

The Middleboro Casebook Teacher S Manual

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the middleboro casebook healthcare strategy and operations is an integrated case study focused on the fictional community of middleboro and the seven healthcare organizations that serve it including two hospitals a long term care facility a home health agency two physician group practices and a local health department a thorough examination of middleboro and its demographic socioeconomic political epidemiological and environmental data and characteristics enables students to analyze the community in detail focusing on those factors that drive the need for and use of healthcare services as well as framing the strategic decisions made by healthcare organizations

includes names from the states of connecticut delaware maine maryland massachusetts new hampshire new jersey pennsylvania rhode island vermont and west virginia and in canada from the provinces of new brunswick newfoundland nova scotia prince edward island and quebec also includes the eastern half of ontario and no longer includes west virginia 1994

winners of a national competition sponsored by the commonwealth center for the education of teachers univeristy of virginia james madison universtiy

this book shares the personal stories of fifteen talented educators their successes shortcomings and growing pains about teaching with case studies in 12 different content areas case studies are slices of life which illustrate a myriad of dilemmas from moral issues to classroom management teaching with cases can offer educators a variety of opportunities to expand and extend their teaching skills problem solving abilities and grasp of contemporary issues in classrooms today case discussions also offer a window into pre service in service or graduate students experiences opinions perceptions or misconceptions of educational dilemmas resources examples assignments and cases are included for any pre service or in service teacher

case study analysis in the classroom encourages students to consider best practices in teaching and to solve problems concerning students who are gifted underachieving resistant to classroom learning or who have special needs this book is a valuable way to introduce students to the complex world of teaching and learning arthur t costigan queen s college city university of new york stories of students in need or of teachers who are struggling draw readers into the process of solving classroom problems in a manner that traditional textbook formats are unable to match presented in an engaging and stimulating manner case study analysis in the classroom becoming a reflective teacher provides beginning teachers a variety of typical classroom problems to analyze and solve solving the case study problems helps new teachers develop the knowledge bases they need to solve real problems in their own classrooms more than a book of cases it is an important starting point for students learning about case study research especially the analysis of cases and their potential uses in the classroom in addition readers will also be guided through the process of reflective problem solving developing an educational philosophy and writing their own case studies author renee campoy has written cases that tackle challenging and controversial problems her approach rests on the foundation that authentic learning and growth are best achieved through ideas that challenge assumptions and preconceived notions about education a matrix of case studies is included that

groups the cases by grade level case focus and primary educational topic allowing students and instructors at all levels to customize their use of the book case study topics include low academic achievement learning disabilities low motivation misbehaving and disruptive students reluctant readers high stakes assessment inappropriate scaffolding cultural conflict socioeconomic issues attention deficit hyperactive disorder parent conferences bilingual education to support the problem solving process each case study includes a rubric that provides feedback to the reader about the quality of their solution the rubric is research based and written according to the king and kitchener model of reflective judgment this approach encourages teachers to apply their classroom experiences knowledge of content and understanding of learning theory during classroom problem solving case study analysis in the classroom is well suited as a text for courses throughout education curricula including educational foundations research methods field experience and practicum and instructional strategies courses it will also be an invaluable desk reference for practicing teachers and administrators who need additional guidance on classroom problem solving

lynn introduces readers to the case method of instruction popularized by the john f kennedy school of government and the harvard business school this is a practical process oriented guide to teaching writing and learning with the case method lynn integrates insight from literature with his own extensive experience as a case teacher and writer and as a trainer of case teachers and case writers lynn selects the broadest possible context for discussing the use of cases in teaching for maximum appeal to instructors and learners in diverse fields

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