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Imagery and Text: A Dual Coding Theory of Reading and Writing presents, for the first time, a unified theory of both reading and writing that derives from and is completely consistent with the Dual Coding Theory of cognition, one of the most influential and empirically sound theories of cognition ever developed. This is the first book to take a systematic theoretical approach to all of the central issues of literacy, including decoding, comprehension, and memory in reading; and planning, drafting, and reviewing in writing. Additionally, theoretical accounts are provided for such profound and elusive literacy concepts as meaning, engagement, inspiration, and persona. Dual Coding Theory is unique in theorizing how both verbal and nonverbal cognition are woven throughout all aspects of literacy. An outstanding advancement in understanding literacy, Imagery and Text: A Dual Coding Theory of Reading and Writing: * Explains the major aspects of both reading and writing from an empirically well-established cognitive theory that embraces both language and mental imagery, emphasizing the powerful role of nonlinguistic knowledge and mental imagery in literacy; * Offers a human alternative to current computer-based theories of cognition and literacy derived from artificial intelligence, treating literacy as an essentially human activity that includes imagery and affect; * Provides moment-by-moment accounts of both the reading process and the writing process and comparisons with other theories; and * Presents an extensive review of educational research on the application of dual coding theory.

Over the past decade, the scientific information on psychology of injury has increased considerably. Despite dramatic advances in physical education of coaches, field of medicine, athletic training, and physical therapy, the sport-related traumatic injuries is our major concern. Athletic injuries, both single and multiple, have a tendency to grow dramatically. Accordingly, prevention of sport-related injuries is a major challenge facing the sport medicine world today. The purpose of this book is to accumulate the latest development in psychological analyses, evaluation, and management of sport-related injuries, including traumatic brain injuries. No two traumatic injuries are alike in mechanism, symptoms, or symptoms resolution. There is still no agreement upon psychological diagnosis and there is no known comprehensive treatment for sport-related injuries for regaining pre-injury status. Physical symptoms resolution is not an indication of "psychological trauma" resolution.

The first and most popular of Blake's famous "Illuminated Books," in a facsimile edition reproducing all 31 brightly colored plates. Additional printed text of each poem. "The colors are lovely, the book is a joy." — Kliatt Paperback Book Guide.

Qualitative content analysis is a powerful method for analyzing large amounts of qualitative data collected through interviews or focus groups. It is frequently employed by students, but introductory textbooks on content analysis have largely focused on the quantitative version of the method. In one of the first to focus on qualitative content analysis, Margrit Schreier takes students step-by-step through: - creating a coding frame - segmenting the material - trying out the coding frame - evaluating the trial coding - carrying out the main coding - what comes after qualitative content analysis - making use of software when conducting qualitative content analysis. Each part of the process is described in detail and research examples are provided to illustrate each step. Frequently asked questions are answered, the most important points are summarized, and end of chapter questions provide an opportunity to revise these points. After reading the book, students are fully equipped to conduct their own qualitative content analysis. Designed for upper level undergraduate, MA, PhD students and researchers across the social sciences, this is essential reading for all those who want to use qualitative content analysis.

This textbook focuses on the relationship between physical exercise and cognition, a very timely and important topic with major theoretical and practical implications for a number of areas including ageing, neurorehabilitation, depression and dementia. It brings together a wide range of analytical approaches and experimental results to provide a very useful overview and synthesis of this growing field of study. The book is divided into three parts: Part I covers the conceptual, theoretical and methodological underpinnings and issues. Part II focuses on advances in exercise and cognition research, with appropriate sub-sections on 'acute' and 'chronic' exercise and cognition. Part III presents an overview of the area and makes suggestions for the direction of future research. This text provides a cutting-edge examination of this increasingly important area written by leading experts from around the world. The book will prove invaluable to researchers and practitioners in a number of fields, including exercise science, cognitive science, neuroscience and clinical medicine. Key Features: Unique in-depth investigation of the relationship between physical exercise and brain function. Covers theoretical approaches and experimental results and includes chapters on the latest developments in research design. Examines the effects of both acute and

chronic exercise on brain function. International list of contributors, who are leading researchers in their field.

PET and PET-CT in Oncology describes the principles of positron emission tomography and is a useful resource for incorporating the technique in clinical practice. In a clear and straightforward fashion, the book offers instructive information and overviews of the basic principles of PET and PET-CT as well as the routine clinical PET scanning procedures for all important oncological indications. It is designed to serve as a reference work for specialists in nuclear medicine and radiology (including therapy planning) and for oncologists. It also provides student and physicians in other medical specialities with a general introduction to the effective integration of this modern technique into routine clinical diagnostics. Above all, this volume illustrates the importance of PET and PET-CT in comparison with other imaging techniques.

In the past, research involving the relationship between physical activity and health has appeared in many diverse journals, with no one publication being devoted to that relationship. The Journal of Physical Activity and Health (JPAH) answers the need for a single publication with a focus solely on physical activity and health. JPAH publishes original research and review papers examining how physical activity influences all aspects of health, studying physical activity as an exposure as well as an outcome. It also invites papers that examine the behavioral, community, and environmental interventions that may affect physical activity on an individual and population basis. Recent issues of JPAH have addressed topics such as measurement of physical activity, surveillance of physical activity, meeting guidelines for physical activity in working populations, and physical activity intervention in older adults with chronic diseases. Research has been published from many international authors. Articles on physical activity patterns and the environment are planned for later this year. Also available is the online format of JPAH that offers the same authoritative content contained in the print edition, but with the additional advantages of electronically formatted material including the potential to search journals in seconds, access to five years of back issues, and the ability to examine the online version weeks before the print version arrives. Online subscribers are also sent each issue's table of contents by e-mail to announce that a new issue has been published.

Amongst educators, scientists and policy-makers there is a growing belief that the field of education can benefit from an understanding of the brain. However, attempts to bring neuroscience and education together have often been hampered by crucial differences in concepts, language and philosophy. In this book, Paul Howard-Jones explores these differences, drawing on the voices of educators and scientists to argue for a new field of enquiry: neuroeducational research. Introducing Neuroeducational Research provides a meaningful bridge between two diverse perspectives on learning. It proposes that any such bridge must serve two goals that are critically related to each other: it must enrich both scientific and educational understanding. This challenge gives rise to unique conceptual, methodological and ethical issues that will inevitably characterise this new field, and these are examined and illustrated here through empirical research. Throughout the book, Paul Howard-Jones: Explores 'neuromyths' and their impact on educational research Highlights the opportunities to combine biological, social and experiential evidence in understanding how we learn Argues against a 'brain-based' natural science of education Introduces clearly the concept of an interdisciplinary neuroeducational approach Builds a methodology for conducting neuroeducational research Draws on case studies and empirical findings to illustrate how a neuroeducational approach can provide a fuller picture of how we learn. Presenting a blueprint for including our knowledge of the brain in education, this book is essential reading for all those concerned with human learning in authentic contexts: educators, scientists and policy-makers alike.

The metabolic disorder phenylketonuria (PKU) is the most common biochemical cause of mental retardation, and affects roughly one in 10,000 children. Bridging basic neuroscience research and clinical studies, this longitudinal study (a) provides evidence that cognitive deficits result from even moderate amino acid imbalances considered acceptable under the standard treatment for PKU, (b) characterizes the nature of those cognitive deficits, and (c) identifies their biological cause. The authors discuss possible steps to correct the problem, and possible implications of the findings for children with other developmental disabilities, such as attention deficit disorder.

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