1.	Record Nr.	UNINA9910702440703321
	Titolo	Myoclonus
	Pubbl/distr/stampa	Bethesda, Maryland : , : U.S. Department of Health and Human Services, Public Health Service, National Institutes of Health, , 2012
	Descrizione fisica	1 online resource (8 pages)
	Collana	NIH publication ; ; no. 12-4793
	Soggetti	Myoclonus
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Title from title screen (viewed June 18, 2014).
		"Prepared by: Office of Communications and Public Liaison, National Institute of Neurological Disorders and Stroke"--Page [10].
		"July 2012"--Page [10].

2.

Record Nr.	UNINA9910798172203321
Autore	Humphrey William F.
Titolo	Fostering brand community through social media / / William F. Humphrey, Jr., Debra A. Laverie, and Shannon B. Rinaldo
Pubbl/distr/stampa	New York, New York (222 East 46th Street, New York, NY 10017) : , : Business Expert Press, , 2016
ISBN	1-60649-941-6
Edizione	[First edition.]
Descrizione fisica	[ix], 88 páginas : ilustraciones ; ; 23 cm
Disciplina	658.827
Soggetti	Branding (Marketing) Social media Online social networks in business
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (pages 75-85) and index.
Nota di contenuto	1. The online brand community -- 2. Brand characteristics -- 3. Relational characteristics in social media -- 4. Community characteristics -- 5. Virtually there -- 6. The nature of fandom and shared power in the social environment -- 7. Past, present, and future of digital brand communities -- Notes -- Bibliography -- Index.
Sommario/riassunto	This book focuses on building and maintaining brand community in the emerging, dynamic space of social media. A theoretical model encompassing brand characteristics, relational factors, and characteristics of the brand user community is used as a structure to explain the various aspects of online brand communities. Furthermore, the authors discuss how online brand communities differ from and can be used to complement traditional, face-to-face brand communities. Brand managers, social media managers, and other members of the brand team will find this book useful for strategic decision-making in both building and maintaining brand communities. In addition, this book will serve as a practical guide for working professionals enrolled in executive education degree programs as these programs continue to be developed in universities throughout the world.

3.	Record Nr.	UNINA9910779198303321
	Titolo	Theory and Practice in EFL Teacher Education : Bridging the Gap / / Julia Hüttner, Barbara Mehlmauer-Larcher, Susanne Reichl, Barbara Schiftner
	Pubbl/distr/stampa	Blue Ridge Summit, PA : , : Multilingual Matters, , [2011] ©2011
	ISBN	1-280-12088-6 9786613524744 1-84769-526-4
	Descrizione fisica	1 online resource (276 p.)
	Collana	New Perspectives on Language and Education
	Classificazione	ES 767
	Disciplina	428.0071
	Soggetti	English language -- Study and teaching -- Foreign speakers English teachers -- Training of English language - Study and teaching - Foreign speakers English teachers - Training of Languages & Literatures English English Language Philology & Linguistics
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di contenuto	Frontmatter -- Contents -- Acknowledgements -- Contributors -- Introduction -- 1. Closing the Gap, Changing the Subject -- 2. The Dialectics of Theory and Practice in Teacher Knowledge Development -- 3. Moments of Practice: Teachers' Knowledge and Interaction in the Language Classroom -- 4. Creating Language-Assessment Literacy: A Model for Teacher Education -- 5. Grammar Teaching: Theory, Practice and English Teacher Education -- 6. Cognitive + Communicative Grammar in Teacher Education -- 7. Towards a Stronger Intervention: The Role of Literature in Teacher Education -- 8. Supporting the Transfer of Innovation into Foreign-Language Classrooms: Applied Projects in In-Service Teacher Education -- 9. Developing Student Teachers' 'Pedagogical Content Knowledge' in English for Specific

Purposes: The 'Vienna ESP Approach' -- 10. The EPOSTL (European Portfolio for Student Teachers of Languages): A Tool to Promote Reflection and Learning in Pre-Service Teacher Education -- 11. NESTs Versus Non-NESTs: Rethinking English-Language Teacher Identitie -- 12. Multilingualism Pedagogy: Building Bridges between Languages -- Subject Index -- Name Index

Sommario/riassunto

This volume addresses the complex issues surrounding language teacher education, especially in EFL, and the development of professionalism in this field. By applying such concepts as Shulman's "pedagogical content knowledge", the development of teachers' knowledge base is investigated in a variety of settings, thus underpinning the contextual nature of teacher learning. The vital role of critical reflection at all stages of teacher development is shown to be an integral part of language teachers' knowledge constructions in areas such as pedagogical grammar, assessment and testing. The contributions shed light also on the perception and development of teacher expertise. This volume sets out to bridge the gap between theory and practice, and in so doing shows that these constructs are far from monolithic. Rather, both theory and practice are created and developed dynamically in close interrelation.