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Jelle Jolles: Rijke en stimulerende context essentieel voor ontplooiing kinderen
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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.

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.

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.

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.

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.

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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.

First published in 1985, the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education. This new, expanded edition provides a 20-year retrospective of the field, one that has the great advantage of documenting U.S. national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX, the landmark federal law prohibiting sex discrimination in education, equity programs and research. Key features include: Expertise - Like its predecessor, over 200 expert authors and reviewers provide accurate, consensus, research-based information on the nature of gender equity challenges and what is needed to meet them at all levels of education. Content Area Focus - The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics, science, and engineering. Global/Diversity Focus - Global gender equity is addressed in a separate chapter as well as in numerous other chapters. The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans, Latina/os, Asian and Pacific Island Americans, American Indians, gifted students, students with disabilities, and lesbian, gay, bisexual, and transgender students. Action Oriented - All chapters contain practical recommendations for making education activities and outcomes more gender equitable. A final chapter consolidates individual chapter recommendations for educators, policymakers, and researchers to achieve gender equity in and through education. New Material - Expanded from 25 to 31 chapters, this new edition includes: *more emphasis on male gender equity and on sexuality issues; *special within population gender equity challenges (race, ability and disability, etc); *coeducation and single sex education; *increased use of rigorous research strategies such as meta-analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs; *technology and gender equity is now treated in three chapters; *women’s and gender studies; *communication skills relating to English, bilingual, and foreign

language learning; and *history and implementation of Title IX and other federal and state policies. Since there is so much misleading information about gender equity and education, this Handbook will be essential for anyone who wants accurate, research-based information on controversial gender equity issues—journalists, policy makers, teachers, Title IX coordinators, equity trainers, women’s and gender study faculty, students, and parents.

Pain 2012: Refresher Courses, 14th World Congress on Pain, is based on IASP’s refresher courses on pain research and treatment. Includes techniques (neuroimaging, genetics), treatments (interventional, psychological, pharmacological, complementary/alternative), and disorders (neuropathic pain, headache, cancer pain, musculoskeletal pain, CRPS, orofacial pain, postoperative pain, pediatric pain, abdominopelvic pain).

Establishing the parameters and goals of the new field of mind, brain, and education science. A groundbreaking work, Mind, Brain, and Education Science explains the new transdisciplinary academic field that has grown out of the intersection of neuroscience, education, and psychology. The trend in “brain-based teaching” has been growing for the past twenty years and has exploded in the past five to become the most authoritative pedagogy for best learning results. Aimed at teachers, teacher trainers and policy makers, and anyone interested in the future of education in America and beyond, Mind, Brain, and Education Science responds to the clamor for help in identifying what information could and should apply in classrooms with confidence, and what information is simply commercial hype. Combining an exhaustive review of the literature, as well as interviews with over twenty thought leaders in the field from six different countries, this book describes the birth and future of this new and groundbreaking discipline. Mind, Brain, and Education Science looks at the foundations, standards, and history of the field, outlining the ways that new information should be judged. Well-established information is elegantly separated from “neuromyths” to help teachers split the wheat from the chaff in classroom planning, instruction and teaching methodology.

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