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could fall dramatically. With ever increasing levels of quality and access, MOOCs are causing us to rethink the educational system, the role of the educator and student, and the role of education in society. What the post-MOOC educational landscape will look like depends upon the choices we

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make today, choices which must be made through careful consideration. Massively Open is an overview of the implications of this potentially disruptive innovation.

Complete with romance, heartbreak, martial arts, cannibalism, and an army



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of shambling corpses, Dreadfully Ever After brings the story of Pride and Prejudice and Zombies to a thrilling conclusion. When we last saw Elizabeth Bennet and Fitzwilliam Darcy—at the end of the New York Times best seller Pride and Prejudice and Zombies—they were preparing

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for a lifetime of wedded bliss. Yet the honeymoon has barely begun when poor Mr. Darcy is nipped by a rampaging dreadful. Elizabeth knows the only acceptable course of action is to promptly behead her husband (and then burn the corpse, just to be safe). But when she learns of a miracle

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antidote being developed in London, she realizes there may be one last chance to save her true love—and for everyone to live happily ever after.

Many studies of teacher motivation

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have been conducted in different contexts over time. However, until fairly recently there has not been a reliable measure available to allow comparisons across samples and settings. This has resulted in an abundance of findings which cannot be directly compared or synthesised.

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The FIT-Choice instrument offers the opportunity to examine motivations across settings. The various studies in this book suggest that people who choose teaching as a career are motivated by a complex interaction of factors embedded within communities and cultural expectations, but seem

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generally to embrace a desire to undertake meaningful work that makes for a better society. Unlike some careers, where rewards are in the form of salary and status, by and large these factors are not strong drivers for people who want to become teachers. They want to work

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with children and adolescents, and believe they have the ability to teach.

An eye-opening look at the latest research findings about the success of free voluntary reading in developing

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Teaching with the Screen explores the forms that pedagogy takes as teachers and students engage with the screens of popular culture. By necessity, these forms of instruction challenge traditional notions of what constitutes education. Spotlighting the visual, spatial, and relational aspects of

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media-based pedagogy using a broad range of critical methodologies—textual analysis, interviews, and participant observation—and placing it at the intersection of education, anthropology, and cultural studies, this book traces a path across

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historically specific instances of media that function as pedagogy: Hollywood films that feature teachers as protagonists, a public television course on French language and culture, a daily television "news" program created by high school students, and a virtual reality training

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simulation funded by the US Army. These case studies focus on teachers as pedagogical agents (teacher plus screen) who unite the two figures that have polarized earlier debates regarding the use of media and technology in educational settings: the beloved teacher and the teaching

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This new edition of the popular Pharmacology case studies for nurse prescribers has been thoroughly revised in the light of the latest research and guidance from NICE, the British National Formulary (BNF), the

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Royal Pharmaceutical Society, the Nursing and Midwifery Council and the Royal College of Nursing. While the first edition was aimed at students undertaking the non-medical prescribing modules, this updated text has broadened its scope and is relevant to all trainee and qualified

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nurse prescribers. There are new and additional chapters on pregnancy and breastfeeding, sexual health and contraception, and prescribing for frailty syndrome in the elderly. The latest developments in pharmacology (such as the emergence of biosimilar drugs) are included in the text; and all

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the chapters from the first edition have been revised and updated by expert healthcare practitioners. Meanwhile, the practical approach and helpful features that made the first edition so popular remain unchanged. The authors offer a basic introduction to pharmacological



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concepts, embedded in specific conditions, through case studies and self-assessment questions. By utilising a case study approach, they enable the reader to link pharmacological concepts with clinical practice. Reading this book, and carrying out the numerous self-assessment

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activities, will give the reader an appreciation of the value of having a sound pharmacological knowledge base in order to deliver safe practice, effective prescribing and improved patient care. Praise for the first edition: ' A useful and practical accompaniment for those studying

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nurse prescribing, this textbook is also a valuable resource for practitioners qualified in this extended role and those who prescribe and administer medications daily. ' Valerie McGurk, Practice Development Nurse, Nursing Management ' This book is a comprehensive collection of case

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studies on a number of conditions, from heart failure to eye problems. ' Lynda Gibbons, Registered Advanced Nurse Practitioner, Emergency Nurse

Phronesis is the Aristotelian notion of practical wisdom. In this collected series, phronesis is explored as an

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alternate way of considering professional knowledge. In the present context dominated by technical rationalities and instrumentalist approaches, a re-examination of the concept of phronesis offers a fundamental re-visioning of the educational aims in

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professional schools and continuing professional education programs. This book originated from a conversation amongst an interdisciplinary group of scholars from education, health, philosophy, and sociology, who share concerns that something of fundamental importance – of moral

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significance – is missing from the vision of what it means to be a professional. The contributors consider the ways in which phronesis offers a generative possibility for reconsidering the professional knowledge of practitioners. The question at the centre of this inquiry

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is: “ If we take phronesis seriously as an organising framework for professional knowledge, what are the implications for professional education and practice? ” A multiplicity of understandings emerge as to what is meant by phronesis and how it might be reinterpreted,



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understood, applied, and extended in a world radically different to that of the progenitor of the term, Aristotle. For those concerned with professional life this is a conversation not to be missed.

The Open Access version of this book,  
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available at <https://www.taylorfrancis.com/books/e/9781351049139>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning

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and teaching. While other works have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual

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awareness, and language learning and teaching in L2 and L3 settings, and explores a range of studies from around the world. This allows the volume to highlight a diverse set of methodological approaches, including blogging, screen recording software, automatic translation programs,

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language corpora, classroom interventions, and interviews, and subsequently, to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally.

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This innovative collection is an essential resource for students and scholars in language teaching pedagogy, and applied linguistics.

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