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| 1. Record Nr. | UNINA9910315259903321 |
| Titolo | ISO/IEEE 11073-10207:2019(E) : ISO/IEC/IEEE Health informatics-- Point-of-care medical device communication Part 10207, Domain Information and Service Model for Service-Oriented Point-of-Care Medical Device Communication // Institute of Electrical and Electronics Engineers |
| Pubbl/distr/stampa | New York, New York : , : IEEE, , 2019 |
| ISBN | 1-5044-5656-4 |
| Descrizione fisica | 1 online resource (24 pages) |
| Disciplina | 610.28 |
| Soggetti | Medical instruments and apparatus |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Sommario/riassunto | Within the context of the ISO/IEEE 11073™ family of standards for point-of-care medical device communication, a Participant Model derived from the ISO/IEEE11073-10201 Domain Information Model is provided in this standard. The Participant Model specifies the structure of medical information objects. This standard also defines an abstract Communication Model to support the exchange of medical information objects. All elements of the Participant Model and Communication Model are specified using XML Schema. Core subjects of the Participant Model comprise modelling of medical device-related data, e.g., measurements and settings, alert systems, contextual information (e. g., patient demographics and location information), remote control, and archival information. Model extensibility is provided inherently through the use of XML Schema. |

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| 2. Record Nr. | UNINA9910972348903321 |
| Autore | Banks James A. |
| Titolo | Diversity, transformative knowledge, and civic education : selected essays // James A. Banks |
| Pubbl/distr/stampa | New York, NY : , : Routledge, , 2020 |
| ISBN | 1-00-301836-X 1-000-03923-4 1-000-03905-6 1-003-01836-X |
| Edizione | [1st ed.] |
| Descrizione fisica | 1 online resource (xiii, 221 pages) : illustrations |
| Disciplina | 321.8071 320.473 |
| Soggetti | Civics - Study and teaching |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | "Written by James A. Banks, a foundational figure in the field of multicultural education, the essays collected in this book illuminate the interconnection between the author's work on knowledge construction and civic education. The volume aims to unpack the "citizenship-education dilemma," whereby education programs strive to teach students democratic ideals and values within social, economic, political, and educational contexts that contradict justice, equality, and human rights. For change to take place, students need to internalize democratic values, but this internalization comes about through a direct experience of democracy that is currently unavailable. Drawn from Banks' formidable canon, these works highlight the conceptual, curricular, and pedagogical issues related to this dilemma, and signal a fundamental shift towards transformative citizenship education"-- Provided by publisher. |
| Nota di contenuto | The canon debate, knowledge construction, and multicultural education -- The historical reconstruction of knowledge about race : implications for transformative teaching -- The lives and values of researchers : implications for educating citizens in a multicultural society -- Cultural democracy, citizenship education, and the American dream -- Diversity and citizenship education in multicultural nations -- Diversity, group identity, and citizenship education in a global age -- Failed citizenship |

and transformative civic education -- Civic education for non-citizen and citizen students.

Sommario/riassunto

The essays collected in this book, by James A. Banks, a foundational figure in the field of multicultural education, illuminate the interconnection between the author's work on knowledge construction and civic education. In pieces both poignant and personal, Banks shares some of his most groundbreaking and innovative work. *Diversity, Transformative Knowledge, and Civic Education* aims to unpack the "citizenship-education dilemma," whereby education programs strive to teach students democratic ideals and values within social, economic, political, and educational contexts that contradict justice, equality, and human rights. For change to take place, students need to internalize democratic values, by directly experiencing them in transformative classrooms and schools that are envisioned and described in this book. Drawn from Banks' formidable canon, this collection highlights the conceptual, curricular, and pedagogical issues related to this dilemma, and signals a fundamental shift toward transformative citizenship education. Students, scholars and educators in the fields of multicultural education, civic education, social studies education, comparative education, and the foundations of education will find this book to be a valuable resource for discussion and discovery.
