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In this fifth edition of *A Cognitive Psychology of Mass Communication*, author Richard Jackson Harris continues his examination of how our experiences with media affect the way we acquire knowledge about the world, and how this knowledge influences our attitudes and behavior. Presenting theories from psychology and communication along with reviews of the corresponding research, this text covers a wide variety of media and media issues, ranging from the commonly discussed topics – sex, violence, advertising – to lesser-studied topics, such as values, sports, and entertainment education. The fifth and fully updated edition offers: highly accessible and engaging writing contemporary references to all types of media familiar to students substantial discussion of theories and research, including interpretations of original research studies a balanced approach to covering the breadth and depth of the subject discussion of work from both psychology and media disciplines. The text is appropriate for *Media Effects*, *Media & Society*, and *Psychology of Mass Media* coursework, as it examines the effects of mass media on human cognitions, attitudes, and behaviors through empirical social science research; teaches students how to examine and evaluate mediated messages; and includes mass communication research, theory and analysis.

Teaching Online: A Practical Guide is a practical, concise guide for educators teaching online. This updated edition has been fully revamped and reflects important changes that have occurred since the second edition's publication. A leader in the online field, this best-selling resource maintains its reader friendly tone and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section. New to this edition: new chapter on how faculty and instructional designers can work collaboratively expanded chapter on Open Educational Resources, copyright, and intellectual property more international relevance, with global examples and interviews with faculty in a wide variety of regions new interactive Companion Website that invites readers to post questions to the author, offers real-life case studies submitted by users, and includes an updated, online version of the resource section. Focusing on the "how" and "whys" of implementation rather than theory, this text is a must-have resource for anyone teaching online or for students enrolled in Distance Learning and Educational Technology Masters Programs.

Emergency medicine attendings who wish to hone their teaching skills can find a number of books on educational strategies written by physicians from other disciplines. However, until the publication of the first edition of this book, they did not have access to a text written by emergency medicine physicians on methods of teaching that are directly applicable to teaching EM. This book was compiled to meet that need. Following the introductory section, which provides important background information, the book's contents are organized into 4 sections that correspond to the core needs and interests of EM educators: Section 2 focuses on practical and ethical considerations of teaching in the ED; Section 3 provides strategies for teaching specific groups of learners; Section 4 looks at the skills that are characteristic of the best EM educators; and Section 5 looks in depth at specific teaching techniques and strategies. Now more than ever this book addresses the needs of physician educators from all over the world. New chapters discuss lecturing to an international audience; using simulation as a teaching tool; how to make journal club work for you, and other topics that are of broad interest to medical educators in this field. In general, each chapter has been updated and reviewed to make sure the content was something that emergency physician educators could use in any country. The chapter contributors are widely regarded as leaders in the field of emergency medicine education and faculty development. Authors were given free rein to develop their chapters and write in their own style. They were asked to present their personal views on how to successfully teach the art of emergency medicine, rather than review evidence-based guidelines regarding medical education. As a result, most of the chapters have few references. This first-person approach to a multi-authored textbook yields a compilation that varies in style from chapter to chapter and exposes the reader to a variety of communication techniques.

A twelve-year-old girl and a veterinarian, who wears a black tricorne and a gold earring, nurse an injured tern they find in New York's Battery Park.

This new kind of dictionary reflects the use of "rhythm rhymes" by rappers, poets, and songwriters of today. Users can look up words to find collections of words that have the same rhythm as the original and are useable in ways that are familiar to us in everything from vers libre poetry to the lyrics and music of Bob Dylan and hip hop groups.

Since 1958 the Maritime Administration has continuously conducted instructions in use of collision avoidance radar for qualified U.S. seafaring personnel and representatives of interested Federal and State Agencies. Beginning in 1963, to facilitate the expansion of training capabilities and at the same time to provide the most modern techniques in training methods, radar simulators were installed in Maritime Administration's three region schools. It soon became apparent that to properly instruct the trainees, even with the advanced equipment, a standardized up-to-date instruction manual was needed. The first manual was later revised to serve both as a classroom textbook and as an onboard reference handbook. This newly updated manual, the fourth revision, in keeping with Maritime Administration policy, has been restructured to include improved and more effective methods of plotting techniques for use in Ocean, Great Lakes, Coastwise and Inland Waters navigation. Robert J. Blackwell Assistant Secretary for Maritime Affairs

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