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Classica et Mediaevalia is an international, peer reviewed journal covering the field of the Greek and Latin languages and literature from classical antiquity until the late Middle Ages as well as the Greco-Roman history and traditions as manifested in the general history, history of law, history of philosophy and ecclesiastic history. Articles are published mainly in English, but also in French and German. Over 300 references to books, journal articles, Ph. D. dissertations, and proceedings published mostly during the 1970's, as well as

unpublished reports and studies. Selection based on applicability to health planning, community mental health centers, cooperative health statistics system, nurse training grants, and the health program implementation process. Alphabetical arrangement by authors. Entry gives bibliographical information and lengthy annotation. Interest in the human mind is a centuries-old fascination, dating back to Plato, Aristotle, and Descartes. While the theories proposed about the human mind have since advanced and evolved, the fascination remains. Growing Minds is a unique and interdisciplinary work that guides the reader through an examination of the human mind's nature, performance, lifespan, and variations. The book sets out to answer a variety of questions: What are the cognitive processes underlying intelligence? What is general and what is specific in intelligence? What is stable and what is changing in intelligence as children grow older? Why do individuals differ in intelligence, and are differences genetically determined? How is intelligence and intellectual development related to the genome and the brain? How is intelligence related to personality? Can intelligence be enhanced by specific interventions? The text is organised into three parts: the first provides a summary and evaluation of research conducted on the human mind by experimental cognitive psychology, differential psychology, and developmental psychology. The second presents an overarching theory of the growing mind, showing how mind and intelligence are at the crossroads of nature and nurture; and the third assesses the relationship between education and intelligence. This book is the result of decades of extensive research and culminates in the proposal of a new overarching and integrated theory of the developing mind. For the first time, research is gathered and combined to form a comprehensive concept and fulfil the need for a fresh, integrative paradigm which both asks and answers questions about the human mind from a multi-faceted perspective. This book addresses problems and challenges that face educational measurement at a time when multipurpose usage of observational data from educational assessments, tests and international surveys has become a growing global trend. While the construction of educational measures and use of educational data offer many opportunities, they also require awareness of the numerous threats to validity and methods of reducing such threats. Written by leading international scholars, the book demonstrates the complexity of educational measurement by addressing three broad and interrelated topics. The first part discusses cognitive abilities, including studies on fluid intelligence, its improvement and its links to aptitude tests for admission to higher education. The second part focuses on the effects of school and teacher-related factors on school outcomes at individual and group levels, and uses international studies to analyze causes. The third part presents analytical techniques and measurement methods to improve

reliability, for example factor analysis using Bayesian estimators, bi-factor analysis, model misfit and solutions, and discusses balance issues in reporting test results. The book provides examples of state-of-the-art analytical techniques for pursuing fundamental research problems, and the latest advances in measurement methods, with a focus on validity improvement. Eminent researchers discuss and provide insights into questions such as: Is it possible to train individuals to think at a higher level than normal for their age? What determines prospective preschool teachers' skill to perceive mathematics-related preschool situations? Can international indicator design and instruments be improved to use trends and national context variables more efficiently? Can indicator data at national, school and class levels be compared easier? Are value-added measures of teacher effectiveness valid when it comes to hiring and promoting teachers? Is money better spent on teacher training than on smaller class-size? How do theory and empirical statistical data intertwine in building structures of understanding? This book is inspired by the career and personal influence of the Swedish scholar Professor Jan-Eric Gustafsson, renowned for his research on individual differences, especially the structure of cognitive abilities, and on the effects of education on knowledge and skills. Neurotechnology and Direct Brain

Communication focuses on recent neuroscientific investigations of infant brains and of patients with disorders of consciousness (DOC), both of which are at the forefront of contemporary neuroscience. The prospective use of neurotechnology to access mental states in these subjects, including neuroimaging, brain simulation, and brain computer interfaces, offers new opportunities for clinicians and researchers, but has also received specific attention from philosophical, scientific, ethical, and legal points of view. This book offers the first systematic assessment of these issues, investigating the tools neurotechnology offers to care for verbally non-communicative subjects and suggesting a multidisciplinary approach to the ethical and legal implications of ordinary and experimental practices. The book is divided into three parts: the first and second focus on the scientific and clinical implications of neurological tools for DOC patient and infant care. With reference to these developments, the third and final part presents the case for re-evaluating classical ethical and legal concepts, such as authority, informed consent, and privacy. Neurotechnology and Direct Brain Communication will appeal to researchers and postgraduate students in the fields of cognitive science, medical ethics, medical technology, and the philosophy of the mind. With implications for patient care, it will also be a useful resource for clinicians, medical centres, and health practitioners.

Includes section "Books and reports." Over 300 entries to books, reports, journal articles, and Ph. D. dissertations dealing with planning of health and health-related resources at the state and local levels. Citations arranged under 6 chapters, e.g., Coordination of planning. Each entry gives bibliographical information and annotation. No index. Over 300 references to books, journal articles, Ph. D. dissertations, and proceedings published mostly during the 1970's, as well as unpublished reports and studies. Selection based on applicability to health planning, community mental health centers, cooperative health statistics system, nurse training grants, and the health program implementation process. Alphabetical arrangement by authors. Entry gives bibliographical information and lengthy annotation. Annotated bibliography index. This title is part of UC Press's Voices Revived program, which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice, reach, and impact. Drawing on a backlist dating to 1893, Voices Revived makes high-quality, peer-reviewed scholarship accessible once again using print-on-demand technology. This title was originally published in 1987.

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