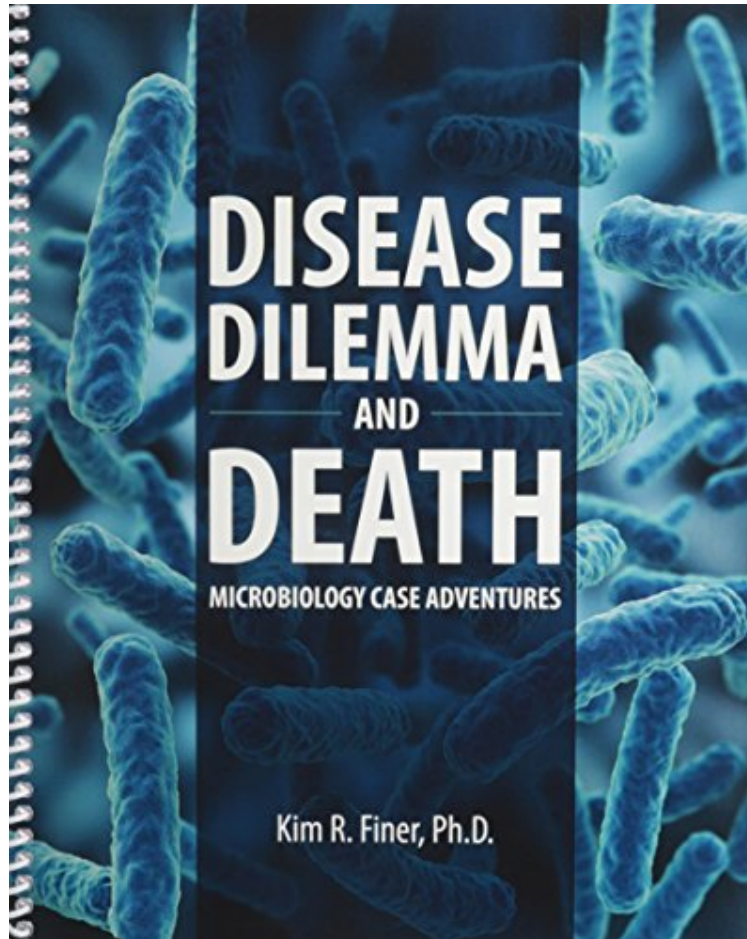


(Download ebook) Disease Dilemma and Death: Microbiology Case Adventures

Disease Dilemma and Death: Microbiology Case Adventures

FINER KIM

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FINER KIM : Disease Dilemma and Death: Microbiology Case Adventures before purchasing it in order to gage whether or not it would be worth my time, and all praised Disease Dilemma and Death: Microbiology Case Adventures:

Welcome to Disease, Dilemma, and Death: Microbiology Case Adventures. This workbook consists of 18 narrative cases, a case style that emphasizes an engaging, readable story evoking emotion, empathy, and interest-thus serving as an excellent teaching/learning tool. That said, although cases may read as works of fiction, all microbial and clinical data are derived from actual events. These are stories about real people, although a few specifics (names and some locations) have been changed to make them less recognizable. In addition to including disease details, many cases are culturally diverse and occasionally open ended. The workbook cases can be used by students in a variety of ways. A case may be attempted after delivery of a related content unit-thus serving to reemphasize and apply learned content in

context. Conversely, the cases can be completed prior to content discussion as students construct their own knowledge or they may be used in the - flipped classroom with the instructor serving as facilitator to help students sort details and assist with questions. Each case is followed by three groups of questions: Gathering Information allows students to assemble the content relevant to the applicable microbiology themes and concepts. The second set of questions, Application, requires students to make connections and apply their new knowledge. The third set of questions, Synthesis, asks students to synthesize solutions or create context based on the case narrative. While the first set of questions will require simple accession of information from available texts and other resources, formulating answers to the application and synthesis questions will require students to use higher order thinking skills (applying, analyzing, evaluating, and creating). By no means should the provided questions restrict the instructor's approach to each case. Use of the case narrative can be customized by eliminating irrelevant questions for a topic module, while new questions or activities can be added that are relevant to each instructor's teaching goals and learning outcomes for a particular topic.