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In the last decade library collections have rapidly evolved from a predominance of print books and journals to an ever growing mix of digital and print resources. Library patrons are predominately served by support staff that is expected to know how to help patrons select and use digital resources. Yet most library support staff (LSS) has not had training to become proficient in finding, using, and instructing others in the abundance of the digital resources of websites, databases, e-texts, digital libraries and their related technologies. Library Technology and Digital Resources: An

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Introduction for Support Staff is both a text for professors who teach in library support staff programs and an introductory reference manual for support staff who work in libraries. This book will guide the LSS to be able to: Distinguish key features and enhancements found among vendors and providers of digital libraries, digital collections, databases, and e-texts; Plan, budget, fund and write grants for digital resources; Understand the complexity and options of licensing and usage agreements for digital resources; Know copyright permissions and acceptable use guidelines for digital resources. Understand the basic technologies that support library digital resources including network structures, software applications, and protocols; Distinguish between directories and search engines as they relate to digital resources as well as be able to employ advance search skills effectively; Explore the resources of global, national, and state digital libraries and their collections; Use government databases and other digitized systems and information sources; Find exemplary digital resources through other agencies such as museums, university collections and other sources that librarians can share with patrons. Create local digital resources of primary and historical materials and artifacts with metadata and cataloging for searchable access. Interpret meaning from library digital resources using visual literacy skills. Promote library digital resources through a variety of means

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including social media and online options.

This case book is the ideal text for Operating Department Practitioners (ODPs), as well as student ODPs and nurses preparing to work in perioperative care. Delivering individualised, holistic and evidence-based care can be challenging in the perioperative setting, requiring the practitioner to apply specialist clinical knowledge to each individual patient. This text presents 20 interactive case studies that will support the reader in assimilating a wide range of professional knowledge in order to develop a comprehensive plan of care for patients they encounter. The practical cases:

- Demonstrate how care will vary depending on the patient's physiological assessment and their personal, social, cultural and emotional needs
- Will consolidate the reader's learning around pathophysiology, pharmacology, assessment skills and clinical skills
- Include common clinical procedures as well as those that are more complex and require a deeper analysis of the evidence in order to improve patient care.
- Use "Stop and Think" boxes to encourage readers to reflect on key points within the case study, in order to develop their own knowledge and assist in their CPD

This text will support all learners, at both

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pre- and post-registration level as they develop their knowledge of perioperative care. Its goal is to help the practitioner deliver excellent and confident care in perioperative practice and in other healthcare settings. "Although clearly targeted at the student Operating Department Practitioner, Abbott and Wordsworth have produced a learning resource that any learner in the perioperative environment will find both informative and a useful learning aid. The editors have set out the twenty patient case studies in a sequence that allows the student to work through them as their course and competence progresses, although students can dip into the case studies in any order that supports their current clinical placement. The section introducing perioperative care is essential reading for any perioperative practitioner, with an up-to-date introduction to the latest concepts of teamwork and human factors in patient safety. Coupled with the patient-centred focus of the case studies this provides any reader with an understanding of the changing approach to patient care in the perioperative environment." Bill Kilvington, President, College of Operating Department Practitioners, UK "I have read this book several times and found that the chapter contents are excellent. This book will be useful for ODPs and theatre nurses, it will enhance their knowledge and skills and may also enhance their abilities to work in operating departments and care well for patients.

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The book covers preoperative care, intraoperative care and postoperative care which is essential for all practitioners working in operating departments. The content of this book is very informative and will be of great use to both students and qualified practitioners. I find it very impressive and I envisage it to be very useful to all theatre practitioners!" Paul Wicker, formerly Head of Perioperative Studies, Edge Hill University, UK and Visiting Professor, Nanjing University, China.

This edited volume explores how selected researchers, students and academics name and frame creative teaching and learning as constructed through the rationalities, practices, relationships, events, objects and systems that are brought to educational sites and developed by learning communities. The concept of creative learning questions the starting-points and opens up the outcomes of curriculum, and this frames creative teaching not only as a process of learning but as an agent of change. Within the book, the various creativities that are valued by different stakeholders teaching and studying in the higher music sector are delineated, and processes and understandings of creative teaching are articulated, both generally in higher music education and specifically through their application within the design of individual modules. This focus makes the text relevant to scholars,

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researchers and practitioners across many fields of music, including those working in musicology, composition, performance, music education, and music psychology. The book contributes new perspectives on our understanding of the role of creative teaching and learning and processes in creative teaching across the domain of music learning in higher music education sectors.

Zeitschrift für Kristallographie. Supplement Volume 34 presents the complete Abstracts of all contributions to the 22nd Annual Conference of the German Crystallographic Society in Berlin 2014.

South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of

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their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

The revival of translation as a means of learning and teaching a foreign language and as a skill in its own right is occurring at both undergraduate and postgraduate levels in universities. In this book, Sara Laviosa proposes a translation-based pedagogy that is grounded in theory and has been applied in real educational contexts. This volume draws on the convergence between the view of language and translation embraced by ecologically-oriented educationalists and the theoretical underpinnings of the holistic approach to translating culture. It puts forward a holistic pedagogy that harmonizes the teaching of language and translation in the same learning environment. The author examines the changing nature of the role of pedagogic translation starting with the Grammar Translation Method and concluding with the more recent ecological approaches to Foreign Language Education. Translation and Language Education analyses current research into the revival of translation in language teaching and is vital reading for translators, language teachers and postgraduate students working in the areas of Translation Studies and Applied Linguistics.

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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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