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Explicit vs Implicit Understanding

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Objective standards also provide graduate students with the transparent knowledge and explicit learning goals that enable them to achieve success at higher levels. Making the Implicit Explicit is a complex and highly focused work that should be essential reading for all graduate student advisors, faculty, and program administrators. "

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Making the implicit explicit : creating performance expectations for the dissertation ... The Review of Higher EducationThis book and the groundbreaking study on which it is based is about making explicit to doctoral students the tacit rules for the assessment of the final of all final educational products the dissertation. The purpose of ...

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Making the Implicit, Explicit The difficulty I was having and to some extent am still having, is making the implicit – explicit. It is obvious to you or I that going outside and enjoying the outdoors will be beneficial to our health.

"An excellent resource for graduate students beginning the dissertation phase, for faculty who serve on dissertation committees or as dissertation advisors, and for faculty who may teach dissertation process courses. The text is also a valuable resource for academic departments who may want or need to develop dissertation standards from the ground up or to revamp their existing standards and expectations. The strength of Lovitts' book lies in the practical usefulness of the text...and its functionality for different academic disciplines."—The Review of Higher Education This book and the groundbreaking study on which it is based is about making explicit to doctoral students the tacit "rules" for the assessment of the final of all final educational products—the dissertation. The purpose of defining performance expectations is to make them more transparent to graduate students while they are in the researching and writing phases, and thus to help them achieve to higher levels of accomplishment.

Literacy? That's someone else's job, isn't it? This is a book for all teachers on how to make explicit to students those things we can do implicitly. In the Teachers' Standards it states that all teachers must demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulation, and the correct use of standard English, whatever the teacher's specialist subject. In The Secret of Literacy, David Didau inspires teachers to embrace the challenge of improving students' life chances through improving their literacy.

Where accounts of the relation between language and mind often rest on the concept of representation, Brandom sets out an approach based on inference, and on a conception of certain kinds of implicit assessment that become explicit in language. It is the first attempt to work out a detailed theory rendering linguistic meaning in terms of use.

Research shows that five strategies correlate with the successful completion of a dissertation: Establishing a consistent writing routine Working with a support group Consulting your advisor Understanding your committee's expectations Setting a realistic and timely schedule Building on these insights, this book is for anyone who needs help in preparing for, organizing, planning, scheduling, and writing the longest sustained writing project they have encountered, particularly if he or she is not receiving sufficient guidance about the process, but also for anyone looking to boost his or her writing productivity. The author uncovers much tacit knowledge, provides advice on working with dissertation advisors and committee members, presents proven techniques for the prewriting and writing stages of the dissertation, sets out a system for keeping on schedule, and advocates enlisting peer support. As Peg Boyle Single states, "my goal is quite simple and straightforward: for you to experience greater efficiency and enjoyment while writing. If you experience anxiety, blocking, impatience, perfectionism or procrastination when you write, then this system is for you. I want you to be able to complete your writing so that you can move on with the rest of your life." Few scholars, let alone graduate students, have been taught habits of writing fluency and productivity. The writing skills imparted by this book will not only help the reader through the dissertation writing process, but will save her or him in whatever career she or he embarks on, given the paramount importance of written communication, especially in the academy. This book presents a system of straightforward and proven techniques that are used by productive writers, and applies them to the dissertation process. In particular, it promotes the concept of writing networks – whether writing partners or groups – to ensure that writing does not become an isolated and tortured process, while not hiding the need for persistence and sustained effort. This book is intended for graduate students and their advisers in the social sciences, the humanities, and professional fields. It can further serve as a textbook for either informal writing groups led by students or for formal writing seminars offered by departments or graduate colleges. The techniques described will help new faculty advise their students more effectively and even achieve greater fluency in their own writing.

Symposium held at Purdue Univ. in June 4-5, 2010.

The implicit/ explicit distinction is central to our understanding of the nature of L2 acquisition. This book begins with an account of how this distinction applies to L2 learning, knowledge and instruction. It then reports a series of studies describing the development of a battery of tests providing relatively discrete measurements of L2 explicit/ implicit knowledge. These tests were then utilized to examine a number of key issues in SLA - the learning difficulty of different grammatical structures, the role of L2 implicit/ explicit knowledge in language proficiency, the relationship between learning experiences and learners' language knowledge profiles, the metalinguistic knowledge of teacher trainees and the effects of different types of form-focused instruction on L2 acquisition. The book concludes with a consideration of how the tests can be further developed and applied in the study of L2 acquisition.

This is one of three short booklets designed to be given to graduate students as they begin their studies. They explain the purposes of the dissertation and the criteria by which it will be assessed. They help students understand the context of their course work; the need to take an active role in shaping their studies; and the importance of thinking ahead about the components of the dissertation and the quality of scholarship they will need to demonstrate. These booklets are intended to support the dissertation research and writing process by providing faculty and advisors with guidelines for setting clear expectations for student performance, and with a model for helping students produce the desired quality of work. They encourage dialogue between faculty and students about the quality of the components of their dissertation project. They include rubrics that students can use to self-assess their work and that can aid faculty in providing focused feedback. Setting explicit targets and benchmarks of excellence of the sort advocated in these booklets will enable departments and universities to respond to demands for accountability with clear criteria for, and evidence of, success; and will raise the overall quality of student performance.

Over the last several decades, neuroscientists, cognitive psychologists, and psycholinguists have investigated the implicit and explicit continuum in language development and use from theoretical, empirical, and methodological perspectives. This book addresses these perspectives in an effort to build connections among them and to draw pedagogical implications when possible. The volume includes an examination of the psychological and neurological processes of implicit and explicit learning, what aspects of language learning can be affected by explicit learning, and the effects of bilingualism on the mental processing of language. Rigorous empirical research investigations probe specific aspects of acquiring morphosyntax and phonology, including early input, production, feedback, age, and study abroad. A final section explores the rich insights provided into language processing by bilingualism, including such major areas as aging, third language acquisition, and language separation.

The distinction between implicit and explicit learning is currently a major theme within cognitive psychology, particularly in relation to learning and memory. Reasoning that no single discipline is responsible for the learning process, the editor employs a cognitive approach to combine contributions from specialists in disciplines such as psychology, linguistics, neuroscience, and computing. The book presents a general study of how learning takes place and applies this knowledge. Learning can take place implicitly, with explicit problem-solving skills, or as a result of explicit instruction, specifically to how these various processes affect and influence language acquisition. Key Features * Concerns human learning generally and the ability to acquire languages in particular, bringing together the disciplines of psychology, linguistics, neuroscience, and computing * Examines one type of learning * 3/4 language acquisition * 3/4 drawing together some of the principal scientists and ideas in the area

Why can't you get what you really want from IT? All you desire is a ready-and-willing partner to help you exploit IT to drive your business. Instead, you get endless rules and regulations, not to mention processes, projects, and technologies that deliver too little, too late, for too much. It's frustrating! How to build a relationship that puts you firmly in control and produces the business results you need? In The 8 Things We Hate About IT, Susan Cramm provides the answers. Start by understanding differences between operational and IT managers - in backgrounds, personality, pressures, and incentives. Cramm explains how differences prevent operational managers and IT from communicating what, why, and how they do what they do. Citing case studies and stories, the author then presents practical strategies for overcoming the difficulty. These include seeing things from your IT partners' perspective, developing a single version of "truth," and assuming accountability for IT just as you've done for management of your firm's financial and human resources. Brutally honest, provocative, and filled with sound advice, this book reveals that the key to solving the IT problem is decidedly un-IT: it's a deeper understanding of human behavior, including how to apply your leadership skills to the world of IT.

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