

## Advanced Distributed Learning Initiative

The ultimate guide for anyone wondering how President Joe Biden will respond to the COVID-19 pandemic—all his plans, goals, and executive orders in response to the coronavirus crisis. Shortly after being inaugurated as the 46th President of the United States, Joe Biden and his administration released this 200 page guide detailing his plans to respond to the coronavirus pandemic. The National Strategy for the COVID-19 Response and Pandemic Preparedness breaks down seven crucial goals of President Joe Biden's administration with regards to the coronavirus pandemic: 1. Restore trust with the American people. 2. Mount a safe, effective, and comprehensive vaccination campaign. 3. Mitigate spread through expanding masking, testing, data, treatments, health care workforce, and clear public health standards. 4. Immediately expand emergency relief and exercise the Defense Production Act. 5. Safely reopen schools, businesses, and travel while protecting workers. 6. Protect those most at risk and advance equity, including across racial, ethnic and rural/urban lines. 7. Restore U.S. leadership globally and build better preparedness for future threats. Each of these goals are explained and detailed in the book, with evidence about the current circumstances and how we got here, as well as plans and concrete steps to achieve each goal. Also included is the full text of the many Executive Orders that will be issued by President Biden to achieve each of these goals. The National Strategy for the COVID-19 Response and Pandemic Preparedness is required reading for anyone interested in or concerned about the COVID-19 pandemic and its effects on American society.

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

'The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved student learning, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully realized learning environments.†? Written in a style which is both clear and accessible, it is a practical reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders. --Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will provide policy makers, practitioners, and those who are about to commission a new build with an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This report offers a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to provide verifiable and reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Committee on School Construction, Maryland Many planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environment quality! --David Schrader, AIA, Educational Facility Planner and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE)

"This book contributed to the debate about the importance of research-based studies in the field of educational policy making in general and learning technologies, particularly the use of interactive whiteboards for education"--Provided by publisher.

The Collective Advancement of Education Through Open Technology, Open Content, and Open Knowledge

The Design and Delivery of Learning in Snippets

A Path Forward

Technologies, Tools and Techniques

Department of Defense Implementation Plan for Advanced Distributed Learning  
Theory, Research and Practice  
Making Sense of xAPI

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations Section 378 of Public Law 105-261, the Strom Thurmond National Defense Authorization Act for Fiscal Year 1999 (hereafter, The Act), requires the Secretary of Defense to develop a strategic plan for guiding and expanding distance learning initiatives within the Department of Defense, to include a provision for the expansion of such initiatives over five consecutive years, beginning in FY 2000 (Appendix A). Section 378 states that the Secretary may take into account the ongoing collaborative effort, between the Department of Defense, other Federal agencies, and private industry, that is known as the Advanced Distribut[ed] Learning Initiative, but that the strategic plan must specifically focus on the education and training goals and objectives of the Department of Defense. The Strategic Plan (hereafter called the "Plan") will include two parts: a Strategy; and later, an Implementation Plan for carrying out the Strategy. This report provides the Strategy for using distributed learning technologies across the Department of Defense (DoD) on a broad scale and is DoD's initial response to the direction from Congress. It also responds to directions, from the Office of Science and Technology Policy (OSTP) and the National Partnership for Reinventing Government, to develop a strategy for advanced distributed learning. For purposes of this report, "learning" encompasses the areas of education, training, and performance aiding, and it addresses concepts and methodologies that can be used by the Department, as well as other federal agencies, academia, and the private sector. These concepts and methodologies were developed through collaboration within the Department and with other public-sector, private-sector, academic, industrial, and government organizations.

James Spillane, the leading expert in Distributed Leadership, shows how leadership happens in everyday practices in schools, through formal routines and informal interactions. He examines the distribution of leadership among administrators, specialists, and teachers in the school, and explains the ways in which leadership practice is stretched over leaders, followers, and aspects of the situation, including routines and tools of various sorts in the organization such as memos, scheduling procedures, and evaluation protocols. This book is a volume in the Jossey-Bass Leadership Library in Education—a series designed to meet the demand for new ideas and insights about leadership in schools.

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. *Communities in Action: Pathways to Health Equity* seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

Learners, Contexts, and Cultures

National Strategy for the COVID-19 Response and Pandemic Preparedness

Evaluation and Implementation of Distance Learning: Technologies, Tools and Techniques

A Unifying Foundation

Interactive Whiteboards for Education: Theory, Research and Practice

Leading Change, Advancing Health

Pathways to Health Equity

Vision. The Advanced Distributed Learning (ADL) Initiative is providing a federal framework for using distributed learning to provide high-quality education and training, that can be tailored to individual needs and delivered cost-effectively, anytime and anywhere. The Department of Defense (DoD) has developed its ADL Strategic Plan that describes how

it expects to use information, computing and communications and technologies to modernize military education, training, and performance support. Importantly, the ADL Initiative's underpinnings and applications are germane not only to the Department of Defense, but to other government organizations, academia, and the private sector, as well. The ADL Initiative, therefore, is a cooperative effort between the public and private sectors to develop and share common standards, reusable learning tools, and content. The department's education and training programs must prepare the total force to meet national security challenges and opportunities. Training technologies, those available today as well as those on the horizon, provide an opportunity to help us achieve that goal. We must be able to train our forces effectively and rapidly, whether they are at home stations, en route, or in the theater of operations. The tools under development through the ADL Initiative will add another level of learning capability and the opportunity to strengthen our already impressive inventory of learning technologies, techniques, and procedures. The ADL Initiative, under which this Department of Defense Implementation Plan for Advanced Distributed Learning has been developed, is a complex and dynamic undertaking. It is designed to meet the goals of the department, the Congress, and the Office of Science and Technology Policy (OSTP), as well as the requirements of the warfighter and the DoD learner. This Implementation Plan is a living roadmap that will change over time.

### Department of Defense Implementation Plan for Advanced Distributed Learning

Estimates indicate that as many as 1 in 4 Americans will experience a mental health problem or will misuse alcohol or drugs in their lifetimes. These disorders are among the most highly stigmatized health conditions in the United States, and they remain barriers to full participation in society in areas as basic as education, housing, and employment. Improving the lives of people with mental health and substance abuse disorders has been a priority in the United States for more than 50 years. The Community Mental Health Act of 1963 is considered a major turning point in America's efforts to improve behavioral healthcare. It ushered in an era of optimism and hope and laid the groundwork for the consumer movement and new models of recovery. The consumer movement gave voice to people with mental and substance use disorders and brought their perspectives and experience into national discussions about mental health. However over the same 50-year period, positive change in American public attitudes and beliefs about mental and substance use disorders has lagged behind these advances. Stigma is a complex social phenomenon based on a relationship between an attribute and a stereotype that assigns undesirable labels, qualities, and behaviors to a person with that attribute. Labeled individuals are then socially devalued, which leads to inequality and discrimination. This report contributes to national efforts to understand and change attitudes, beliefs and behaviors that can lead to stigma and discrimination. Changing stigma in a lasting way will require coordinated efforts, which are based on the best possible evidence, supported at the national level with multiyear funding, and planned and implemented by an effective coalition of representative stakeholders. Ending Discrimination Against People with Mental and Substance Use Disorders: The Evidence for Stigma Change explores stigma and discrimination faced by individuals with mental or substance use disorders and recommends effective strategies for reducing stigma and encouraging people to seek treatment and other supportive services. It offers a set of conclusions and recommendations about successful stigma change strategies and the research needed to inform and evaluate these efforts in the United States.

In the 38th Commandant's Planning Guidance, Gen. David H. Berger released his strategic direction and vision of the Marine Corps as a naval expeditionary force trained, organized, and equipped as a naval expeditionary force-in-readiness and prepared to operate inside actively contested maritime spaces in support of fleet operations. To accomplish this, the CPG listed education and training as a top tier focus area for the Marine Corps. MCDP 7 Learning ensures the Corps inculcates in Marines the significance of its learning philosophy and importance of continuous learning throughout a Marine's career. Marines must train as they fight, and to do so, must understand that learning is an institutional priority and a professional expectation. The challenge is to change perceptions and attitudes of the current learning attitude - that learning only happens during formal training or education events - to the MCDP 7 Learning philosophy that reinforces and encourages learning at every opportunity with the intent to master the profession at arms at every rank. MCDP 7 is the first entirely new doctrinal publication to be released by the Marine Corps since 2001. The purpose of MCDP 7 Learning is to describe the Marine Corps' learning philosophy and explain why learning is critically important to the profession of arms.

### Strengthening Forensic Science in the United States

### Strom Thurmond National Defense Authorization Act for Fiscal Year 1999

### An Essay on the Pain of Playing Video Games

### Tutoring and Intelligent Tutoring Systems

January 2021

### A Global Survey on Education and Training for the Conservation of Twentieth-Century Built Heritage

### Learning Spaces

Offers comprehensive coverage of the issues, concepts, trends, and technologies of distance learning.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature

of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Experts discuss the potential for open education tools, resources, and knowledge to transform the economics and ecology of education.

The twentieth century has seen the creation and evolution of technologies beyond imagination a century ago. The computer has enabled the digital presentation of knowledge, and increased the speed with which information can be captured and processed. The acceptance of these technologies has led to a new alternative for providing education and training--distance learning. This book focuses on the processes, techniques and tools that are being used to successfully plan, implement and operate distance learning projects.

Marine Corps Doctrinal Publication 7

Learning on Demand ADL and the Future of E-Learning

Educating the Net Generation

Learning

The Practical Approach in the Hospital

The Evidence for Stigma Change

The Advanced Distributed Learning (ADL) Vision and Getting from Here to There

***DOCOMOMO International and the Getty Conservation Institute (GCI) collaborated to assess the status of education and training on twentieth-century built heritage conservation worldwide. The Conserving Modern Architecture Initiative (CMAI) of the GCI and DOCOMOMO's International Specialist Committee on Education and Training (ISC/E+T) developed and distributed an online survey aimed at understanding whether the subject of twentieth-century built heritage conservation is being taught, and, if so, where and how. In this report, we share the methodology and the findings of this survey with the goal of helping other organizations, academic institutions, and professionals involved in teaching heritage conservation develop an understanding of available resources and existing gaps in the field. The report begins with an explanation of the survey's purpose, the methodology employed, and the challenges encountered. The second section provides readers with a detailed presentation of the findings: the answers received from the institutions contacted are described and illustrated with tables and graphs. Finally, sections three and four summarize the findings and outline lessons and recommendations. The recommendations at the end of the report will guide the future initiatives of the CMAI and the DOCOMOMO ISC/E+T in their aim to contribute to twentieth-century built heritage conservation and support related educational efforts.***

***Every five years, DoD prepares a review of global defense capabilities extending to 2005 & beyond. This review focuses on the adjustment of forces to reflect the demise of the Warsaw Pact, reductions in DoD infrastructure, a service focus, & other changes. Contents: design, approach, & implementation of the Quadrennial Defense Review; the global security environment; defense strategy; alternative defense postures; forces & manpower; force readiness; transforming U.S. forces for the future; achieving a 21st century defense infrastructure; comments by the chairman of the Joint Chiefs of Staff. Glossary. Assessment by the Nat. Defense Panel.***

***The anthrax incidents following the 9/11 terrorist attacks put the spotlight on the nation's public health agencies, placing it under an unprecedented scrutiny that added new dimensions to the complex issues considered in this report. The Future of the Public's Health in the 21st Century reaffirms the vision of Healthy People 2010, and outlines a systems approach to assuring the nation's health in practice, research, and policy. This approach focuses on joining the unique resources and perspectives of diverse sectors and entities and challenges these groups to work in a concerted, strategic way to promote and protect the public's health. Focusing on diverse partnerships as the framework for public health, the book discusses: The need for a shift from an individual to a population-based approach in practice, research, policy, and community engagement. The status of the governmental public health infrastructure and what needs to be improved, including its interface with the health care delivery system. The roles nongovernment actors, such as academia, business, local communities and the media can play in creating a healthy nation. Providing an accessible analysis, this book will be important to public health policy-makers and practitioners, business and community leaders, health advocates, educators and journalists.***

***Drug overdose, driven largely by overdose related to the use of opioids, is now the leading cause of unintentional injury death in the United States. The ongoing opioid crisis lies at the intersection of two public health challenges: reducing the burden of suffering from pain and containing the rising toll of the harms that can arise from the use of opioid medications. Chronic pain and opioid use disorder both represent complex human conditions affecting millions of Americans and causing untold disability and loss of function. In the context of the growing opioid problem, the U.S. Food and Drug Administration (FDA) launched an Opioids Action Plan in early 2016. As part of this plan, the FDA asked the National Academies of Sciences, Engineering, and Medicine to convene a committee to update the state of the science on pain research, care, and education and to identify actions the FDA and others can take to respond to the opioid epidemic, with a particular focus on informing FDA's development of a formal method for incorporating individual and societal considerations into its risk-benefit framework for opioid approval and monitoring.***

***Delivering the Promise of Big Data and Data Science***

***Department of Defense Dictionary of Military and Associated Terms***

***Building the Future Learning Ecosystem***

***From Survive to Thrive***

***Distance Education for Teacher Training***

### **Major Incident Medical Management and Support Modernizing Learning**

*This study examined how the Advanced Distributed Learning (ADL) Initiative might encourage the reuse of digital training content as a strategy to reduce the cost of its development. While findings highlighted a number of current challenges with the reuse option, one conclusion is that ADL can foster more reuse by taking a proactive approach in supporting training development organizations that are attempting to implement a reuse strategy. This book explores the intersection of tutoring and intelligent tutoring systems. The process of tutoring has a long history within learning settings, and this effective method has led to attempts to automate the process via intelligent tutoring system research areas. Intelligent Tutoring Systems (ITS) are increasingly being used in a wide range of educational settings to enhance student learning. They are also used frequently as platforms for research on educational psychology and artificial intelligence. ITS can assess a wide variety of learner characteristics and adapt instruction according to principles of learning. Their effectiveness allegedly derives from their ability to provide detailed guidance to learners and to adapt promptly to individual learner's needs that are tracked at a fine grained level. Examples of such tutoring technologies include writing environments for guided inquiry learning, environments for collaborative problem solving or discussion, natural language processing and dialogue in tutoring systems, modeling and shaping affective states, interactive simulations of complex systems, ill-defined domains, and adaptive educational games. At their core, these systems rely on our basic knowledge of effective human tutoring. This book starts with a presentation of learning frameworks related to tutoring and ITS. This is followed by examples of best practices of tutoring and learning strategies by implementing within specific ITS. Finally, it presents examples for evaluating the effectiveness of tutoring systems.*

*An exploration of why we play video games despite the fact that we are almost certain to feel unhappy when we fail at them. We may think of video games as being "fun," but in *The Art of Failure*, Jesper Juul claims that this is almost entirely mistaken. When we play video games, our facial expressions are rarely those of happiness or bliss. Instead, we frown, grimace, and shout in frustration as we lose, or die, or fail to advance to the next level. Humans may have a fundamental desire to succeed and feel competent, but game players choose to engage in an activity in which they are nearly certain to fail and feel incompetent. So why do we play video games even though they make us unhappy? Juul examines this paradox. In video games, as in tragic works of art, literature, theater, and cinema, it seems that we want to experience unpleasantness even if we also dislike it. Reader or audience reaction to tragedy is often explained as catharsis, as a purging of negative emotions. But, Juul points out, this doesn't seem to be the case for video game players. Games do not purge us of unpleasant emotions; they produce them in the first place. What, then, does failure in video game playing do? Juul argues that failure in a game is unique in that when you fail in a game, you (not a character) are in some way inadequate. Yet games also motivate us to play more, in order to escape that inadequacy, and the feeling of escaping failure (often by improving skills) is a central enjoyment of games. Games, writes Juul, are the art of failure: the singular art form that sets us up for failure and allows us to experience it and experiment with it. *The Art of Failure* is essential reading for anyone interested in video games, whether as entertainment, art, or education.*

*The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.*

*Transforming the Workforce for Children Birth Through Age 8*

*A Synthesis of the Evidence*

*Ending Discrimination Against People with Mental and Substance Use Disorders*

*The Enterprise Big Data Lake*

*Microlearning in the Digital Age*

*The Art of Failure*

**You probably have data on course enrollments and completion and pass rates on course tests, but what about data on how learners are applying their new knowledge? The Experience API (xAPI) can help you collect and track more complete data on your learning programs and their results. An application programming interface (API) is a means for transmitting data across software systems. xAPI allows you to document and track learning experiences. In this issue of TD at Work, "Making Sense of xAPI," Megan Torrance and Rob Houck offer an overview of xAPI and provide guidance to help you get started making xAPI part of your learning management system. This issue includes:**

- definitions of essential terms
- sample activity statements for xAPI
- examples of types of data to collect with xAPI
- discussion of how xAPI relates to action mapping, the Kirkpatrick model, and the 70-20-10 model
- an xAPI project planning guide.

**Theory meets practical tips in this guide for leaders of early childhood programs**

**This e-book offers an insightful look into the way today's students think about and use technology in their academic and social lives. It will help institutional leaders help their students to become more successful and satisfied.**

**Scores of talented and dedicated people serve the forensic science community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that change and advancements, both systematic and scientific, are needed in a number of forensic science disciplines to ensure the reliability of work, establish enforceable standards, and promote best practices with consistent application. *Strengthening Forensic Science in the United States: A Path Forward***

***provides a detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. Strengthening Forensic Science in the United States gives a full account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-action for congress and policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators.***

***The Future of Leadership Development***

***How People Learn II***

***Your Handbook for Action***

***Opening Up Education***

***Communities in Action***

***Education / Special Topics***

***Distributed Leadership***

Ever wonder why teens can spend entire weekends playing video games but struggle with just one hour of homework? Why we're addicted to certain websites and steal glances at our smartphones under the dinner table? Or why some people are able to find joy in difficult or repetitive jobs while others burn out? It's not the experiences themselves but the way they're structured that matters. All our lives we've been told that games are distractions—playful pastimes, but unrelated to success. In *Game Frame*, Aaron Dignan shows us that the opposite is true: games produce peak learning conditions and accelerated achievement. Here, the crucial connection between the games we love to play and the everyday tasks, goals, and dreams we have trouble realizing is illuminated. Aaron Dignan is the thirty-something founder of a successful digital strategy firm that studies the transformative power of technology in culture. He and his peers were raised on a steady diet of games and gadgets, ultimately priming them to challenge the status quo of the modern workplace. What they learned from games goes deeper than hand-eye coordination; instead, this generation intrinsically understands the value of adding the elements of games into everyday life. *Game Frame* is the first prescriptive explanation of what games mean to us, the human psychology behind their magnetic pull, and how we can use the lessons they teach as a framework to achieve our potential in business and beyond. Games are a powerful way to influence and change behavior in any setting. Here, Dignan outlines why games and play are such important trends in culture today, and how our technology, from our iPhones to our hybrid cars, primes us to be instinctive players. *Game Frame* tackles the challenging task of defining games and the mechanics that make games work from several perspectives, then explores these ideas through the lens of neuroscience. Finally, Dignan provides practical tips for using basic game mechanics in a variety of settings, such as motivating employees at work or encouraging children at home, giving readers the tools to develop their own games to solve problems in their everyday lives. Illuminated throughout with a series of real-world examples and hypothetical scenarios, *Game Frame* promises a crash course in game design and behavioral psychology that will leave the reader—and, by extension, the world itself—more productive. Revolutionary, visionary, practical, and time-tested, *Game Frame* will change the way you approach life.

The new edition of *Major Incident Medical Management and Support* is a vital component in the blended learning course from Advanced Life Support Group (ALSG), which aims to provide hospital staff at all levels with essential information on the preparation, management and support elements of dealing with casualties in a major incident. Split into five sections, each focuses on the elements requisite in preparing for, and responding, to a major incident. The first section discusses the epidemiology and incidences of major incidents and the structured approach to the hospital response. The second section contains the preparation required in planning for major incidents, including equipment and training. The third section covers the management of a major incident, concentrating on the clinical, nursing and management hierarchies. The fourth includes the various stages of support in a major incident, including declaring an incident and activating the plan, the reception, triage, definitive care and recovery phases of an incident. The final section focuses on special incidents which require additional consideration, including those involving hazardous chemicals, burns and children. Written in collaboration with the National Emergency Planning, *Major Incident Medical Management and Support* is an invaluable reference in the emergency department and beyond for staff needing to prepare for the rare, but inevitable, hospital major incidence response.

The data lake is a daring new approach for harnessing the power of big data technology and providing convenient self-service capabilities. But is it right for your company? This book is based on discussions with practitioners and executives from more than a hundred organizations, ranging from data-driven companies such as Google, LinkedIn, and Facebook, to governments and traditional corporate enterprises. You'll learn what a data lake is, why enterprises need one, and how to build one successfully with the best practices in this book. Alex Gorelik, CTO and founder of Waterline Data, explains why old systems and processes can no longer support data needs in the enterprise. Then, in a collection of essays about data lake implementation, you'll examine data lake initiatives, analytic projects, experiences, and best practices from data experts working in various industries. Get a succinct introduction to data warehousing, big data, and data science. Learn various paths enterprises take to build a data lake. Explore how to build a self-service model and best practices for providing analysts access to the data. Use different methods for architecting your data lake. Discover ways to implement a data lake from experts in different industries.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the

professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Department of Defense Strategic Plan for Advanced Distributed Learning

The Future of the Public's Health in the 21st Century

Balancing Societal and Individual Benefits and Risks of Prescription Opioid Use

A Director's Guide for Leading an Early Childhood Program

Game Frame

The Impact of School Infrastructure on Learning

Advanced Distributed Learning

First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

Microlearning in the Digital Age explores the design and implementation of bite-sized learning and training in technology-enabled environments. Grounded in research-based best practices and a robust, eight-dimensional framework, this book applies the latest developments in mobile learning, social media, and instructional/multimedia design to one of today's most innovative and accessible content delivery systems. Featuring experts from higher education, information technology, digital gaming, corporate, and other contexts, this comprehensive guide will prepare graduate students, researchers, and professionals of instructional design, e-learning, and distance education to develop engaging, cost-effective microlearning systems.

Modernizing Learning: Building the Future Learning Ecosystem is an implementation blueprint for connecting learning experiences across time and space. This co-created plan represents an advancement of how and where learning will occur in the future. Extensive learning and technological research has been conducted across the myriad disciplines and communities needed to develop this holistic maturation of the learning continuum. These advancements have created the opportunity for formal and informal learning experiences to be accessible anywhere, anytime, and to be personalized to individual needs. However, for full implementation and maximal benefits for learners of all ages and within all communities to be achieved, it is necessary to centralize and coordinate the required connections across technology, learning science, and the greater supporting structures. Accordingly, the ADL Initiative has taken the lead in this coordination process, connecting Government, Military, Academia, Industry, and K-12 teachers, instructors, technologists, researchers, and implementers to create and execute a coordinated transition process. Input was included from stakeholders, communities, and supporting entities which will be involved in this advancement of the life-long learning ecosystem.

School, Family, and Community Partnerships

The Future of Nursing

The Prospects for Increasing the Reuse of Digital Training Content

Using Games as a Strategy for Success

Pain Management and the Opioid Epidemic

Report of the Quadrennial Defense Review

Encyclopedia of Distance Learning, Second Edition