Paper In Format Netreed

This important course provides a comprehensive basic introduction to teaching languages, for use in pre-service or early experience settings. It can be used by groups of teachers working with a trainer, or as a self-study resource. The Trainee's Book provides all the tasks given in the main book but without background information, bibliographies, notes or solutions. It is suitable for those studying on a trainer-led course, where feedback is readily available.

In this powerful, multidisciplinary book, Tove Skutnabb-Kangas shows how most indigenous and minority education contributes to linguistic genocide according to United Nations definitions. Theory is combined with a wealth of factual encyclopedic information and with many examples and vignettes. The examples come from all parts of the world and try to avoid Eurocentrism. Oriented toward theory and practice, facts and evaluations, and reflection and action, the book prompts readers to find information about the world and their local contexts, to reflect and to act. A Web site with additional resource materials to this book can be found at http://www.ruc.dk/~tovesk/

A collaboration of political activism and participatory culture seeking to upend consumer capitalism, including interviews with The Yes Men, The Guerrilla Girls, among others. Coined in the 1980s, "culture jamming" refers to an array of tactics deployed by activists to critique, subvert, and otherwise "jam" the workings of consumer culture. Ranging from media hoaxes and advertising parodies to flash mobs and street art, these actions seek to interrupt the flow of dominant, capitalist messages that permeate our daily lives. Employed by Occupy Wall Street protesters and the Russian feminist punk band Pussy Riot alike, culture jamming scrambles the signal, injects the unexpected, and spurs audiences to think critically and challenge the status quo. The essays, interviews, and creative work assembled in this unique volume explore the shifting contours of culture jamming by plumbing its history, mapping its transformations, testing its force, and assessing its efficacy. Revealing how culture jamming is at once playful and politically transgressive, this accessible collection explores the degree to which culture jamming has fulfilled its revolutionary aims. Featuring original essays from prominent media scholars discussing Banksy and Shepard Fairey, foundational texts such as Mark Dery's culture jamming manifesto, and artwork by and interviews with noteworthy culture jammers including the Guerrilla Girls, The Yes Men, and Reverend Billy, Culture Jamming makes a crucial contribution to our understanding of creative resistance and participatory culture.

Linguistic Genocide in Education--or Worldwide Diversity and Human Rights?

Reflecting on Phase I and Entering Phase II

Generative Phonology

History of Chicago

Language-in-education Policy and Practice

This book reports on an international study of quality in teaching in elementary and secondary schools and on policies to promote quality teaching in 11 countries. The study on which the book is based called on case studies by experts from 11 countries on policies to improve the quality of teaching, seminars for teachers to discuss the definition of quality and what affects it, and descriptions of new developments in initial teacher education. Participating countries were Australia, Austria, Finland, France, Italy, Japan, New Zealand, Norway, Sweden, United Kingdom, and United States. Chapter 1 places the study in the context of previous research and ongoing reforms of educational systems. Chapter 2 reviews the conceptual framework and procedures used in the country studies. Chapter 3 describes the samples of schools studied in each country. Chapter 4 presents the strong similarities among countries in the attributes and actions of good teachers. Chapter 5 explains the range of policies to improve teacher quality that were described in the country studies. Chapter 6 describes characteristics of schools that support high quality education. Chapter 7 analyses some of the implications and possible conflicts among initiatives to improve teacher quality that arise from central policies, local schools, and individual teachers themselves. Contains 56 references. (JB)

The start and progress of a language of instruction research project in Africa : the spirit of Bagamoyo /Harold D. Herman --A review of the literature on the language of instruction research in Tanzania /Martha Qorro --Language in education policies and practices among two isiXhosa speaking schools in the Western Cape, South Africa /Zubeida Desai and Birgit Brock-Utne --IsiXhosa as a medium of instruction in science teaching in primary education in South Africa : challenges and prospects /Vuyokazi Nomlomo --Revisiting the language policy in Tanzania : a comparative study of geography classes taught in Kiswahili and English /Mwajuma Vuzo --Overcoming the language barrier : an in-depth study of the strategies used by Tanzania secondary science teachers and students in coping with the English-Kiswahili dilemma /Halima Mwinsheikhe --Going through the motions of learning : classroom interaction in Tanzania /Casmir M. Rubagumya --Why has the language of instruction policy in Tanzania been so ambivalent over the last forty years? /Moshi Mussa Kimizi --"English is not our mother land" : anecdotal discussions and views on the language question in Tanzania /F.E.M.K. Senkoro --Tanzanian cartoonists "among most free in Africa" : Monday, Jan. 1, 2001 /Henry Lyimo --Developing digital literacy in higher education in Tanzania -- in whose language? /Torill Aagot Halvorsen --Language implications of implementing information and communication technology in classrooms in the Western Cape, South Africa /Greta Bjork Gudmundsdottir --Translating mathematical text for mother tongue teaching and learning of mathematics /Monde Mbekwa.

Vols. for 1898-1968 include a directory of publishers.

Teaching International Students

The Classical Review

education, training and development in Africa

The English Catalogue of Books ...: 1801-1836. Ed. and comp. by R.A. Peddie and Q. Waddington. 1914

The Netflix Effect

LOITASA

This richly illustrated book provides an essential introduction to the manuscript in early modern England. From birth to death, parish record to probate inventory, writing framed the lives of the early modern English. Offering a technical introduction to the handwriting of the period, case studies tracing the significance of manuscript to British cultural identity, and exercises to practice reading and transcription, the book opens the study of early modern English manuscript to a new generation of students and scholars.

The New York Times bestseller Shortlisted for the 2020 Financial Times & McKinsey Business Book of the Year Netflix cofounder Reed Hastings reveals for the first time the unorthodox culture behind one of the world's most innovative, imaginative, and successful companies There has never before been a company like Netflix. It has led nothing short of a revolution in the entertainment industries, generating billions of dollars in annual revenue while capturing the imaginations of hundreds of millions of people in over 190 countries. But to reach these great heights, Netflix, which launched in 1998 as an online DVD rental service, has had to reinvent itself over and over again. This type of unprecedented flexibility would have been impossible without the counterintuitive and radical management principles that cofounder Reed Hastings established from the very beginning. Hastings rejected the conventional wisdom under which other companies operate and defied tradition to instead build a culture focused on freedom and responsibility, one that has allowed Netflix to adapt and innovate as the needs of its members and the world have simultaneously transformed. Hastings set new standards, valuing people over process, emphasizing innovation over efficiency, and giving employees context, not controls. At Netflix, there are no vacation or expense policies. At Netflix, adequate performance gets a generous severance, and hard work is irrelevant. At Netflix, you don't try to please your boss, you give candid feedback instead. At Netflix, employees don't need approval, and the company pays top of market. When Hastings and his team first devised these unorthodox principles, the implications were unknown and untested. But in just a short period, their methods led to unparalleled speed and boldness, as Netflix quickly became one of the most loved brands in the world. Here for the first time, Hastings and Erin Meyer, bestselling author of The Culture Map and one of the world's most influential business thinkers, dive deep into the controversial ideologies at the heart of the Netflix psyche, which have generated results that are the envy of the business world. Drawing on hundreds of interviews with current and past Netflix employees from around the globe and never-before-told stories of trial and error from Hastings's own career, No Rules Rules is the fascinating and untold account of the philosophy behind one of the world's most innovative, imaginative, and successful companies.

Policies intended to bring stability to fragile states tend to focus almost exclusively on building institutions and systems to get governance right. Simply building the state is often seen as sufficient for making it stable and legitimate. But policies like these, Ren� Grotenhuis shows in this book, ignore the question of what makes people belong to a nation-state, arguing that issues of identity, culture, and religion are crucial to creating the sense of belonging and social cohesion that a stable nation-state requires.

Manuscripts of the Middle East

British Books in Print

Lingua Franca

Selected Issues

The Review of Academic Life

Decolonisation, Globalisation

Since 1990, when the phrase "education for all" was first coined at the World Bank conference in Jomtien, Thailand, a battle has raged over its meaning and its impact on education in Africa. In this thought-provoking new volume, Dr. Brock-Utne argues that "education for all" really means "Western primary schooling for some, and none for others." Her incisive analysis demonstrates how this construct robs Africans of their indigenous knowledge and language, starves higher education in Africa, and thereby perpetuates Western dominion. In Dr. Brock-Utne's words, "A quadrangle building has been erected in a village of round huts."

This book covers research findings on the language and education situations in Tanzania and South Africa. It outlines the policies governing language of instruction for education in the two countries, and assesses the extent to which existing policies are being implemented. It presents the history of the development of language policies in the two countries and considers how they are actually working in practice at classroom level. The contributors further consider the economic viabilities of language policies, and the necessity to rationalise languages and dialects for education purposes.

Netflix is the definitive media company of the 21st century. It was among the first to parlay new Internet technologies into a successful business model, and in the process it changed how consumers access film and television. It is now one of the leading providers of digitally delivered media content and is continually expanding access across a host of platforms and mobile devices. Despite its transformative role, however, Netflix has drawn very little critical attention-far less than competitors such as YouTube, Apple, Amazon, Comcast, and HBO. This collection addresses this gap, as the essays are designed to critically explore the breadth and diversity of Netflix's effect from a variety of different scholarly perspectives, a necessary approach considering the hybrid nature of Netflix, its inextricable links to new models of media production, distribution, viewer engagement and consumer behavior, its relationship to existing media conglomerates and consumer electronics, its capabilities as a web-based service provider and data network, and its reliance on a broader technological infrastructure.

Language Issues in Comparative Education

The Reference Catalogue of Current Literature

Language in Education in Africa

The Living Church

Second International Handbook on Globalisation, Education and Policy Research

Musical Courier

This book examines some of the major challenges faced by African education by placing them in two important contexts. First, it explores how new economic dynamics, linked to globalisation, impact upon educational priorities and possibilities. Second, it stresses the need to locate educational policies and practices alongside approaches in other sectors. This leads to an analysis of the intersections between education, training and enterprise development. Through detailed examinations of recent policies and practices in Ghana, Kenya and South Africa, the book shows how different national approaches emerge in spite of apparent convergences in donor agency policy and international policy discourses. Aimed at policy makers and practitioners as well as academics, the book outlines a series of theoretical, policy and practical challenges for the future of African education and its broader role in development.

Vols. for 1957-61 include an additional (mid-January) no. called Directory issue, 1st-5th ed. The 6th ed. was published as the Dec. 1961 issue.

This volume brings together scholars from around the world to juxtapose the voices of classroom participants alongside the voices of ruling elites with the aim of critically linking language policy issues with classroom practice in a range of contexts. The volume is suitable for postgraduate students, researchers and educators in a range of areas.

The Athenaeum

The Publishers Weekly

The Publishers' Circular and Booksellers' Record of British and Foreign Literature

The Internal Revenue Record and Customs Journal

Whose Education For All?

A Weekly Journal Devoted to Music and the Music Trades

countries face similar challenges to create jobs and foster more inclusive growth. The current environment of likely durable low oil prices has exacerbated these challenges. The non-oil private sector remains relatively small and, consequently, has been only a limited source of growth and employment. Because oil is an exhaustible resource, new sectors need to be developed so they can take over as the oil and gas industry dwindles. Over-reliance on oil also exacerbates macroeconomic volatility. Greater economic diversification would unlock job-creating growth, increase resilience to oil price volatility and improve prospects for future generations. Macro-economic stability and supportive regulatory and institutional frameworks are key prerequisites for economic diversification...

Generative Phonology: Description and Theory provides a basic understanding of the fundamental concepts of generative phonology and the applications of these concepts in further study of phonological structure. This book is composed of 10 chapters and begins with a survey of phonology in the overall model of generative grammar and introduces the principles of phonetics to. The subsequent chapters introduce the fundamental concept of a phonological rule that relates an underlying representation to a phonetic representation and this concept is applied to the analysis of morphophonemic alternation. These topics are followed by a presentation of phonological sketches of four diverse languages in terms of rules relating underlying and phonetic representations, as well as the major corpus-internal principles and techniques of phonological analysis. The discussion then shifts to the theoretical aspects of phonology, the various degrees of abstractness, and the proposals to limit the divergence between underlying and phonetic representation. Other chapters deal with some of the issues revolving around the representation of sounds and the various hypotheses as to how phonological rules apply to convert the underlying representation to the phonetic representation, particularly the kinds of considerations that motivate rule-ordering statements. The last chapters explore the major notational devices commonly employed in the formulation of phonological rules and the role of syntactic and lexical information in controlling the application of phonological rules. This book is intended primarily for linguistics and phonologists.

Teaching International Students explores the challenges presented to lecturer and student alike by increased cultural diversity within universities. Packed with practical advice from experienced practitioners and underpinned by reference to pedagogic theory throughout, topics covered include: the issues arising from international students studying alongside 'home' students the nature of learning and teacher-student relationships curriculum and development of teaching skills multicultural group work postgraduate supervision the experience of the international student Teaching International Students is essential reading. It demonstrates how improved training for teachers and a better understanding of the international student can enhance the experience of both and, ultimately, provide more positive learning environments for international students in the higher education system.

A Course in Language Teaching Trainee Book

Economic Diversification in Oil-Exporting Arab Countries

Nation-building as Necessary Effort in Fragile States

Globalisation and Comparative Education

The Publishers' Circular and Booksellers' Record

The English Catalogue of Books [annual]

This volume compiles a unique yet complementary collection of chapters that take a strategic comparative perspective on education systems, regions of the world, and/or ethnolinguistic communities with a focus on non-dominant languages and cultures in education. Comparison and contrast within each article and across articles illustrates the potential for using home languages – which in many cases are in non-dominant positions relative to other languages in society – in inclusive multilingual and multicultural forms of education. The 22 authors demonstrate how bringing non-dominant languages and cultures into schooling has liberatory, transformative potential for learners from ethnolinguistic communities that have previously been excluded from access to quality basic education. The authors deal not only with educational development in specific low-income and emerging countries in Asia (Afghanistan, Bangladesh, Cambodia, the Philippines Thailand and Vietnam), Latin America (Guatemala and Mexico) and Africa (Mozambique, Senegal and Tanzania), but also with efforts to reach marginalized ethnolinguistic communities in high-income North American countries (Canada and the USA). In the introductory chapter the editors highlight common and cross-cutting themes and propose appropriate, sometimes new terminology for the discussion of linguistic and cultural issues in education, particularly in low-income multilingual countries. Likewise, using examples from additional countries and contexts, the three final chapters address cross-cutting issues related to language and culture in educational research and development. The authors and editors of this volume share a common commitment to comparativism in their methods and analysis, and aim to contribute to more inclusive and relevant education for all. "A richly textured collection which offers a powerful vision of the possible, now and in the future." Alamin Mazrui, Rutgers State University of New Jersey, USA "This book takes the local perspective of non-dominant language communities in arguing for a multilingual habitus in educational development. Benson and Kosonen masterfully extend theories and clarify terminology that is inclusive of the non-dominant contexts described here." Ofelia García, City University of New York, USA

Comparative Blended Learning Practices and Environments offers in-depth analysis of new technologies in blended learning that promote creativity, critical thinking, and meaningful learning.

English Paleography and Manuscript Culture, 1500-1800Yale University Press
Changing Paradigms
The English Catalogue of Books
Quality in Teaching
Activism and the Art of Cultural Resistance
Poets & Writers
A Tanzanian Perspective

How do we articulate the possibilities, limitations and challenges of inclusive schooling and education in African contexts? This book insists that inclusive education cannot be taken for granted. Inclusion is neither a natural nor a given educational practice. It must be struggled for. Bringing a critical perspective to inclusive schooling and education is imperative. This book adds to current educational debates with an African lens. It engages inclusive education from multiple lenses of curriculum content, classroom pedagogy and instruction, representation, culture, environment and the socio-organization life of schools, the pursuit of equity and social justice and the search for educational relevance. It is opined that Africa cannot be left behind in rethinking educational inclusion in ways that evoke critical questions of power, equity and social difference. The question of leaner's identity in terms of class, gender, sexuality, (dis)ability, language, ethnicity and race are equally consequential for African schooling and education. When inclusion is understood as wholeness of education, then how schooling and education engage the complete learner – her/his body, mind, soul and spirit, as well as the use of local community and Indigenous knowledges in teaching and learning become relevant. Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change. What we need is a fundamental structural change that ensures schooling and education embraces difference while grappling with the teaching of Indigeneity, decolonization and resistance.

This handbook presents a global overview of developments in education and policy change during the last decade. It provides an accessible, practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue. Divided into two parts, the handbook first examines globalisation and education policy reforms, including coverage of main trends as well as specific policy issues such as gender, equity, minorities and human rights. Next, the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation, the state and education reforms globally. It features coverage on curricula issues and education reforms in schools around the world as well as the curriculum in the global culture. Now more than ever there is a need to understand and analyse both the intended and the unintended effects of globalisation on economic competitiveness, educational systems, the state and relevant policy changes–all as they affect individuals, the higher education sector, schools, policy-makers and powerful corporate organisations across the globe. By examining some of the major education policy issues, particularly in the light of recent shifts in education and policy research, this handbook offers readers a comprehensive picture of the impact of globalisation on education policy and reforms. It will serve as a vital sourcebook of ideas for researchers, practitioners and policy makers in education.

This book focuses on discourses of globalisation in comparative education research and the politics of education reforms. It analyses and evaluates the shifts in methodological approaches to globalisation and education reforms, as reflected in comparative education research and their impact on education policy and pedagogy. The book covers topics such as globalisation and comparative education, globalisation as a multidimensional construct, methods and methodologies in comparative education, the moral face of post-structuralism, and school reforms in the age of globalisation. It offers a critical analysis of education policy reforms. The book demonstrates a complex nexus between globalisation, ideology and education reforms. On one hand, democratisation and progressive pedagogy is equated with equality, inclusion, equity, tolerance and human rights, while on the other hand, globalisation is perceived – by some critics at least – to be a totalising force that is widening the socio-economic status (SES) gap and cultural and economic capital between the rich and the poor, and bringing power, domination and control by corporate bodies and powerful political, economic and educational organisations. The perception of globalisation as dynamic and multi faceted processes clearly necessitates a multiple perspective approach in the study of comparative education globally. This book contributes in a very scholarly way, to a more holistic understanding of the nexus between globalisation, comparative education research and education reforms.

Comparative Blended Learning Practices and Environments
Improving Learning for All
A Critical Reader
Inclusive Teaching and Learning in Non-Dominant Languages and Cultures
Culture Jamming
Globalisation, Enterprise and Knowledge
This text aims to provide a realistic approach to the theoretical and philosophical aspects of ethics and the advancement of medical practice. It reports on the clinical application of ethical concerns in an actual healthcare setting.
Netflix and the Culture of Reinvention
English Paleography and Manuscript Culture, 1500-1800
Inclusive Education in African Contexts
Technology and Entertainment in the 21st Century
Challenges Facing African Universities
No Rules Rules