

## Mastering Concept Based Teaching A Guide For Nurse Educators 1e

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Get all the strategies and guidance you need successfully implement conceptual learning with Mastering Concept-Based Teaching, 2nd Edition. Written specifically for nursing faculty, renowned educators Dr. Jean Foret Giddens, Dr. Linda Caputi, and Dr. Beth Rodgers walk you through the background and benefits of using a concept-based learning approach; how to plan, develop, and deliver an effective concept-based course; and how to improve and evaluate student learning with concepts.

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CBC contrasts more traditional approaches to teaching and learning, which can be more surface level, with stronger emphasis on rote memorization of facts and concepts rather than their application. In a more traditional classroom, a teacher may teach a specific war by focusing on key facts and individuals, and require students to write a paper and take a test to demonstrate understanding.

*A Quick Guide to Concept-Based Learning and Curriculum ...*

Description Written specifically for nursing faculty from the leading experts in concept-based nursing curricula, Mastering Concept-Based Teaching gives you all the strategies and guidance you need to plan, develop, and deliver an effective concept-based curriculum.

*Mastering Concept-Based Teaching : Jean Foret Giddens ...*

Mastery learning is an instructional strategy and educational philosophy, first formally proposed by Benjamin Bloom in 1968. Mastery learning maintains that students must achieve a level of mastery in prerequisite knowledge before moving forward to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information and then tested again. This cycle continues until the learner accomplishes mastery, and they m

*Mastery learning - Wikipedia*

Mastering maths concepts like place value in the early years is not just key to success in the classroom. It prepares learners for a lifetime of deep mathematical understanding by giving them invaluable real-world tools like resilience and problem-solving ability. And a confident problem solver in maths is a confident problem solver in life.

*6 strategies to develop an understanding of place value ...*

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*Mastering Concept-Based Teaching - Edition 2 - By Jean ...*

Concept analysis diagrams (CADs) provide faculty with a succinct “conceptual approach” in teaching and understanding a concept-based curriculum. The concept analysis diagrams (CADs) encourage analysis through correlation of concepts and interrelatedness of patients, fostering the use of “conceptual thinking” rather than rote memorization or focusing on the medical model.

*Enhancing “Conceptual Teaching/Learning” in a Concept ...*

Buy Teacher: Mastering the Art and Craft of Teaching Illustrated by Bennett, Tom (ISBN: 9781441114358) from Amazon's Book Store. Everyday low prices and free delivery on eligible orders.

*Teacher: Mastering the Art and Craft of Teaching: Amazon ...*

I have even heard some teachers advise against teaching moles to so-called bottom sets as ‘they’ll never get it anyway’. But by rethinking the way we teach moles, we can actually scaffold the concepts much better for all learners: so that higher attainers develop deeper understanding, and lower attainers tackle mole questions with confidence.

*Five steps to help students master mole calculations ...*

The Dalcroze method, also known as Dalcroze Eurhythmics, is another approach used by educators to teach musical concepts. Emile Jaques-Dalcroze, a Swiss educator, developed the method to teach rhythm, structure, and musical expression through music and movement. Eurhythmics begins with ear training, or solfege, to develop the inner musical ear.

Get all the strategies and guidance you need successfully implement conceptual learning with Mastering Concept-Based Teaching, 2nd Edition. Written specifically for nursing faculty, renowned educators Dr. Jean Foret Giddens, Dr. Linda Caputi, and Dr. Beth Rodgers walk you through the background and benefits of using a concept-based learning approach; how to plan, develop, and deliver an effective concept-based course; and how to improve and evaluate student learning with concepts. This new second edition also features two new chapters - one on how to conduct concept-based clinical experiences and another chapter on the future of concept-based interprofessional learning. You'll also find updated content, more of the highly helpful Misconceptions and Clarifications boxes, and a more streamlined design with added color and larger type. So whether you're teaching in an LPN, ADN, BSN, or MSN program, this insightful book is here to ensure a smooth execution concept-based teaching. Framework for developing a concept-based curriculum provides guidance throughout the general

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steps associated with developing a CBC. Strong foundation in how to teach within a concept-based curriculum dives into the nature of concepts, their function in the process of learning, and the importance of being consistent in the selection and implementation of concepts. Balanced teaching strategies illustrate ways to enhance the conceptual approach through engaging learning activities and an open environment. Success evaluation criteria explains the importance of analyzing evaluation data to determine the effectiveness of a new curriculum on meeting program learning outcomes. NEW! Updated content reflects the latest research in the neuroscience of learning, insightful illustrations, and best practices in concept-based curriculum design and instruction. NEW! Expanded use of Misconceptions and Clarifications boxes also reflects the latest research in conceptual learning to help clarify important concepts. NEW! Added color improves teaching and learning value. UNIQUE! New chapter on concept-based clinical experiences includes simulation and lab experiences, "live" clinical experiences, and clinical learning activities for inpatient, outpatient, community, and health systems-level experiences. UNIQUE! New chapter on thinking conceptually and the future of concept-based interprofessional learning covers both the ways CBC is spreading beyond just nursing and how to encourage faculty to shift their thinking to develop reasoning and critical thinking skills in students versus rote learning of content.

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Written specifically for nursing faculty from the leading experts in concept-based nursing curricula, Mastering Concept-Based Teaching gives you all the strategies and guidance you need to plan, develop, and deliver an effective concept-based curriculum. Renowned authors Dr. Jean Foret Giddens, Dr. Linda Caputi, and Dr. Beth Rodgers walk you through the background and benefits of using a concept-based learning approach, how to apply a research-based approach to teaching concepts, how to improve and evaluate student learning with concepts, and much more to ensure you are ready to successfully bring concepts into your nursing program. This insightful and indispensable guide to concept-based education: Provides an understanding of the nature of concepts, their function in the process of learning, and the importance of being consistent in the selection and implementation of concepts. Provides a general framework of general steps associated with the development of a concept-based curriculum. Illustrates ways to enhance the conceptual approach with balanced teaching strategies, an open environment, and engaging learning activities. Explains the importance of analyzing evaluation data to determine the effectiveness of a new curriculum on meeting program learning outcomes. If you are looking to make the move towards concept-based education in nursing, you can't afford to be without this innovative educational resource.

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Teaching and Learning in a Concept-Based Curriculum: A How-To Best Practice Approach provides specific, practical tools and strategies for teaching and evaluating students in the conceptbased curriculum model. The text includes sample lesson plans and study guides to show how a concept is taught in the classroom, clinical teaching activities that connect classroom and clinical learning, and clinical evaluation tools to assess student competence in a concept-based curriculum.

This book gives educators a view into the kinds of methods to use in the twenty-first century. Higher Education will need to make a transition from what is accepted practice today, to what will become successful methods in the near future. The new emphasis places the student in the center of the educational process.

For literacy teachers looking for practical ways to implement a Curriculum and Instruction Model that's more inquiry-driven and idea-centered, look no further than this book. This resource helps bridge the divide between conceptual curriculum and actionable practice, and provides practical support for teachers implementing Concept-Based literacy lessons. Readers will find Step-by-step help with lesson planning for conceptual understanding and transfer Ideas for supporting inductive learning Classroom Snapshots that showcase familiar literacy practices in Concept-Based classrooms Strategies to promote critical, reflective, and conceptual thinking Model elementary and secondary Concept-Based lesson and unit plans A chapter devoted to answering frequently asked questions

The increase of online nursing education programs has furthered the need for nursing faculty to have specific preparation for online teaching. Drawing from the authors' extensive experience teaching online nursing education programs, Online Nursing Education: A Collaborative Approach is unlike any other text. It was written and designed for faculty teaching online post-licensure students in a nursing education

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degree program, post-master's certificate program, advanced practice program, or other advanced education-related degree program. This unique text takes a theoretical approach and includes practical examples as well as sample curriculum, course design, and policies. Topics covered include strategies for teaching online, learning through writing in an online classroom, experiential learning in online programs, generational differences in online learning, and more practical discussions backed by evaluation studies and qualitative research.

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