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Technology has evolved into society's primary tool for organization, communication, research, and problem solving. It is essential that everyone learn the fundamental skills that can be applied towards being an effective user of today's technology as well as a lifelong learner of future technology. Fluency with Information Technology: Skills, Concepts, and Capabilities provides the framework for developing confident users who can both adapt to changes and solve problems as technology evolves.

Computers, communications, digital information, software á €"the constituents of the information age á €"are everywhere. Being computer literate, that is technically competent in two or three of today á €"s software applications, is not enough anymore. Individuals who want to realize the potential value of information technology (IT) in their everyday lives need to be computer fluent á €"able to use IT effectively today and to adapt to changes tomorrow. Being Fluent with Information Technology sets the standard for what everyone should know about IT in order to use it effectively now and in the future. It explores three kinds of knowledge á €"intellectual capabilities, foundational concepts, and skills á €"that are essential for fluency with IT. The book presents detailed descriptions and examples of current skills and timeless concepts and capabilities, which will be useful to individuals who use IT and to the instructors who teach them.

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Information and communications technology (ICT) pervades virtually all domains of modern life—educational, professional, social, and personal. Yet although there have been numerous calls for linkages that enable ICT competencies acquired in one domain to benefit another, this goal has largely remained unrealized. In particular, while technology skills and applications at work could be greatly enhanced by earlier complementary learning at school—particularly in K-12 education, a formative and influential stage in a person's life—little progress has been made on such linkages. At present, the curricula of most U.S. high schools focus on skills in the use of tools such as specific word-processing software or contemporary Internet search engines. Although these kinds of skills are certainly valuable—at least for a while—they comprise just one component, and the most rudimentary component, of ICT competencies. The National Academies held a workshop in October 2005 to address the specifics of ICT learning during the high school years would require an explicit effort to build on that report. The workshop was designed to extend the work begun in the report Being Fluent with Information Technology, which identified key components of ICT fluency and discussed their implications for undergraduate education. ICT Fluency and High Schools summarizes the workshop, which had three primary objectives: (1) to examine the need for updates to the ICT-fluency framework presented in the 1999 study; (2) to identify and analyze the most promising current efforts to provide in high schools many of the ICT competencies required not only in the workplace but also in people's day-to-day functioning as citizens; and (3) to consider what information or research is needed to inform efforts to help high school students develop ICT fluency.

A dream come true for those looking to improve their data fluency Analytical data is a powerful tool for growing companies, but what good is it if it hides in the shadows? Bring your data to the forefront with effective visualization and communication approaches, and let Data Fluency: Empowering Your Organization with Effective Communication show you the best tools and strategies for getting the job done right. Learn the best practices of data presentation and the ways that reporting and dashboards can help organizations effectively gauge performance, identify areas for improvement, and communicate results. Topics covered in the book include data reporting and communication, audience and user needs, data presentation tools, layout and styling, and common design failures. Those responsible for analytics, reporting, or BI implementation will find a refreshing take on data and visualization in this resource, as will report, data visualization, and dashboard designers. Conquer the challenge of making valuable data approachable and easy to understand Develop unique skills required to shape data to the needs of different audiences Full color book links to bonus content at juiceanalytics.com Written by well-known and highly esteemed authors in the data presentation community Data Fluency: Empowering Your Organization with Effective Communication focuses on user experience, making reports approachable, and presenting data in a compelling, inspiring way. The book helps to dissolve the disconnect between your data and those who might use it and can help make an impact on the people who are most affected by data. Use Data Fluency today to develop the skills necessary to turn data into effective displays for decision-making.

An innovative look at reshaping the educational experiences of 21st-century learners! Inspiring thoughtful discussion that leads to change, this reader-friendly resource examines how the new digital landscape is transforming teaching and learning in an environment of standards, accountability, and high-stakes testing and why informed leadership is so critical. The authors present powerful strategies and compelling viewpoints, underscore the necessity of developing relevant classroom experiences, and discuss: Attributes common among digital learners The concepts of neuroplasticity and the hyperlinked mind An educational approach that supports traditional literacy skills alongside 21st-century fluencies Evaluation methods that encompass how digital generation students process new information

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

This book, by combining sociocultural, material, cognitive and embodied perspectives on human knowing, offers a new and powerful conceptualisation of epistemic fluency – a capacity that underpins knowledgeable professional action and innovation. Using results from empirical studies of professional education programs, the book sheds light on practical ways in which the development of epistemic fluency can be recognised and supported - in higher education and in the transition to work. The book provides a broader and deeper conception of epistemic fluency than previously available in the literature. Epistemic fluency involves a set of capabilities that allow people to recognize and participate in different ways of knowing. Such people are adept at combining different kinds of specialised and context-dependent knowledge and at reconfiguring their work environment to see problems and solutions anew. In practical terms, the book addresses the following kinds of questions. What does it take to be a productive member of a multidisciplinary team working on a complex problem? What enables a person to integrate different types and fields of knowledge, indeed different ways of knowing, in order to make some well-founded decisions and take actions in the world? What personal knowledge resources are entailed in analysing a problem and describing an innovative solution, such that the innovation can be shared in an organization or professional community? How do people get better at these things; and how can teachers in higher education help students develop these valued capacities? The answers to these questions are central to a thorough understanding of what it means to become an effective knowledge worker and resourceful professional.

Fluency in math doesn ' t just happen! It is a well-planned journey. In this book, you ' ll find practical strategies and activities for teaching your elementary students basic addition and subtraction facts. The authors lay out the basic framework for building math fluency using a cycle of engagement (concrete, pictorial, abstract) and provide a multitude of examples illustrating the strategies in action. You ' ll learn how to: help students to model their thinking with a variety of tools; keep students engaged through games, poems, songs, and technology; assess student development to facilitate active and continuous learning; implement distributed practices throughout the year; boost parental involvement so that students remain encouraged even as material becomes more complex. A final chapter devoted to action plans will help you put these strategies into practice in your classroom right away. Most importantly, you ' ll open the door to deep and lasting math fluency.

Drawing from doctoral level research on how best to teach business education to college students, Discourses on Business Education at the College Level illustrates new and proven ideas for engaging students. Sixteen authors from New York University ' s Steinhardt School of Culture, Education, and Human Development describe their experiences in upgrading and expanding the quality of the business education experience. Business school instructors can use this edited collection to draw inspiration and learn specific techniques to bring their courses to the cutting edge of curriculum. Topics range from teaching accounting, financial literacy, marketing, and teamwork to gamification, improving international student and intern experience, not-for credit education, and virtual workplace learning.