WORKSHOP ON "ESSENTIALS OF DIGITALIZATION IN OFFICE PRACTICE"

8th Dec, 2020, Venue: Brillant Convention, City

WORKSHOP CURRICULUM

TIME	TOPIC	FACULTY
0730-0830	Registration & Breakfast	
0830-0845	Inauguration	
0845-0915	Advertise yourself with simple office tools	Dr. Name Surname
0915-0945	Designing of ideal website to promote practice	Dr. Name Surname
0945-1015	Ensuring patient satisfaction through digitalization	Dr. Name Surname
1015-1115	Making most of the IAP Clinical software including troubleshooting by self	Dr. Name Surname
1115-1130	TEA BREAK	
1130-1200	Innovations in Telemedicine in office practice	Dr. Name Surname
1200-1230	Training digital team in your clinic	Dr. Name Surname
1230-1300	Digital abuse and its adverse effects	Dr. Name Surname
1300-1400	LUNCH	
1400-1430	Digital waste management	Dr. Name Surname
1430-1500	IT for Clinical Decision Support	Dr. Name Surname
1500-1530	Strategies for effective Backup of data	Dr. Name Surname
1530-1545	Benefits of Digitalization	Dr. Name Surname
1530-1545	TEA BREAK	
1600-1700	Hands-on Session: Divide in 2 Groups. Each group 30 Min	
Stations	Group A IAP Software	Group B Antivirus-demonstrate antivirus updation, various facilities in various antivirus packages
Faculty	Dr. Name Surname, Dr. Name Surname	Dr. Name Surname, Dr. Name Surname
1600-1630	Group A	Group B
1630-1700	Group B	Group A
1700	Wrap-up & Certificate Distribution	

Writing Workshop Curriculum Calendar

Leah Mermelstein

Writing Workshop Curriculum Calendar:

Planning for Successful Reading and Writing Instruction in K-2 Antoinette Cerulli Fornshell,2003-03 In this one of a kind resource a seasoned educator guides primary teachers through planning and managing a cohesive balanced literacy program She begins by asking them to consider district requirements national standards and our individual goals From there she demonstrates how to map out plans for each month week and day Chocked full of organizational tips sample plans and model lessons this book will make teachers feel empowered and in control For use with Grades K 2

The Complete K-5 Writing Workshop Susan Koehler,2011 Take charge of your writing curriculum with The Complete K 5 Writing Workshop and create a rich balanced learning environment that simultaneously supports standards while focusing on what is meaningful and effective for students With this comprehensive and well organized resource author and veteran educator Susan Koehler starts with the history of writing instruction leading K 5 teachers through the writing process and assessment You Il learn what to do with detailed information on creating a successful writing workshop including writer s and teacher s notebooks management tips and publishing projects and what to teach with a list of writing craft skills and genre instruction guidelines that form the content of writing instruction An extensive appendix provides rubrics checklists planners graphic organizers practice sheets activities and more to use in your classrooms today By uniting process and skills we can maintain a systematic approach to instruction while reviving learner engagement and rediscovering the joy of teaching writing

Creating Literacy Communities as Pathways to Student Success Jessica Singer Early, Christina Saidy, 2018-10-04 Creating Literacy Communities as Pathways to Student Success offers a model for using literacy as a pathway for secondary students to explore fields from which they are often systematically excluded In particular this volume demonstrates how access for young Latina students to STEM related fields can be bolstered through engagement with mentors in writing and reading programs Written for pre and in service teachers as well as scholars across disciplines this book aims to re conceptualize the ways in which writing can best serve ethnically and linguistically diverse students especially girls

Diversities in Early Childhood Education Celia Genishi, A. Lin Goodwin, 2012-08-06 This collection edited by leaders in the field of early childhood and multicultural education is a valuable resource for those studying and working with young children Chapters emphasize the relationship between theory research and practice and provide illustrations of equitable and inclusive practices that move us toward social justice in the critical field of early childhood education Drawing from the current literature on ability class culture ethnicity gender languages race and sexual orientation the book presents a forward looking account of how diversity could improve the educational experience of children from birth to grade three When Teacher Voices Are Heard Elizabeth Birnam, Debora Nary, 2013-04-09 Moving towards the Common Core Standards in reading and writing the time is right for school districts to reform literacy instruction by focusing their instruction around the needs of their diverse student population and the teaching styles of their teachers There is no better way to do this than

through a teacher created home grown literacy program that aligns standards with student needs all while remaining cognizant of the teachers who implement the curriculum In the process teachers emerge as literacy leaders The leadership paradigm shifts away from the principal as sole decision maker and through a shared vision and collective efficacy classroom teachers and administration form an alliance that ensures success for all students Because it is the shared responsibility to adapt the program to the learner the hallmark of this instructional reform is relevant job embedded professional development that is provided in a timely fashion This fosters a democratic learning community where decisions are made together and the status quo is challenged Challenging the School Readiness Agenda in Early Childhood Education Miriam B. Tager, 2017-03-27 Challenging the normative paradigm that school readiness is a positive and necessary objective for all young children this book asserts that the concept is a deficit based practice that fosters the continuation of discriminatory classifications Tager draws on findings of a qualitative study to reveal how the neoliberal agenda of school reform based on high stakes testing sorts and labels children as non ready affecting their overall schooling careers Tager reflects critically on the relationship between race and school readiness showing how the resulting exclusionary measures perpetuate the marginalization of low income Black children from an early age Disrupting expected notions of readiness is imperative to ending practices of structural classism and racism in early childhood education Teaching L2 Composition Dana R. Ferris, John Hedgcock, 2014 This popular comprehensive theory to practice text is designed to help teachers understand the task of writing L2 writers the different pedagogical models used in current composition teaching and reading writing connections Moving from general themes to specific pedagogical concerns it includes practice oriented chapters on the role of genre task construction course and lesson design writing assessment feedback error treatment and classroom language grammar vocabulary style instruction Although all topics are firmly grounded in relevant research a distinguishing feature of the text is the array of hands on practical examples materials and tasks that pre and in service teachers can use to develop the complex skills involved in teaching second language writing Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses courses that include both L1 and L2 students and workshops for instructors of L2 writers in academic secondary and postsecondary settings the accessible synthesis of theory and research enables readers to see the relevance of the field s knowledge base to their own present or future classroom settings and student writers A Catalog of Training Courses by the United States Office of Personnel Management Workforce Effectiveness and Development Supervisory Development Center (United States. Office of Personnel Management),1982 **Teaching English to Second Language** Learners in Academic Contexts Jonathan M. Newton, Dana R. Ferris, Christine C.M. Goh, William Grabe, Fredricka L. Stoller, Larry Vandergrift, 2018-02-07 Teaching English to Second Language Learners in Academic Contexts Reading Writing Listening and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language

skills This foundational text written by internationally renowned experts in the field explains why skills based teaching is at the heart of effective instruction in English for academic purposes EAP contexts Each of the four main sections of the book helps readers understand how each skill reading writing listening and speaking works and explains what research has to say about successful skill performance Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language learning contexts Options for assessment and the role of digital technologies are considered for each skill and essential information on integrated skill instruction is provided Moving from theory to practice this teacher friendly text is an essential resource for courses in TESOL programs for in service teacher training seminars and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases Academic Calendars Mason Ross, AI, 2025-03-05 Academic Calendars explores the profound impact of academic schedules on higher education examining how different semester systems and calendar models influence student outcomes faculty workload and institutional resources This academic textbook delves into the historical evolution of these calendars from monastic schedules to today s diverse approaches highlighting the influence of societal changes and educational philosophies A key insight is that an optimal calendar isn t universal but should align with an institution's mission student body and available resources. The book uniquely integrates quantitative data like graduation rates with qualitative insights from student and faculty experiences It analyzes various calendar models from traditional semesters to year round schooling using comparative case studies to showcase both successes and failures By connecting academic calendars to economics sociology and psychology the book demonstrates the far reaching implications of calendar design on areas such as local economies and student well being Structured to first introduce fundamental concepts Academic Calendars progresses through analyzing different models presenting supporting data and discussing real world applications This approach aims to provide administrators faculty and policymakers with an evidence based guide to understanding and potentially reforming their academic calendars for enhanced educational practices Reading/writing Connections in the K-2 Classroom Leah Mermelstein, 2006 Reading Writing Connections in the K 2 Classroom demonstrates how through careful explicit assessing planning and teaching every student can understand the relationship between reading and writing The text is filled with practical classroom strategies based on both theory and research Focused on the goal of understanding the relationship between reading and writing the text demonstrates how to move students between the two to become more skillful readers and writers In three parts the text explores the essential understandings needed to use the reading writing connection demonstrates how planning helps to use the reading writing connection and outlines teaching strategies to use the connection to strengthen your everyday encounters with students Assessment is integrated into each chapter providing a clear image of what it looks like to assess in the service of student learning Practical ways to integrate phonemic awareness phonics word study and spelling into planning and teaching reading and writing are incorporated throughout Word study is

integrated into every chapter to ensure a systematic approach to the topic Developing and Sustaining Adult Learners Carrie J. Boden, Kathleen P. King, 2013-10-01 Developing and Sustaining Adult Learners is the second volume in a series of scholarly publications associated with the annual Adult Higher Education Alliance AHEA The Alliance conference The title of this volume derived from the theme of the 2012 conference co sponsored by American Association of Adult and Continuing Education AAACE in Las Vegas NV encompasses significant issues and questions at the forefront of the field of adult education At the conference scholars practitioners and adult educators gave presentations and received feedback on some of the most significant and timely issues in their praxis The Alliance which values collaboration transformative dialogue and collegiality among professionals considers this volume a continuation of those conversations as the presentations were expanded into chapters We are glad that you are joining the conversation This volume confirms not only that adult learning higher education and both fields of research have many contexts but also that there is so much more to learn about different perspectives and opportunities for research and practice Opportunities for symbiotic relationship abound We hope that Developing and Sustaining Adult Learners will be a book that you pull off your bookshelf or open in your e reader often We know that as we engage in program and course planning design and teaching this book will provide needed refreshment and new vision When research ideas seem too similar this volume will also provide many seeds for new opportunities Primary Importance Ann M. Corgill, 2023-10-10 From the first chapter of Ann Marie Corgills Of Primary Importance What s Essential in Teaching Young Writers you experience the swirling energy the sights and the sounds of a primary classroom Forming the heart of the book are detailed units of study on poetry nonfiction and fiction writing that provide a clear demonstration of the writing workshop process at work throughout a school year You ll also find examples of favorite texts for teaching various craft components ideas for classroom organization and where to purchase materials suggestions for publishing student work lists of professional resources and most importantly inspiring examples of what children who are empowered to write can and will write Of Primary Importance is not a how to manual as much as it is a celebration of the idiosyncratic journey of teaching young children to write If you are a grade one through grade three teacher struggling to get your students writing well if you want to push your writing workshop to new dimensions or if you are just plain skeptical that primary kids can write something beyond I love my mom I love my dog The end this book is for you You will come away inspired challenged supported and wiser in your classroom writing instruction **Modern Curriculum for Gifted and** Advanced Academic Students Todd A. Kettler, 2021-09-03 Modern Curriculum for Gifted and Advanced Academic Students addresses the need for advanced curriculum design in an age of national standards and 21st century learning innovations The text and its authors work from the assumption that the most advanced learners need a qualitatively different design of learning experiences in order to develop their potential into outstanding achievement answering the question How should we design learning experiences for our most advanced academic students in the foundational curriculum areas This book

provides the most contemporary thinking about how to design in depth courses of study in the foundational curriculum areas with a high degree of complexity and advanced content The book includes chapters articulating specific design components like creative thinking critical thinking and authentic research but also subject specific chapters in mathematics language arts science and social studies to demonstrate application of those design components From Form to Meaning David Fleming, 2011-06-12 In the spring of 1968 the English faculty at the University of Wisconsin Madison UW voted to remedialize the first semester of its required freshman composition course English 101 The following year it eliminated outright the second semester course English 102 For the next quarter century UW had no real campus wide writing requirement putting it out of step with its peer institutions and preventing it from fully joining the composition revolution of the 1970s In From Form to Meaning David Fleming chronicles these events situating them against the backdrop of late 1960s student radicalism and within the wider changes taking place in U S higher education at the time Fleming begins with the founding of UW in 1848 He examines the rhetorical education provided in the university's first half century the birth of a required two semester composition course in 1898 faculty experimentation with that course in the 1920s and 1930s and the rise of a massive current traditional writing program staffed primarily by graduate teaching assistants TAs after World War II He then reveals how starting around 1965 tensions between faculty and TAs concerning English 101 102 began to mount By 1969 as the TAs were trying to take over the committee that supervised the course the English faculty simply abandoned its long standing commitment to freshman writing In telling the story of composition s demise at UW Fleming shows how contributing factors the growing reliance on TAs the questioning of traditional curricula by young instructors and their students the disinterest of faculty in teaching and administering general education courses were part of a larger shift affecting universities nationally He also connects the events of this period to the long embattled history of freshman composition in the United States And he offers his own thoughts on the qualities of the course that have allowed it to survive and regenerate for over 125 years The Other Path Corinne Jeffery, 2023-01-04 Alyssa Rainer is on the cusp of graduating as a registered nurse and has her whole life ahead of her Yet she is torn between two alluring opportunities starting her career while continuing her studies in Saskatoon or relocating from Brandon to Winnipeg where a whirlwind romance tempts her to abandon her long held plans Should Alyssa follow her heart or her mind Set in the mid 1960s Alyssa s young life is scarred by the death of her brother her father's racism her mother's abuse and her parents tumultuous marriage which make her eager to venture off on her own But the ghosts of the past haunt her and despite Alyssa's successes the future she had envisioned does not unfold as anticipated Decades later Alyssa reflects on the tough choices she made during her life wondering What if What if she had taken a different path like the doppelg nger she has been mistaken for over the years who appears to be living a parallel life perhaps the one meant for Alyssa Resources in Education ,1998 Writing and Learning in Cross-national Perspective David Foster, 2017-10-03 Despite the increasingly global implications of conversations

about writing and learning U S composition studies has devoted little attention to cross national perspectives on student writing and its roles in wider cultural contexts Caught up in our own concerns about how U S students make the transition as writers from secondary school to postsecondary education we often overlook the fact that students around the world are undergoing the same evolution How do the students in China England France Germany Kenya or South Africa the educational systems represented in this collection write their way into the communities of their chosen disciplines How for instance do students whose mother tongue is not the language of instruction cope with the demands of academic and discipline specific writing And in what ways is U S students development as academic writers similar to or different from that of students in other countries With this collection editors David Foster and David R Russell broaden the discussion about the role of writing in various educational systems and cultures Students development as academic writers raises issues of student authorship and agency as well as larger issues of educational access institutional power relations system goals and students roles in society The contributors to this collection discuss selected writing purposes and forms characteristic of a specific national education system describe students agency as writers and identify contextual factors social economic linguistic cultural that shape institutional responses to writing development In discussions that bookend these studies of different educational structures the editors compare U S postsecondary writing practices and pedagogies with those in other national systems and suggest new perspectives for cross national study of learning writing issues important to all educational systems Given the worldwide increase in students entering higher education and the endless need for effective writing across disciplines and nations the insights offered here and the call for further studies are especially welcome and timely

What's Next for This Beginning Writer? Janine Reid, Betty Schultze, 2012 This book starts with an inclusive definition of writing and suggests simple ways to introduce students to the purpose of writing It discusses the key relationship between reading and writing and the importance of oral language in building strong writers Based on the work of real K 2 students the book shows teachers how to interpret student work identify what they know and build naturally on the strengths their work displays it argues for consistent teaching that includes a delicate balance between direct instruction and independent learning Children will thrive as writers if they experience success This book offers the tools teachers need to put that success in the hands of every young writer The Best 294 Business Schools Princeton Review (Firm),2016 Provides a detailed overview of the best business schools across North America including information on each school s academic program competitiveness financial aid admissions requirements and social scenes

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