Acces PDF Uncertainty In Working For Education And Theory Practice Expertise Professional

Getting the books **Uncertainty In Working For Education And Theory Practice Expertise Professional** now is not type of challenging means. You could not unaided going gone books buildup or library or borrowing from your links to gate them. This is an entirely easy means to specifically get guide by on-line. This online notice Uncertainty In Working For Education And Theory Practice Expertise Professional can be one of the options to accompany you in the manner of having extra time.

It will not waste your time. acknowledge me, the e-book will enormously manner you additional issue to read. Just invest tiny epoch to edit this on-line revelation **Uncertainty In Working For Education And Theory Practice Expertise Professional** as without difficulty as review them wherever you are now.

KEY=AND - SIMS SANTIAGO

PROFESSIONAL EXPERTISE

PRACTICE, THEORY AND EDUCATION FOR WORKING IN UNCERTAINTY

Paul & Company Pub Consortium This book is a study of contemporary professional practitioners as they developed their expertise over a period of five years beginning with their preliminary training. It describes their initiation into practice and their progression towards professional effectiveness. Using an analysis of patterns in the development of experienced practitioners, the authors create a theory of professional expertise for practice in conditions of uncertainty. The book also proposes educational strategies to help develop this expertise. Professional Expertise: Practice, theory and education for working in uncertainty will be of interest to anyone involved in the training and development of professional staff in human services such as: social, youth and community work; health and social care; nursing; mental health; probation; and adult and community education.

WORKING AND LEARNING IN TIMES OF UNCERTAINTY

CHALLENGES TO ADULT, PROFESSIONAL AND VOCATIONAL EDUCATION

Springer "This book analyses the challenges of globalisation and uncertainty impacting on working and learning at individual, organisational and societal levels. Each of the contributions addresses two overall questions: How is working and learning affected by uncertainty and globalisation? And, in what ways do individuals,

organisations, political actors and education systems respond to these challenges?Part 1 focuses on the micro level of working and learning for understanding the learning processes from an individual point of view by reflecting on learners' needs and situations at work and in school-work transitions. Part 2 addresses the meso level by discussing sector-specific and organisational approaches to working and learning in times of uncertainty. The chapters represent a broad range of branches including public services (police work), the automotive sector and the health sector (elderly care). Finally, Part 3 addresses the macro level of working and learning by analysing how to govern, structure and organise vocational, professional and adult education at the boundaries of work, education and policy making."

GLOBALIZATION, UNCERTAINTY AND YOUTH IN SOCIETY

THE LOSERS IN A GLOBALIZING WORLD

Routledge Examining how youths in fourteen industrialized societies make the transition to adulthood in an era of globalization and rising uncertainty, this collection of essays investigates the impact that institutions working with social groups of youths have upon those youths' abilities to make adult decisions determining their life courses. Covering both Europe and North America, the book includes case studies, and contains country-specific contributions on conservative, social-democratic, post-socialist, liberal and familistic welfare regimes, as well as data from the GLOBALIFE project. Filling the gap in the market on the micro effects of globalization on individuals, and taking an empirical approach to the topic, this impressive volume brings the individual and nation-specific institutions back into the discussion on globalization.

UNCERTAINTY AND GRAPHING IN DISCOVERY WORK

IMPLICATIONS FOR AND APPLICATIONS IN STEM EDUCATION

Springer This book deals with uncertainty and graphing in scientific discovery work from a social practice perspective. It is based on a 5-year ethnographic study in an advanced experimental biology laboratory. The book shows how, in discovery work where scientists do not initially know what to make of graphs, there is a great deal of uncertainty and scientists struggle in trying to make sense of what to make of graphs. Contrary to the belief that scientists have no problem "interpreting" graphs, the chapters in this book make clear that uncertainty about their research object is tied to uncertainty of the graphs. It may take scientists several years of struggle in their workplace before they find out just what their graphs are evidence of. Graphs turn out to stand to the entire research in a part/whole relation, where scientists not only need to be highly familiar with the context from which their data are extracted but also with the entire process by means of which the natural world comes to be transformed and represented in the graph. This has considerable implications for science, technology, engineering, and mathematics education at the secondary and tertiary level, as well as in vocational training. This book discusses and elaborates these implications.

BAYESIAN ANALYSIS AND UNCERTAINTY IN ECONOMIC THEORY

Rowman & Littlefield No descriptive material is available for this title.

EDUCATION AND PSYCHOLOGY IN INTERACTION

WORKING WITH UNCERTAINTY IN INTERCONNECTED FIELDS

Routledge This book takes an in-depth look at how education and psychology relate to each other, and at the current state of this relationship. Through comprehensive analysis of the ideological, historical, social and professional contexts of this interaction, the author develops the theme that, despite basic differences in aims, the fields are interconnected.

MANAGING UNCERTAINTY

ADMINISTRATIVE THEORY AND PRACTICE IN EDUCATION

Merrill Publishing Company The authors hold the position that theory and practice in educational administration are virtually inseparable. This book is written for both active principals and superintendents, on one hand, and university professors and their graduate students on the other hand. The interplay between theory and practice is found throughout the book. A typical chapter begins with an exerpt describing the experience and ideas of a practicing educational administrator, followed by a practice to theory trasition; then comes a substantive consideration of organizational theory (with references back to the adminstratior who opened the chapter); it finishes with a theory to practice conclusion.

PROFESSIONAL UNCERTAINTY, KNOWLEDGE AND RELATIONSHIP IN THE CLASSROOM

A PSYCHOSOCIAL PERSPECTIVE

Routledge The extent to which teachers should make use of theoretical and expert knowledge as opposed to tacit experiential knowledge, and how these might be combined, is a perennial issue in discussions on pedagogy. This book addresses these debates through a creative development of the concept of productive uncertainty. Using case studies focusing on teachers working with children with autism, a particularly fertile crucible for considering uncertainty, the book explores how the radical 20th century psychoanalyst Wilfred Bion's epistemological approach to uncertainty can be used to re-frame Donald Schön's concept of reflection in action, offering a new perspective on the practice of teachers and other caring professionals. Several areas of potential uncertainty are identified, including uncertainty relating to areas of practice including diagnosis, the relationship between expert knowledge and practice, the implications of autism for autonomy and agency, and uncertainties in relation to the understanding of and use of new technologies. A strong argument is made, based on both theoretical and empirical grounds, that in juggling between theoretical and tacit knowledge in the classroom there is more to be gained by staying with the struggle with uncertainty than by

fleeing from it too early, into the promise of expert solutions. Consideration is also given to the relative importance of specific theoretical training for teachers, both in general and in relation to working with children with special educational needs, in the context of international and UK policy developments in this area. This book will be of key value to researchers and postgraduates in the fields of education studies, teacher thinking and research, psychoanalytically informed psychosocial studies, as well as to practitioners working in special educational needs/autism education.

THEORY AND METHODS FOR SOCIOCULTURAL RESEARCH IN SCIENCE AND ENGINEERING EDUCATION

Routledge Introducing original methods for integrating sociocultural and discourse studies into science and engineering education, this book provides a much-needed framework for how to conduct qualitative research in this field. The three dimensions of learning identified in the Next Generation Science Standards (NGSS) create a need for research methods that examine the sociocultural components of science education. With cutting-edge studies and examples consistent with the NGSS, this book offers comprehensive research methods for integrating discourse and sociocultural practices in science and engineering education and provides key tools for applying this framework for students, pre-service teachers, scholars, and researchers.

BUSINESS ECONOMICS ACCORDING TO MINIMUM UNIFORM SYLLABUS PRESCRIBED BY NATIONAL EDUCATION POLICY [NEP 2020] FOR SEMESTER - II

SBPD Publications 1.Famous Economist of India, 2 .Business Economics : Meaning, Nature and Scope, 3. Demand and Law of Demand , 4. Elasticity of Demand and its Measurement, 5. Theory of Cost (Short Run and Long Run Cost Curve), 6.Production Function , 7. Law of Return : Law of Variable Proportion, 8. Production Decision : Optimum Cost Combination, 9.Returns to Scale and Economics and Diseconomies of Scale, 10.Perfect Competition (Price Determination & Equilibrium of Firm in Perfect Competition), 11. Monopoly and Price Discrimination , 12.Monopolistic Competition, 13.Business Cycle , 14. Theories of Distribution , 15. Wages , 16. Rent , 17. Interest , 18. Profit .

UNCERTAINTY: A CATALYST FOR CREATIVITY, LEARNING AND DEVELOPMENT

Springer Nature

EDUCATION IN RADICAL UNCERTAINTY

TRANSGRESSION IN THEORY AND METHOD

Bloomsbury Publishing Drawing upon the long tradition of recalcitrant thought in Western humanist scholarship, this book rethinks education and educational research at a time of intense social transformation. By revisiting a range of post-foundational ideas and developing their own methodological experiment, Stephen

Carney and Ulla Ambrosius Madsen reimagine the possibilities for the comparative study of education. Exploring the experiences of young people in Denmark, South Korea and Zambia, this book illustrates how these very different contexts are increasingly connected by common narratives of purpose, as well as overheated promises of success. Focusing on the writings of Jean Baudrillard, the authors examine them in the context of works by other theorists of modernity, to explore processes of simulation and disappearance that are shaping life worldwide. In the process, the authors paint a rich portrait of education and schooling as a site of joy, hope, pain and ambivalence. Encompassing both theoretical and methodological innovation, Education in Radical Uncertainty provides inspiration for scholars and students attempting to approach the fields of comparative education, education policy and youth studies anew.

CONTINUING PROFESSIONAL DEVELOPMENT IN SOCIAL WORK

Policy Press This book offers a unique insight into the possibilities of CPD and the issues it presents for newly qualified and experienced social workers in practice. It offers possible directions for the future of post qualifying social work education, making it essential reading for practitioners, educators, managers and policy-makers.

IT WAS A TIME OF CONFUSION

MANAGING UNCERTAINTY IN A NEW, COMPETENCY-BASED POLYTECHNIC PROGRAM

Higher education in science, technology, engineering, and math (STEM) faces a number of challenges. There are many calls for STEM education to make significant changes moving forward, including calls for competency-based learning and greater integration of the humanities. These efforts require systemic change (Reigeluth & Garfinkle, 1994). Systemic change has significant impacts on students, teachers, and other organizational stakeholders. The challenges of systemic change create significant uncertainty and experiences of uncertainty can interact in a number of ways. Communication as a field is well positioned to speak to how many of these challenges can be avoided and/or avoided. Communication theories focused on uncertainty should be integrated into research on systemic change because uncertainty is a defining feature of systemic change in higher education. Uncertainty has been a central focus of communication research for decades. Use of uncertainty theories in these areas needs to focus not only on uncertainty in general, but on how uncertainties become interrelated. This dissertation integrates two of these theories, Problematic Integration Theory (PIT, Babrow, 2007) and the Theory of Managing Uncertainty (TMU, Kramer, 2004). PIT focuses on how individuals integrate evaluations of both the value and the probability of potential outcomes. Most of the time, individuals do not have any difficulty integrating perceived values and probabilities, but when individuals experience uncertainties about and mismatches between these evaluations, they experience problematic integration (PI). According to PIT, these PIs have the potential to be mutually influential, both within the

individual and across individuals. TMU focuses on the processes that individuals use to manage uncertainty. TMU takes an organizational perspective on uncertainty, emphasizing that uncertainties can be experienced at both the individual and organizational levels. In addition, TMU describes how uncertainties experienced at different levels within an organization can be interrelated. Uncertainties experienced at one level in an organization can promote uncertainties elsewhere and can directly impact abilities to manage uncertainty throughout the organization. This dissertation focuses on the Purdue Polytechnic Institute (PPI) as a case study of systemic change in STEM higher education. PPI was created to accomplish several of the aforementioned goals of reform in STEM eduction. It focused on competency-based assessment and integrated humanities into the STEM curriculum using a problem-based, experiential, interdisciplinary approach to learning. The primary source of data analyzed in this dissertation were interviews with students, faculty, and teaching assistants (TAs). These data were part of a longitudinal process of research design which was informed by participant and complete observations, interviews, surveys, and other forms of data collection. Interview responses were coded and analyzed for experiences consistent with uncertainty and the various forms of PI. Experiences of PI were then organized into emergent themes in order to address four research questions: RQ1a: How do students' descriptions of their experiences reflect PI? RQ1b: What communicative and relational resources do students draw upon to manage uncertainty and PI? RQ2: How do individual and organizational uncertainty interact in this system? RQ3: Are students experiences of uncertainty aligned with the organizations stated values and goals? Students expressed experiences which were consistent with all four types of PI described by Babrow (2007). Students typically experienced ambiguity while entering the program. As they settled in, they found that some aspects were different than they expected, leading some ambiguities to resolve to experiences of diverging probability and evaluation and other forms of PI to appear. In general, students believed that these differences from what they expected made the program better overall, even though they also promoted experiences of uncertainty and PI. Most of the differences that students encountered were due to the unique approach used in PPI, especially its combined focus on student autonomy, student-directed learning, individualized instruction, its focus on learning-by-doing in context, and its use of multiple faculty members for each class. Although students strongly preferred the "learning-by-doing" approach they encountered in the program, they had significant problems with "feeling like they were learning" due to the ways that the program departed from the traditional methods that they were used to based on their prior experiences. Because students were accustomed to a style of education that placed responsibility for managing student uncertainty about how to accomplish project outcomes on faculty members rather than on the students themselves, they had trouble with recognizing their own learning without the preemptive uncertainty management they were used to. Some students characterized this lack of preparatory instruction as an instructor misbehavior (Kearney, Plax, Hays, & Ivey, 1991). The non-standard approach to grading, focusing on competencies evaluated through a badging system, also increased ambiguity due to the students being unfamiliar with this approach. The presence of multiple faculty members was seen as a net benefit that, in some ways,

helped students to manage uncertainty by making additional resources available to them, but also increased student experiences of uncertainty at times due to different faculty members having different approaches and different answers to student questions. Other features of the program, such as the lower penalties for failure in a program using a competency-based approach, served to reduce student experiences consistent with uncertainty and PI by lowering the stakes of failure. Students also reported experiences consistent with uncertainty and PI that seemed to be driven by participation in a program undergoing systemic change, especially in areas such as the structure of the program, its future success, and whether it would help them to achieve their personal career goals. Both faculty and students empathized with the uncertainty experienced by one another which was driven by systemic change. There is clear evidence for interaction between uncertainty at different levels in the organization. Uncertainty at the university and program level drove individual uncertainties for students and for faculty members, and also limited their abilities to manage uncertainty. To manage their experiences of uncertainty and PI, students tended to turn to people, especially peers and faculty members, course products, and their own experiences in the program. Overall, student experiences consistent with uncertainty and PI tended to reduce as they gained familiarity with the program. PIT and TMU were productive theories for analysis in this context. Uncertainty clearly occurred at many different levels within the organization, and experiences consistent with PI were plentiful. Future research should continue to combine these theories to investigate systemic change in STEM higher education. Applying additional theories commonly used in communication research is likely to be productive in future research as well. Based on the data analyzed in this dissertation, Expectancy Violation Theory, dialectic theories, and Attribution Theory seem to hold particular promise in future research. Furthermore, this research highlights ways that PIT and TMU can be extended in the future. Although TMU focuses on uncertainty management, it is likely that many of its insights may apply to the management of PI as impossibility and as diverging probability and evaluation--forms of PI driven by certainty rather than uncertainty. TMU can likely be extended to include the management of these forms of PI in addition to uncertainty. Likewise, PIT may be extended to identify an additional form of PI, "despair," which would be a counter-balance to impossibility at the other end of the continuum of diverging probability and evaluation where there is a very high probability of a strongly dispreferred outcome (as opposed to impossibility, where there is a very low probability of a strongly preferred outcome). STEM programs in higher education which are undertaking systemic change can take a number of steps to reduce detrimental experiences of uncertainty and PI in their students and other organizational stakeholders. Acting to socialize new group members, making resources available to students, and recognizing that flexibility will be necessary to react to unanticipated emergent complications will help minimize these detrimental experiences of uncertainty and PI.

TRAINING FOR UNCERTAINTY

A SOCIOLOGICAL APPROACH TO SOCIAL WORK EDUCATION

Routledge & Kegan Paul Books

CRITIQUE AS UNCERTAINTY

IAP The title of the book is Critique as Uncertainty. Thus Ole Skovsmose sees uncertainty as an important feature of any critical approach. He does not assume the existence of any blue prints for social and political improvements, nor that certain theoretical structures can provide solid foundations for a critical activities. For him critique is an open and uncertain activity. This also applies to critical mathematics education. Critique as Uncertainty includes papers Ole Skovsmose already has published as well as some newly written chapters. The book addresses issues about: landscapes of investigations, students' foregrounds, mathematics education and democracy, mathematics and power. Finally it expresses concerns of a critical mathematics education.

MANAGEMENT OF UNCERTAINTY

THEORY AND APPLICATION IN THE DESIGN OF SYSTEMS AND ORGANIZATIONS

Springer Science & Business Media As I write, the financial systems of the world are collapsing with still no clear indication of what the consequences will be and which measures should be taken to avoid such a crisis in the future. There seems to be agreement though, that the financial instruments introduced in the past few decades entailed far too much complexity and uncertainty and that there was too little regulatory control over the use of these instruments. Management of uncertainty with the aim of achieving self-control is the core concern of this book. It was not written with a focus on financial systems, but many concepts developed in this book are applicable to this field as well. The - neric principles of reducing, maintaining or increasing uncertainties in view of the different contingencies an organization is faced with, the fundamental issue of how much control is possible and who should be in control, and the question of how much and what kind of regulation is necessary with the overall aim of finding an appropriate balance between system stability and flexibility are at the centre of heated debates on the future of finance.

DEVELOPING WORKFORCE DIVERSITY PROGRAMS, CURRICULUM, AND DEGREES IN HIGHER EDUCATION

IGI Global Workforce diversity refers to a strategy that promotes and supports the integration of human diversity at all levels and uses focused diversity and inclusion policies and practices to guide this approach in work environments. While this concept is not new, publications outlining the programming, curriculum, and degree demands that should exist in universities to promote workforce diversity skill development are missing. Developing Workforce Diversity Programs, Curriculum, and Degrees in Higher Education presents conceptual and research-based perspectives on course, program, and degree developments that emphasize

workforce diversity skill development and prepare next-generation leaders for the modern and emerging workforce. Highlighting crucial topics relating to career development, human resources management, organizational leadership, and business education, this edited volume is a ground-breaking resource for business professionals, scholars, researchers, entrepreneurs, educators, and upper-level students working, studying, and seeking to advance workforce diversity learning across a variety of sectors.

FACING EPISTEMIC UNCERTAINTY

CHARACTERISTICS, POSSIBILITIES, AND LIMITATIONS OF A DYNAMIC DISCURSIVE APPROACH TO PHILOSOPHY OF EDUCATION

Amsterdam University Press Increasing doubts over the narratives that traditionally served to legitimize the tasks and possibilities of societal institutions - such as science - have also called into question the significance of philosophy to educational thinking. Related debates largely concern epistemological issues, i.e. issues regarding the nature and status of (scientific) knowledge. This dissertation takes as its starting point the nowadays hardly controversial idea that all knowledge is to a certain extent 'uncertain'. The questions addressed are how this 'epistemic uncertainty'may be intelligibly understood, and what consequences can be drawn from such an understanding for the tasks and possibilities of philosophy of education as an academic discipline.

SOCIAL WORK, CRITICAL REFLECTION AND THE LEARNING ORGANIZATION

Routledge A critical characteristic of human service organizations is their capacity to learn from experience and to adapt continuously to changing external conditions such as downward pressure on resources, constant reconfiguration of the welfare state and rapidly changing patterns of social need. This invaluable, groundbreaking volume discusses in detail the concept of the learning organization, in particular its relevance to social work and social services. Contributors join together from across Europe, North America and Australia to explore the development of the learning organization within social work contexts and its use as a strategic tool for meeting problems of continuous learning, supervision and change. The volume addresses a range of important topics, from strategies for embedding learning and critical reflection in the social work learning organization, to the implications of the learning organization for the new community-based health and social care agenda.

MAPPING UNCERTAINTY IN MEDICNE

WHAT TO DO WHEN YOU DON'T KNOW WHAT TO DO?

Royal College of General Practitioners Uncertainty is the norm in medical practice, yet often gives rise to distress in clinicians, who fear they will make shameful or guilt inducing errors. This book offers a succinct method to clinicians for classifying uncertainty and finding the right skills to manage different types of uncertainty

successfully. Every clinician experiences moments when 'they don't know what to do'. Modern medicine is increasingly complex and training has also become more complicated. The days of 'see one, do one, teach one' are over. Yet, both younger clinicians and senior practitioners describe uncertainty as one of the most challenging and stressful aspects of clinical work. If uncertainty is uncomfortable or threatening to individual practitioners, it also provides complex educational challenges. How can we learn to cope with uncertainty effectively ourselves? How can we teach others to understand and manage uncertainty? In this ground breaking book, the authors propose ways to cut through uncertainty, which is explored as an inevitable (and even desirable) component of clinical practice. A Map of Uncertainty in Medicine (MUM) is used to classify uncertainty and to define the skills that will help find a way though practical difficulties. It is always good to have your MUM with you in a tricky situation!

ORGANISATIONS AND MANAGEMENT IN SOCIAL WORK

EVERYDAY ACTION FOR CHANGE

SAGE The second edition of Organisations and Management in Social Work examines the complex organisational settings in which social workers practice and identifies opportunities for taking action for positive change. A robust critique of organisational practices is encouraged throughout the book with an emphasis on active participation in the everyday life of organisations. The new edition covers: - Leadership and supervision - Inter-agency and inter-disciplinary working - Ethical practice and decision-making - Communication and the emotional life of organisations Each chapter includes updated practice examples and reflective questions so readers can apply the knowledge learned to real life practice. It will be essential reading for undergraduate and postgraduate students of social work. The book will also be a valuable text for front-line practitioners and managers wishing to understand the organisational context of social work.

GLOBALIZATION, UNCERTAINTY AND WOMEN'S CAREERS

AN INTERNATIONAL COMPARISON

Edward Elgar Publishing Globalization, Uncertainty and Women's Careers assesses the effects of globalization on the life courses of women in thirteen countries across Europe and America in the second half of the 20th century. The book represents the first-ever longitudinal analysis of micro-level data from these OECD countries focusing exclusively on women's relationship to the labor market in a globalizing world. The contributors thoroughly examine women's employment entries, exits and job mobility and present evidence of women's increased labor market attachment and reduced employment quality in most of the countries studied. They also systematically consider the life course changes influenced by larger transformations in society and, in doing so, explicitly link the phenomena of globalization to individual women's lives in Europe and North America.

TEACHER EDUCATION THROUGH UNCERTAINTY AND CRISIS

TOWARDS SUSTAINABLE FUTURES

Routledge This book examines teacher education at a critical turning point in the neoliberal dispensation that has steered education policy and practice since the 1980s. It examines Australia's teacher education reforms, the 'TEMAG reforms' launched in 2014, and traces their effects on teacher education practice in 2019 and into the challenges, uncertainties and doubts of 2020's entangled health, economic and environmental crises. Combining data-rich insights into policy and professional workspaces and places, with a temporal sensibility, this book probes the limits of neoliberal logics and shows how school- and university-based educators' professionalism sustains the preparation of beginning teachers through school-university partnerships. Teacher Education Through Uncertainty and Crisis explores the relationalities, spatialities and temporalities of teacher education, sketching hopeful innovations, pathways and sustainable futures for teacher professionalism. This book will be of interest to policymakers, teacher educators and other professionals who understand the power of education in an uncertain world.

TEACHING DEMOCRACY IN AN AGE OF UNCERTAINTY

PLACE-RESPONSIVE LEARNING

Routledge The strength of democracy lies in its ability to self-correct, to solve problems and adapt to new challenges. However, increased volatility, resulting from multiple crises on multiple fronts – humanitarian, financial, and environmental – is testing this ability. By offering a new framework for democratic education, Teaching Democracy in an Age of Uncertainty begins a dialogue with education professionals towards the reconstruction of education and by extension our social, cultural and political institutions. This book is the first monograph on philosophy with children to focus on democratic education. The book examines the ways in which education can either perpetuate or disrupt harmful social and political practices and narratives at the classroom level. It is a rethinking of civics and citizenship education as place-responsive learning aimed at understanding and improving human-environment relations to not only face an uncertain world, but also to face the inevitable challenges of democratic disagreement beyond merely promoting pluralism, tolerance and agreement. When viewed as a way of life democracy becomes both a goal and a teaching method for developing civic literacy to enable students to articulate and apprehend more than just the predominant political narrative, but to reshape it. This book will be of interest to scholars of philosophy, political science, education, democratic theory, civics and citizenship studies, and peace education research.

CLINICAL UNCERTAINTY IN PRIMARY CARE

THE CHALLENGE OF COLLABORATIVE ENGAGEMENT

Springer Science & Business Media The Power of Colleagues What happens when

primary care clinicians meet together on set aside time in their practice settings to talk about their own patients? .....Complimenting quality metrics or performance measures through discussing the actual stories of individual patients and their clinician-patient relationships In these settings, how can clinicians pool their collective experience and apply that to 'the evidence' for an individual patient? .....Especially for patients who do not fit the standard protocols and have vague and worrisome symptoms, poor response to treatment, unpredictable disease courses, and/or compromised abilities for shared decision making What follows when discussion about individual patients reveals system-wide service gaps and coordination limitations? .....Particularly for patients with complex clinical problems that fall outside performance monitors and quality screens How can collaborative engagement of case-based uncertainties with one's colleagues help combat the loneliness and helplessness that PCPs can experience, no matter what model or setting in which they practice? .....And where they are expected to practice coordinated, evidence-based, EMR-directed care These questions inspired Lucia Sommers and John Launer and their international contributors to explore the power of colleagues in "Clinical Uncertainty in Primary Care: The Challenge of Collaborative Engagement" and offer antidotes to sub-optimal care that can result when clinicians go it alone. From the Foreword: "Lucia Sommers and John Launer, with the accompanying input of their contributing authors, have done a deeply insightful and close-to-exhaustive job of defining clinical uncertainty. They identify its origins, components and subtypes; demonstrate the ways in which and the extent to which it is intrinsic to medicine...and they present a cogent case for its special relationship to primary care practice...'Clinical Uncertainty in Primary Care' not only presents a model of collegial collaboration and support, it also implicitly legitimates it.'' Renee Fox, Annenberg Professor Emerita of the Social Sciences, University of Pennsylvania.

LIBERATION IN THE FACE OF UNCERTAINTY

A NEW DEVELOPMENT IN DIALOGICAL SELF THEORY

Cambridge University Press In this volume, Dialogical Self Theory is innovatively presented as a guide to help elucidate some of the most pressing problems of our time as they emerge at the interface of self and society. As a bridging framework at the interface of the social sciences and philosophy, Dialogical Self Theory provides a broad view of problem areas that place us in a field of tension between liberation and social imprisonment. With climate change and the coronavirus pandemic serving as wake-up calls, the book focuses on the experience of uncertainty, the disenchantment of the world, the pursuit of happiness, and the cultural limitations of the Western self-ideal. Now more than ever we need to rethink the relationship between self, other, and the natural environment, and this book uses Dialogical Self Theory to explore actual and potential responses of the self to these urgent challenges.

THE IMPORTANCE OF WORK IN AN AGE OF UNCERTAINTY

THE ERODING WORK EXPERIENCE IN AMERICA

Oxford University Press, USA Work plays an essential role in how we engage with the world, reflecting our desire to be productive, creative, and connected to others. By exploring the inner experiences of people at work, people seeking work, and people transitioning in and out of work, this book provides a rich and complex picture of the contemporary work experience. Drawing from extensive interviews with working people across the US, as well as insights from psychological research on work and careers, the book provides compelling evidence that the nature of work in the US is eroding-- and with powerful psychological and social consequences. From this conclusion, the book also illustrates the rationale and roadmap for a renewed agenda toward full employment and toward fair and dignified jobs for all who want to work. The emotional insights complement the conclusions of the best science and policy analyses on working, culminating in a powerful call for policies that attend to the real lives of individuals in 21st century America. By weaving these various sources together, Blustein delineates a conception of working that conveys its complexity, richness, and capacity for both joy and despair.

THE HANDBOOK OF SOCIAL POLICY

SAGE The Handbook of Social Policy is an attempt to document the now substantial body of knowledge about government social policies that has been accumulated since the study of social policy first emerged as an organized field of academic endeavor about 50 years ago. The Second Edition offers a more streamlined format to make the book more consistent with the way most instructors teach their courses. This text is a comprehensive yet accessible introduction to a vast field of endeavor that has, over the years, made a significant difference to the lives and the well-being of the people of the United States.

INTERNATIONAL STUDENTS' EXPERIENCES IN HIGHER EDUCATION

A CASE STUDY EXAMINING UNCERTAINTY REDUCTION THEORY IN COMMUNICATION CLASSROOMS

This was an exploratory case study which focused on international students' experiences in higher education. In particular, this study investigated the efficacy of uncertainty reduction theory in communication classrooms. The research asked four exploratory questions: (a) What are the students' perceptions of the teacher/student relationship? (b) Do international students experience uncertainty in communication classrooms? (c) If uncertainty is experienced, what is its source(s)? (d) If uncertainty is experienced, do students seek to reduce it, and if so, how? A phenomenological perspective was utilized in this study as the organizing, theoretical framework. Relevant literature on uncertainty reduction theory was reviewed as well as literature specific to international education, the communication classroom, the role of the teacher, and teacher self-disclosure. Focus group interviews, individual interviews, and member checks were conducted with international students who had taken communication classes at Portland State University in the 1998-1999 academic year. Using a set of analytic measures, 21 initial categories were identified

and subsequently collapsed into 4 key categories: international education, teacher/student relationship, uncertainty in the communication classroom, and approaches to managing uncertainty. Based on analyses of the data, this study revealed findings significant to understandings of both international education and uncertainty reduction theory. First, a model of classes within international education was derived from the data and served to deepen understandings of international education, in particular the international students' perceptions of classes across countries. Second, this research tested the extant claims of uncertainty reduction theory and raised questions regarding its conceptualization. The data revealed that the students' definitions of uncertainty and uncertainty reduction differed from those previously postulated, resulting in the formulation of new definitions. Also, context was found to strongly influence students' experiences of uncertainty; the context of the classroom not only determined the sources of uncertainty, but also influenced how uncertainties were coped with when they were not reduced. These alternative understandings of uncertainty reduction theory are significant as they could aid in further research that explores the theory's extant claims.

MANAGING IN UNCERTAINTY: THEORY AND PRACTICE

Springer Science & Business Media This book provides a new point of view on the subject of the management of uncertainty. It covers a wide variety of both theoretical and practical issues involving the analysis and management of uncertainty in the fields of finance, management and marketing. Audience: Researchers and professionals from operations research, management science and economics.

SCHOOLING AS UNCERTAINTY

AN ETHNOGRAPHIC MEMOIR IN COMPARATIVE EDUCATION

Bloomsbury Publishing In today's uncertain world, few beliefs remain as firmly entrenched as the optimistic view that more schooling will lead to a better life. Though this may be true in the aggregate, how do we explain the circumstances when schooling fails to produce certainty or even does us harm? Schooling as Uncertainty addresses this question by combining ethnography and memoir as it guides readers on a 30-year journey through fieldwork and familyhood in Tanzania and academic life in the USA. Using reflexive, longitudinal ethnographic research, the book examines how African youth, particularly young women, employ schooling in an attempt to counter the uncertainties of marriage, child rearing, employment, and HIV/AIDS. Adopting a narrative approach, Vavrus tells the story of how her life became entangled with a community on Mount Kilimanjaro and how she and they sought greater security through schooling and, to varying degrees, succeeded.

NAVIGATING UNCERTAINTY

SENSEMAKING FOR EDUCATIONAL LEADERS

BRILL In Navigating Uncertainty: Sensemaking for Educational Leaders, the authors present educational leaders with a theoretical perspective and a practical approach

to managing the kinds of problems, dilemmas and crises that they face on a daily basis.

EDUCATION AND PSYCHOLOGY IN INTERACTION

WORKING WITH UNCERTAINTY IN INTERCONNECTED FIELDS

Routledge This book takes an in-depth look at how education and psychology relate to each other, and at the current state of this relationship. Through comprehensive analysis of the ideological, historical, social and professional contexts of this interaction, the author develops the theme that, despite basic differences in aims, the fields are interconnected.

TRUST, RISK AND UNCERTAINTY

Springer The themes 'trust', 'risk ' and 'uncertainty' seem especially pertinent in the context of the post-9/11 world. This book brings together a range of new research with a focus on the 'risk society' debate and on the themes of 'trust', 'uncertainty' and 'ambivalence'. Where much of the work within these crucial debates in the social sciences has been theory-based and theory-driven, Trust, Risk and Uncertainty combines theoretical sophistication with empirical analysis and research in the fields of philosophy, education, social policy, government, health and social care, sociology, and media and cultural studies.

UNCERTAINTY, INFORMATION MANAGEMENT, AND DISCLOSURE DECISIONS

THEORIES AND APPLICATIONS

Routledge This volume integrates scholarly work on disclosure and uncertainty with the most up-to-date, cutting edge research, theories, and applications. Uncertainty is an ever-present part of human relationships, and the ways in which people reduce and/or manage uncertainty involves regulating their communication with others through revealing and concealing information. This collection is devoted to collating knowledge in these areas, advancing theory and presenting work that is socially meaningful. This work includes contributions from renowned scholars in interpersonal uncertainty and information regulation, focusing on processes that bridge boundaries within and across disciplines, while maintaining emphasis on interpersonal contexts. Disciplines represented here include interpersonal, family, and health communication, as well as relational and social psychology. Key features of the volume include: comprehensive coverage integrating the latest research on disclosure, information seeking, and uncertainty a highly theoretical content, socially meaningful in nature (applied to real-world contexts) an interdisciplinary approach that crosses sub-fields within communication. This volume is a unique and timely resource for advanced study in interpersonal, health, or family communication. With its emphasis on theory, the book is an excellent resource for graduate courses addressing theory and/or theory construction, and it will also appeal to scholars interested in applied research.

THE UNCERTAINTY MINDSET

INNOVATION INSIGHTS FROM THE FRONTIERS OF FOOD

Columbia University Press Innovation is how businesses stay ahead of the competition and adapt to market conditions that change in unpredictable and uncertain ways. In the first decade of the twenty-first century, high-end cuisine underwent a profound transformation. Once an industry that prioritized consistency and reliability, it turned into one where constant change was a competitive necessity. A top restaurant's reputation and success have become so closely bound up with its ability to innovate that a new organizational form, the culinary research and development team, has emerged. The best of these R&D teams continually expand the frontiers of food—they invent a constant stream of new dishes, new cooking processes and methods, and even new ways of experiencing food. How do they achieve this nonstop novelty? And what can culinary research and development teach us about how organizations innovate? Vaughn Tan opens up the black box of elite culinary R&D to provide essential insights. Drawing on years of unprecedented access to the best and most influential culinary R&D teams in the world, he reveals how they exemplify what he calls the uncertainty mindset. Such a mindset intentionally incorporates uncertainty into organization design rather than simply trying to reduce risk. It changes how organizations hire, set goals, and motivate team members and leads organizations to work in highly unconventional ways. A revelatory look at the R&D kitchen, The Uncertainty Mindset upends conventional wisdom about how to organize for innovation and offers practical insights for businesses trying to become innovative and adaptable.

DESIGN FOR THE CHANGING EDUCATIONAL LANDSCAPE

SPACE, PLACE AND THE FUTURE OF LEARNING

Routledge The whole landscape of space use is undergoing a radical transformation. In the workplace a period of unprecedented change has created a mix of responses with one overriding outcome observable worldwide: the rise of distributed space. In the learning environment the social, political, economic and technological changes responsible for this shift have been further compounded by constantly developing theories of learning and teaching, and a wide acceptance of the importance of learning as the core of the community, resulting in the blending of all aspects of learning into one seamless experience. This book attempts to look at all the forces driving the provision and pedagogic performance of the many spaces, real and virtual, that now accommodate the experience of learning and provide pointers towards the creation and design of learning-centred communities. Part 1 looks at the entire learning universe as it now stands, tracks the way in which its constituent parts came to occupy their role, assesses how they have responded to a complex of drivers and gauges their success in dealing with renewed pressures to perform. It shows that what is required is innovation within the spaces and integration between them. Part 2 finds many examples of innovation in evidence across the world – in schools, the higher and further education campus and in business and cultural

spaces – but an almost total absence of integration. Part 3 offers a model that redefines the learning landscape in terms of learning outcomes, mapping spatial requirements and activities into a detailed mechanism that will achieve the best outcome at the most appropriate scale. By encouraging stakeholders to creating an events-based rather than space-based identity, the book hopes to point the way to a fully-integrated learning landscape: a learning community.

GLOBALIZATION, UNCERTAINTY, AND MEN'S CAREERS

AN INTERNATIONAL COMPARISON

Edward Elgar Publishing Globalization, argue the contributors to this book, has remarkably accelerated social and economic change in modern societies. One such change is manifested in the world of work and careers. This book explores whether the forces of globalization affect the erosion of standard career patterns of mid-career men in twelve OECD countries. Overwhelming evidence against the 'individualization of inequality' thesis is provided - it is argued that equality remains largely stratified by factors such as occupational class and educational level, and in some countries has even grown over time.

DECISION MAKING UNDER DEEP UNCERTAINTY

FROM THEORY TO PRACTICE

Springer This open access book focuses on both the theory and practice associated with the tools and approaches for decisionmaking in the face of deep uncertainty. It explores approaches and tools supporting the design of strategic plans under deep uncertainty, and their testing in the real world, including barriers and enablers for their use in practice. The book broadens traditional approaches and tools to include the analysis of actors and networks related to the problem at hand. It also shows how lessons learned in the application process can be used to improve the approaches and tools used in the design process. The book offers guidance in identifying and applying appropriate approaches and tools to design plans, as well as advice on implementing these plans in the real world. For decisionmakers and practitioners, the book includes realistic examples and practical guidelines that should help them understand what decisionmaking under deep uncertainty is and how it may be of assistance to them. Decision Making under Deep Uncertainty: From Theory to Practice is divided into four parts. Part I presents five approaches for designing strategic plans under deep uncertainty: Robust Decision Making, Dynamic Adaptive Planning, Dynamic Adaptive Policy Pathways, Info-Gap Decision Theory, and Engineering Options Analysis. Each approach is worked out in terms of its theoretical foundations, methodological steps to follow when using the approach, latest methodological insights, and challenges for improvement. In Part II, applications of each of these approaches are presented. Based on recent case studies, the practical implications of applying each approach are discussed in depth. Part III focuses on using the approaches and tools in real-world contexts, based on insights from real-world cases. Part IV contains conclusions and a synthesis of the lessons that can be drawn for designing, applying, and implementing strategic plans