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this volume is the result of a 2016 research symposium sponsored by the association for educational communications and technology aect focused on the growing theoretical areas of integrating story and narrative into educational design narrative or storytelling is often used as a means for understanding conveying and remembering the events of our lives our lives become a series of stories as we use narrative to structure our thinking stories that teach train socialize and create

value the contributions in this volume examine stories and narrative in instructional design and offer a diverse exploration of instructional design and learning environments among the topics discussed the narrative imperative creating a story telling culture in the classroom narrative qualities of design argumentation scenario based workplace training as storytelling designing for adult learners metacognitive development narrative identity using activity theory in designing science inquiry games changing the narrative of school toward a neurocognitive redefinition of learning educational technology and narrative is an invaluable resource offering application ready ideas to students of instructional design instructional design practitioners and teachers seeking to utilize theories of story and narrative to the ways that they convey and express ideas of instructional design and educational technology

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evidence based teaching applications of evidence based teaching implications for faculty development administration and the institution and how to use the open ended application questions at the end of each chapter for faculty guided discussion strategies to promote critical thinking and active learning are incorporated throughout the text highlighting various evaluation techniques lesson planning insights and tips for developing examinations updated research and references address forward thinking approaches to education and trends for the future guidance on teaching in diverse settings addresses topics such as the models of clinical teaching teaching in interdisciplinary settings how to evaluate students in the clinical setting and how to adapt teaching for community based practice strong focus on practical content including extensive coverage of curriculum development equips future educators to handle the daily challenges and opportunities of teaching new chapter on interprofessional education and collaborative practice focuses on the collaboration of care across patient care providers emphasizing clear communication and shared patient outcomes new renamed unit on curriculum as a process better reflects the latest qsen competencies and other leading national standards new renamed unit on technology empowered learning covers the use of technology for learning including non traditional course formats active learning flipped classrooms and more

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