly helpful. Learning, Creating, and Using Knowledge is essential reading for educators at all levels and corporate managers who seek to enhance worker productivity.

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