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# Informed Consent Form

FORM 2 OF 3

This form describes in detail how the study works and your role in it. Your signature means you understand and agree to participate.

## BEFORE YOU SIGN, YOU SHOULD KNOW

- ① This study aims to advance understanding of how activity and your habits can contribute to a healthier heart.
- ② As a participant, you'll be asked to complete occasional, short surveys and record your workouts on your Apple Watch.
- ③ The study will last at least 5 years. You'll be asked to renew your consent every 2 years.
- ④ Participation is voluntary. You can leave the study at any time and stop sharing your data at any time.
- ⑤ The study will do its best to ensure your data is kept confidential and secure. As with all studies, complete confidentiality cannot be guaranteed.



A Guide to QuarkXPress  
Server 2017

2017 QUARKXPRESS SERVER

Lectures would continue in their usual form on Mondays. However, the development of subjects which would normally be the purpose of each Friday lecture under the previous system would be presented as an online task for students to undertake themselves, working in online groups of 6 or 7 students over the course of a week, with the deadline for project completion being noon on the following Monday. The work of these groups would visible only to each group and the course lecturers. Staff time saved would be redeployed in monitoring students' online work. Feedback, based on the best group work each week, would be posted online after completion of each project. The purpose of using students' group work as feedback, rather than 'model' answers prepared by staff with years of training and experience, would be to show students what their peers were capable of. As a result, they should be more likely to accept that they too should be capable of producing a similar standard of work.

Twelve such projects would be set over the course of the year, with guided reading weeks interspersed so that students did not feel overly burdened by the programme. Subject headings with notes and directions to guide reading for each exercise and compilation of responses would be posted online after each Monday lecture. In this way the basis for each online discussion would be provided by preceding lectures. Friday lectures would be abolished. The overall design of the course is six blocks of three weeks each, dealing with different areas within psychology. In each three week block a scaffolding approach would be used for the tasks, with the early exercises in each lecture block asking students to define and illustrate key terms relevant to the current subject matter, and later assignments requiring students to compile essays collaboratively.

Specifically, in Week 1 of each lecture block, a light "introductory" written task, typically requiring 7 short answers, would be set, immediately after the lecture on which it was based, with the workload distributed amongst group members. In Week 2 students would be set a reading task giving them a chance to prepare for the more demanding task to be set in Week 3. This "in-depth" task, typically requiring 7 longer answers which would then be combined by the students themselves into a single coherent essay, with the workload again distributed amongst group members. Students would have one week in which to complete each task, with the deadline set at noon on the day of the next lecture (lectures are from 2-3pm).

The "in-depth" task would require students to read material which substantially develops the topic of the preceding lecture but which was not discussed in the lecture according to the following recommendations:

- All should read the textbook passage (and perhaps additional material)
- All should satisfy themselves they could answer all the short answers and so be able give each other feedback on contributions.
- All should agree on the division of labour
- All should produce written answers to their agreed part of the task
- By agreement, one student should act as 'postperson', assembling and revising a combined essay which the others should comment on.
- All are supposed to show active participation by posts.

Group responses would be monitored and one or two each week would be selected as model answers and posted on Basic Psychology WebCT as generic feedback for the entire class.

Finally, and in addition to the online scheme, a course-wide single VLE discussion forum would be available to the whole class for any purpose, within the limits of propriety, for which they chose to use it. This would be monitored by the Class Leader. This (and also the lectures) would provide an arena in which the whole class could have access to a larger learning community than could be provided by the online collaborative learning groups.

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Buy Used Price: US\$ 19.47 Convert Currency Shipping: Free Shipping Within U.S.A. Destination, rates & speeds Add to basket verified user30 Day Return Policy Flipkart Internet Private Limited, Buildings Alyssa, Begonia & Clove Embassy Tech Village, Outer Ring Road, Devarahesanahalli Village, Bengaluru, 560103, Karnataka, India CIN : U51109KA2012PTC066107 Telephone: 044-45614700 For the past three decades Marc Cosentino's work has towered over the field of case interviews. The Wall Street Journal calls his book Case in Point the MBA Bible which is one of the many reasons why Cosentino is the world's foremost authority on case interviewing. He is CEO of CaseQuestions.com and a popular and sought after speaker. Over the past 30 years he has advised and coached over 150,000 students and alumni. Case in Point, is not only the number one selling case book world-wide, but is also the number three selling interview book world-wide and the top book in the field of consulting as well. CIP is purchased in bulk by many of the top MBA consulting clubs including Wharton, Harvard, and University of Michigan as well as three of the top strategy consulting firms. Case in Point is now published in five languages. Cosentino has given workshops worldwide to MBA and college students and has held training sessions for career services professionals. He has consulted with and designed cases for private sector firms, government agencies and non-profits. In addition, Marc has trained corporate and academic PhD's to think like business executives. Cosentino is a graduate of Harvard's Kennedy School, Harvard's Program on Negotiation and the University of Denver. Jump to ratings and reviews! The Wall Street Journal calls Case in Point the MBA Bible! The world's foremost authority on case interviewing and bestselling author Marc Cosentino demystifies the case interview process, which is not only used for recruiting in consulting but also in private equity, strategic planning, marketing, logistic operations, and human capital. He takes you inside a typical interview by exploring the various types of case questions, and he shares with you the acclaimed Ivy Case System. It will give you the confidence to answer even the most sophisticated cases. Now in its eleventh edition, Case in Point is the most current and up-to-date book on the subject, and reflects all the latest changes in the case interview process -with plenty of graphs and lessons built in. The book includes dozens of strategy cases, with case starts exercises, 21 ways to cut costs and much more. Case in Point11 helps you build your case cred from start to finish. Get help and learn more about the design. 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