

Welcome To Face2face Klett Bg Pons

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Today we are seeing a new form of blended learning: not only is technology enhancing the learning environment but formal and informal learning are combining and there is self- and peer-assessment of results. Open learning cultures are challenging the old and long-practiced methods used by educators and transforming learning into a more student-driven and independent activity, which uses online tools such as blogs, wikis or podcasts to connect resources, students and teachers in a novel way. While in higher education institutions most assessments are still tied to formal learning scenarios, teachers are more and more bound to recognize their students' informal learning processes and networks. This book will help teachers, lecturers and students to better understand how open learning landscapes work, how to define quality and create assessments in such environments, and how to apply these new measures. To this end, Ehlers first elaborates the technological background for more collaborative, distributed, informal, and self-guided learning. He covers the rise of social media for learning and shows how an architecture of participation can change learning activities. These new paradigms are then applied to learning and education to outline what open learning landscapes look like. Here he highlights the shift from knowledge transfer to competence development, the increase in lifelong learning, and the importance of informal learning, user generated content, and open educational resources. He then shows how to manage quality by presenting a step by step guide to developing customized quality concepts for open learning landscapes. Finally, several methods dealing with assessment in these new environments are presented, including guidelines, templates and use cases to exemplify the approaches. Overall, Ehlers argues for assessment as an integral part of learning processes, with quality assurance as a method of stimulating a quality culture and continuous quality development rather than as a simple controlling exercise.

A comparative study of the impact of the Common European Framework of Reference for Languages produced by the Council of Europe in 2001, this book asks writers in European countries and countries in the Americas and Asia to explain the influence of the CEFR. For each country there is a policy-maker and an academic perspective.

A variety of theoretical approaches to person-environment psychology has been developed over the years, representing a rich range of intellectual perspectives. This second edition links the past and present and looks toward the future in reviewing new directions and perspectives in person-environment psychology. Stated differently, the main thrust of this volume is to present contemporary models and perspectives that make some sensible predictions concerning the individual and the environment using the person-environment relationship. Within a person-environment framework, these models and perspectives are concerned with how people tend to influence environments and how environments reciprocally tend to influence people. Thus, this second edition presents new directions in person-environment psychology and the implications for theory, research, and application.

Handbook of Environmental Psychology

Open Learning Cultures

Mental Health of Refugee and Conflict-Affected Populations

The Wiley Handbook of Ethnography of Education

Informatics Education - Supporting Computational Thinking

Identities at Work

Person-Environment Psychology

Jung's Technique of Active Imagination and Desoille's Directed Waking Dream Method brings together Carl Jung's active imagination and Robert Desoille's "rêve éveillé dirigé/directed waking dream" method (RED). It studies the historical development of these approaches in Central Europe in the first half of the 20th century and explores their theoretical similarities and differences, proposing an integrated framework of clinical practice. The book aims to study the wider European context of the 1900s which influenced the development of both Jung's and Desoille's methods. This work compares the spatial metaphors of interiority used by both Jung and Desoille to describe the traditional concept of inner psychic space in the waking dreams of Jung's active imagination and Desoille's RED. It also attempts a broader theoretical comparison between the procedural aspects of both RED and active imagination by identifying commonalities and divergences between the two approaches. This book is a unique contribution to analytical psychology and will be of great interest for academics, researchers and post-graduate students interested in the use of imagination and mental imagery in analysis, psychotherapy and counselling. The book's historical focus will be of particular relevance to Jungian and Desoillian scholars since it is the first of its kind to trace the connections between the two schools and it gives a detailed account of Desoille's early life and his first written works.

This supplementary ebook contains the 12 chapters from the first edition of Brain Tomlinson's comprehensive Developing Materials for Language Teaching on various aspects of materials development for language teaching that did not, for reasons of space, appear in the second edition.

This book constitutes the refereed proceedings of the 7th International Conference on Concept Mapping, CMC 2016, held in Tallinn, Estonia, in September 2016. The 25 revised full papers presented were carefully reviewed and selected from 135 submissions. The papers address issues such as facilitation of learning; eliciting, capturing, archiving, and using "expert" knowledge; planning instruction; assessment of "deep" understandings; research planning; collaborative knowledge modeling; creation of "knowledge portfolios"; curriculum design; eLearning, and administrative and strategic planning and monitoring.

Four years have passed since the last edition (3rd) of this book was published. In the intervening years, several reviews of this book have provided highly encouraging remarks about the value of this book in transmitting information on classification and treatment of psychiatric disorders to the audience. We are proposing to revise all chapters with an eye on accuracy and ease of use, and this is an especially timely endeavor with the upcoming publication of the Diagnostic and Statistical Manual V. All the appropriate new information on biology, etiology, diagnosis and treatment of psychiatric disorders will be added to the current proposed edition. It is our goal to recruit the same authors (if possible) who contributed to the previous edition. While all chapters will be updated (see TOC), those marked by asterisks will be the most likely to undergo more revision. Psychiatry has emerged as a burgeoning scientific field with major advances in etiology and treatment of several disorders. Just as there was excitement in the anatomic advances that took place a hundred years ago when Emil Kraepelin and his collaborators took on the enormous task of classification of psychiatric disorders based on rational scientific thinking, new advances in genetics, biochemistry, neuroanatomy and pharmacotherapy of mental disorders have brought us even closer to a better understanding of complex disorders like schizophrenia, bipolar disorder, depression and even autism. The major goal of the previous edition of this classic book was to

update the busy clinician, psychiatric resident and medical student with the most up-to-date information on etiology, diagnosis and treatment of psychiatric disorders. This goal remains the focus of the fourth edition of this book. In this updated and expanded edition, the reader will be provided with the most contemporary information and literature supported by a close survey of the field. This new edition of this classic title, with its focus on biologic and medical aspects of psychiatry, will continue to be of significant help to all interested in the scientific practice of psychiatry.

Social Work, Sociometry, and Psychodrama

Knowledge and Information Visualization

face2face Upper Intermediate Workbook with Key

Non-affirmative Theory of Education

Social Innovation

Serious Games and Edutainment Applications

This collection presents research-based interventions using existing knowledge to produce new pedagogies to teach evolution to learners more successfully, whether in schools or elsewhere. 'Success' here is measured as cognitive gains, as acceptance of evolution or an increased desire to continue to learn about it. Aside from introductory and concluding chapters by the editors, each chapter consists of a research-based intervention intended to enable evolution to be taught successfully; all these interventions have been researched and evaluated by the chapters' authors and the findings are presented along with discussions of the implications. The result is an important compendium of studies from around the world conducted both inside and outside of school. The volume is unique and provides an essential reference point and platform for future work for the foreseeable future.

This textbook reviews and systematically presents the use of the Internet in public administration and politics. Further, it employs a process-oriented layer model to define the opportunities for exchange and participation for all stakeholder groups, covering the following topics: eAssistance, eProcurement, eService, eContracting, eSettlement, eCollaboration, eDemocracy, and eCommunity. In turn, real-world case studies demonstrate the practical applications in industry, administration and research. The second edition of this book has been completely revised and extended, and includes several new case studies. It offers a valuable asset for students in Business, Economics and Political Sciences courses, as well as practitioners interested in emerging opportunities for digital exchange and participation in the knowledge society. In *The Gospel of Thomas and Plato*, Ivan Miroshnikov offers the first systematic discussion of the Platonist impact on the Gospel of Thomas, arguing that Platonism is indispensable to making sense of those sayings that have long remained exegetical cruxes.

This book provides an overview of recent trends in the management of trauma and post-traumatic stress disorders that may ensue from distressing experiences associated with the process of migration. Although the symptoms induced by trauma are common to all cultures, their specific meaning and the strategies used to deal with them may be culture-specific.

Consequently, cultural factors can play an important role in the diagnosis and treatment of individuals with psychological reactions to extreme stress. This role is examined in detail, with an emphasis on the need for therapists to bear in mind that different cultures often have different concepts of health and disease and that cross-cultural communication is therefore essential in ensuring effective care of the immigrant patient. The therapist's own intercultural skills are highlighted as being an important factor in the success of any treatment and specific care contexts and the global perspective are also discussed.

Innovative Leadership in Times of Compelling Changes

The Common European Framework of Reference

Understanding and Preventing Teacher Burnout

Developing Materials for Language Teaching

Understanding People in Context

Theory, Research and Clinical Practice

The Medical Basis of Psychiatry

A state-of-the-art reference on educational ethnography edited by leading journal editors This book brings an international group of writers together to offer an authoritative state-of-the-art review of, and critical reflection on, educational ethnography as it is being theorized and practiced today—from rural and remote settings to virtual and visual posts. It provides a definitive reference point and academic resource for those wishing to learn more about ethnographic research in education and the ways in which it might inform their research as well as their practice. Engaging in equal measure with the history of ethnography, its current state-of play as well as its prospects, *The Wiley Handbook of Ethnography of Education* covers a range of traditional and contemporary subjects—foundational aims and principles; what constitutes 'good' ethnographic practice; the role of theory; global and multi-sited ethnographic methods in education research; ethnography's many forms (visual, virtual, auto-, and online); networked ethnography and internet resources; and virtual and place-based ethnographic fieldwork. Makes a return to fundamental principles of ethnographic inquiry, and describes and analyzes the many modalities of ethnography existing today Edited by highly-regarded authorities of the subject with contributions from well-known experts in ethnography Reviews both classic ideas in the ethnography of education, such as "grounded theory", "triangulation", and "thick description" along with new developments and challenges An ideal source for scholars in libraries as well as researchers out in the field *The Wiley Handbook of Ethnography of Education* is a definitive reference that is indispensable for anyone involved in educational ethnography and questions of methodology.

This book is open access under a CC BY 4.0 license. This volume argues for the need of a common ground that bridges leadership studies, curriculum theory, and Didaktik. It proposes a non-affirmative education theory and its core concepts along with discursive institutionalism as an analytical tool to bridge these fields. It concludes with implications of its coherent theoretical framing for future empirical research. Recent neoliberal policies and transnational governance practices point toward new tensions in nation state education. These challenges affect governance, leadership and curriculum, involving changes in aims and values that demand coherence. Yet, the traditionally disparate fields of educational leadership, curriculum theory and Didaktik have developed separately, both in terms of approaches to theory and theorizing in USA, Europe and Asia, and in the ways in which these theoretical traditions have informed empirical studies over time. An additional aspect is that modern education theory was developed in relation to nation state education, which, in the meantime, has become

more complicated due to issues of ' globopolitanism '. This volume examines the current state of affairs and addresses the issues involved. In doing so, it opens up a space for a renewed and thoughtful dialogue to rethink and re-theorize these traditions with non-affirmative education theory moving beyond social reproduction and social transformation perspectives.

Advances in Business Education & Training is a Book Series to foster advancement in the field of Business Education and Training. It serves as an international forum for scholarly and state-of-the-art research and development into all aspects of Business Education and Training. This new volume deals with several aspects of the challenge to design learning in and for a changing world. The first part concerns program development. How to build curricula that are future-proof? Principles to innovate our curricula are identified. It answers the question how we can incorporate the need for change in our thinking about curriculum-development and identify the necessary elements to incorporate in our curricula. The second part focuses on the increasing diversity of students and employees within our schools and organizations, in terms of culture, language, and perception of ability, gifts, and talents. This offers a range of opportunities, but at the same time can possibly jeopardize some processes that are taken for granted. Chapters in this part analyze the processes that play a crucial role in dealing with this diversity and identify educational practices that can help to harvest the potential that lies within this diversity. The third part of this book digs further into the possibilities that are opened up by the implementation of ICT-support in our learning environments. E-learning provides tools to adapt these environments to the needs of an increasingly diverse student-population. In the last part we focus specifically on the workplace and how learning can be designed in such a way that employees are equipped for a shifting workplace. On the one hand it is looked how training can affect performance in the workplace. Does learning transfer to the work environment? On the other hand it is questioned how one can design affordances to trigger learning in the workplace.

International specialists review research in the field of career burnout in this 2009 volume.

Handbook for journalism educators

Developing Coherent Research Methodologies

7th International Conference on Concept Mapping, CMC 2016, Tallinn, Estonia, September 5-9, 2016, Proceedings

Bridging the Divide

Practitioner Research at Doctoral Level

New Directions and Perspectives

Cultural Factors in the Diagnosis and Treatment of Traumatized Immigrants

"The Textbook of Clinical Sexual Medicine utilizes the biopsychosocial approach to inform physicians, practitioners, residents, trainees, and students about the latest science has to offer today for the evaluation and treatment of sexual dysfunctions especially the utilization of the full armamentarium of assessment methods and treatment interventions in order to restore of sexual health and enhance quality of life." Louis Ignarro, Ph.D., Nobel Laureate This textbook is a comprehensive resource covering sexual disorders in depth, from etiology, pathophysiology, phenomenology, treatment, to prognosis. The book highlights aspects the biological and psychosocial factors predisposing, precipitating, and perpetuating sexual dysfunction, and the importance of integrating biological and psychosocial treatments. Specialized chapters cover specific common medical complaints, including erectile, ejaculatory, and orgasmic disorders in the male; desire, arousal and orgasmic disorders in the female; and an integrated approach to the couple. With its focus on educational tools including over 100 figures, easy-to-use DSM-5 criteria table, and quick-guide appendices, this textbook is specially designed to educate readers on the psychiatric evaluation, treatment, and management of a wide range of sexual disorders. The Textbook of Clinical Sexual Medicine is a vital resource for medical students, residents, fellows, graduate students, psychiatrists, psychologists, women's health specialists, urologists, endocrinologists, general practitioners, social workers, and all medical professionals and trainees working with patients suffering from sexual disorders.

This volume explores interdependencies between knowledge, action, and space from different interdisciplinary perspectives. Some of the contributors discuss knowledge as a social construct based on collective action, while others look at knowledge as an individual capacity for action. The chapters contain theoretical frameworks as well as experimental outcomes. Readers will gain insight into key questions such as: How does knowledge function as a prerequisite for action? Why are knowledge gaps growing and not diminishing in a knowledge society? How much knowledge is necessary for action? How do various types of knowledge influence the steps from cognition to action? How do different representations of knowledge shape action? What impact have spatial conditions for the formation of knowledge? What is the relationship between social and geographical space? The contributors consider rationality in social and economic theories as well as in everyday life. Attention is also given to action theoretic approaches and rationality from the viewpoints of psychology, post-structuralism, and human geography, making this an attractive book for students, researchers and academics of various backgrounds. This book is open access under a CC BY 4.0 license.

formation. The basic ideas underlying knowledge visualization and information vi- alization are outlined. In a short preview of the contributions of this volume, the idea behind each approach and its contribution to the goals of the book are outlined. 2 The Basic Concepts of the Book Three basic concepts are the focus of this book: "data", "information", and "kno- edge". There have been numerous attempts to define the terms "data", "information", and "knowledge", among them, the OTEC Homepage "Data, Information, Kno- edge, and Wisdom" (Bellinger, Castro, & Mills, see <http://www.system-thinking.org/dikw/dikw.htm>): Data are raw. They are symbols or isolated and non-interpreted facts. Data represent a fact or statement of event without any relation to other data. Data simply exists and has no significance beyond its existence (in and of itself). It can exist in any form, usable or not. It does not have meaning of itself.

face2face Intermediate Teacher's BookCambridge University Press

9th International Conference, UAHCI 2015, Held as Part of HCI International 2015, Los Angeles, CA, USA, August 2-7, 2015, Proceedings, Part III

eDemocracy & eGovernment

A Project of the Association for Educational Communications and Technology

Jung's Technique of Active Imagination and Desoille's Directed Waking Dream Method

Stages of a Democratic Knowledge Society

Third International Conference on Informatics in Secondary Schools - Evolution and Perspectives, ISSEP 2008 Torun Poland, July 1-4, 2008 Proceedings

A Guide to Quality, Evaluation, and Assessment for Future Learning

This book provides an overview of theoretical, empirical, and clinical conceptualizations of mental health following exposure to human rights violations (HRV). There are currently hundreds of millions of individuals affected by war and conflict across the globe, and over 68 million people who are forcibly displaced. The field of refugee and post-conflict mental health is growing exponentially, as researchers investigate the factors that impact on psychological disorders in these populations, and design and evaluate new treatments to reduce psychological distress. This volume will be a substantial contribution to the literature on mental health in refugee and post-conflict populations, as it details the state of the evidence regarding the mental health of war survivors living in areas of former conflict as well as refugees and asylum-seekers.

This highly accessible book provides an extensive and comprehensive overview of current research and theory about why and how we should protect future generations. It exposes how and why the interests of people today and those of future generations are often in conflict and what can be done. It rebuts critical concepts such as Parfit's non-identity paradox and Beckerman's denial of any possibility of intergenerational justice. The core of the book is the lucid application of a veil of ignorance to derive principles of intergenerational justice which show that our duties to posterity are stronger than is often supposed. Tremmel's approach demands that each generation both consider and improve the well-being of future generations. To measure the well-being of future generations Tremmel employs the Human Development Index rather than the metrics of utilitarian subjective happiness. The book thus answers in detailed, concrete terms the two most important questions of every theory of intergenerational justice: what to sustain? and how much to sustain?

The face2face Teacher's Book provides valuable and comprehensive support, from teaching notes for each lesson and useful classroom techniques to over 100 pages of extra teacher's resources (including 35 Class Activities, Photocopiables, 12 Vocabulary Plus Worksheets and 5 Study Skills worksheets). In addition, the Teacher's Book explains the face2face approach and provides information on how face2face relates to the Common European Framework of Reference for Languages. The Teacher's Book also includes a guide to the Student's Book CD-Rom/Audio CD.

This book examines continuity and change of identity formation processes at work under conditions of modern working processes and labor market flexibility. By bringing together perspectives from sociology, psychology, organizational management, and vocational education and training, it connects the debates of skills formation, human resources development, and careers with individual's work commitment and professional orientations.

Indigenous and Cultural Psychology

Comparative and Global Pedagogies

Handbook of Research on Educational Communications and Technology

face2face Intermediate Teacher's Book

The Textbook of Clinical Sexual Medicine

Searching for Synergies

Discursive Pragmatics

With the continued application of gaming for training and education, which has seen exponential growth over the past two decades, this book offers an insightful introduction to the current developments and applications of game technologies within educational settings, with cutting-edge academic research and industry insights, providing a greater understanding into current and future developments and advances within this field. Following on from the success of the first volume in 2011, researchers from around the world presents up-to-date research on a broad range of new and emerging topics such as serious games and emotion, games for music education and games for medical training, to gamification, bespoke serious games, and adaptation of commercial off-the-shelf games for education and narrative design, giving readers a thorough understanding of the advances and current issues facing developers and designers regarding games for training and education. This second volume of Serious Games and Edutainment Applications offers further insights for researchers, designers and educators who are interested in using serious games for training and educational purposes, and gives game developers with detailed information on current topics and developments within this growing area.

Now available to an English-speaking audience, this book presents a groundbreaking theoretical analysis of memory, identity, and culture. It investigates how cultures remember, arguing that human memory exists and is communicated in two ways, namely inter-human interaction and in external systems of notation, such as writing, which can span generations. Dr. Assmann defines two theoretical concepts of cultural memory, differentiating between the long-term memory of societies, which can span up to 3,000 years, and communicative memory, which is typically restricted to 80-100 years. He applies this theoretical framework to case studies of four specific cultures, illustrating the function contexts and specific achievements, including the state, international law, religion, and science. Ultimately, his research demonstrates that memory is not simply a means of retaining information, but rather a force that can shape cultural identity and allow cultures to respond creatively to both daily challenges and catastrophic changes.

Emotions have widespread effects in organizations and underlie a broad range of dynamics in organizations. This volume explores the role that emotion plays in such diverse organizational phenomena as entrepreneurship, change, service failure, and creativity.

This book constitutes the refereed proceedings of the Third International Conference on Informatics in Secondary Schools - Evolution and Perspectives, ISSEP 2008, held in Torun, Poland in July 2008. The 28 revised full papers presented together with 4 invited papers were carefully reviewed and selected from 63 submissions. A broad variety of topics related to teaching informatics in secondary schools is addressed ranging from national experience reports to pedagogical and methodological issues. The papers are organized in topical sections on informatics, a challenging topic, didactical merits of robot-based instruction, transfer of knowledge and concept formation, working with objects and programming, strategies for writing textbooks and teacher education, national and international perspectives on ICT education, as well as e-learning.

Evolution Education Re-considered

Inhabiting Displacement

Understanding What Works

The Globalisation of Language Education Policy

Architecture and Authorship

Trauma and Migration

Equity, Access and Democracy in Education

A major aim of Comparative and Global Pedagogies: Equity, Access and Democracy in Education which is the second volume in the 12-volume book series Globalisation, Comparative Education and Policy Research, edited by Joseph Zajda and his team, is to present a global overview of recent trends in equity and access in education globally. By examining some of the major education policy issues, particularly in the light of recent shifts in education and policy research dealing with equity and access, the editors aim to provide a comprehensive picture of the intersecting and diverse discourses of globalization, education and policy-driven reforms. The impact of globalization on education policy and reforms is a strategically important issue for us all. More than ever before, there is a need to understand and analyse both the intended and the unintended effects of globalization on educational systems, the state, and relevant policy changes - especially in terms of equity and access, as they affect individuals, educational bodies (such as universities), policy-makers across the globe. Current education policy research dealing with equity and social inequality reflects a rapidly changing world where citizens and consumers are experiencing a growing sense of uncertainty, exclusion and loss of flexibility. Yet globalization exposes us also to opportunities generated by a fast changing world economy.

Indigenous psychology is an emerging new field in psychology, focusing on psychological universals in social, cultural, and ecological contexts - Starting point for psychologists who wish to understand various cultures from their own ecological, historical, philosophical, and religious perspectives

An international team of leading scholars explores the latest theories, research, and applications critical to environmental psychology Featuring the latest research and concepts in the field straight from the world's leading scholars and practitioners, Handbook of Environmental Psychology provides a balanced and comprehensive overview of this rapidly growing field. Bringing together contributions from an international team of top researchers representing a myriad of disciplines, this groundbreaking resource provides you with a pluralistic approach to the field as an interdisciplinary effort with links to other disciplines. Addressing a variety of issues and practice settings, Handbook of Environmental Psychology is divided into five organized and accessible parts to provide a thorough overview of the theories, research, and applications at the forefront of environmental psychology today. Part I deals with sharpening theories; Part II links the subject to other disciplines; Part III focuses on methods; Part IV highlights applications; and Part V examines the future of the field. Defining the ongoing revolution in thinking about how the environment and psychology interact, Handbook of Environmental Psychology is must reading for anyone coping directly with the attitudes, beliefs, and behaviors that are destroying our environment and putting our lives in jeopardy. Topics include: * Healthy design * Restorative environments * Links to urban planning * Contaminated environments * Women's issues * Environments for aging * Climate, weather, and crime * The history and future of disaster research * Children's environments * Personal space in a digital age * Community planning

This book focuses on the need of leaders in professional and personal realms to understand the importance of innovative thinking to safeguard sustainability and enhance satisfaction and motivation among stakeholders in organizations. It provides professionals with a set of reflective stances, cautionary points, and roadmaps that enable them to do the right thing. From crisis management to spiritual practices, and from pro-social concepts to social responsibility and sustainability: the common denominator is a collective and concerted effort to develop leadership behaviors and strategies to safeguard generations to come.

A Sourcebook of International Research and Practice

Volume II

Experiential Approaches for Group Therapists, Community Leaders, and Social Workers

Universal Access in Human-Computer Interaction. Access to Learning, Health and Well-Being

Concepts, Strategies and Models to Enhance Physics Teaching and Learning

Knowledge and Action

Cultural Memory and Early Civilization

This open access book outlines the intersections between social work and the methods of sociometry and psychodrama. Different sections offer essential practice wisdom for both trauma-focused and trauma-informed experiential work for individuals, groups, organizations, and communities. This text enriches the understanding of various action-based approaches and highlights how to enliven social work practice. The chapters include clinical vignettes and examples of structured sociometric prompts with diverse populations, topics, and social work settings to enhance the understanding of group practice, individual practice, and community practice. It provides social workers and other professionals with dynamic tools to improve assessment, intervention, activism, and leadership. Strength-based practical tools are offered to readers, along with guidance for theoretical conceptualizations. This integrative book is an essential read for students, practitioners, leaders, and scholars within the fields of social work, psychodrama, the creative art therapies, group therapy, community organizing, and social activism.

In trying to juggle the various priorities of doctoral study, many individuals struggle. From gathering data, preparing papers and organising projects, to the less obvious difficulties of time management and personal development, doctoral researchers are heavily tasked. In addition to this, those undertaking practitioner research face the complication of negotiating a less traditional research setting. As a guide to this ongoing, often neglected aspect of doctoral research, the authors of this innovative book explore in detail the challenges faced by doctoral researchers conducting practitioner research today. They show that the special nature of this

research and the conditions in which the professional researcher works raise questions about producing new knowledge at work through research. This affects everything: relationships with practice; ethics; the ways that they are taught and supervised; the genre of the thesis; all place practitioners in situations which may not methodologically align with conventional approaches. In this book the authors take the opportunity to explore these themes in an holistic and integrated way in order to develop a sense of methodological coherence for the practitioner researcher at doctoral level. In doing so, the authors argue for what is possible, suggesting that universities should critically examine practitioner doctorates to accommodate new forms of knowledge formation. As an invaluable guide through doctoral research, this book will be essential reading for both doctoral researchers and supervisors alike, as well as practitioner researchers working in professional settings more generally and those engaging in policy debates about doctoral research.

The Workbook offers additional practise for students of face2face Starter, with self-study exercises which practise all the language taught in the Student's Book - including exercises on pronunciation and spelling. It also features a Reading and Writing Portfolio linked to the CEF, which contains ten extra double-page lessons to be used either for self-study or in class. What's more, a list of 'Can do' statements helps students to track their own progress in reading and writing. The Workbook also features a removable Answer Key, which can simply be pulled free of the books binding.

The ten volumes of "Handbook of Pragmatics Highlights" focus on the most salient topics in the field of pragmatics, thus dividing its wide interdisciplinary spectrum in a transparent and manageable way. While the other volumes select specific philosophical, cognitive, grammatical, social, cultural, variational, or interactional angles, this 8th volume focuses on theories and phenomena at the level of discourse, but leaving aside conversational interaction. It provides the reader with pragmatics-oriented information on discourse analysis, critical discourse analysis and critical linguistics, as well as text linguistics and appraisal theory, while introducing other specific approaches to discourse through concepts such as polyphony, intertextuality, genre, and "enonciation." Furthermore, topics such as public discourse, narrative, figures of speech, cohesion and coherence, pragmatic markers, manipulation, and humor, are all dealt with in separate chapters. The binding idea, explained in the introduction, is that discursive pragmatics may serve as a platform for a diversity of perspectives on discourse, as they have emerged not only in the language sciences but also in the humanities and social sciences in general."

Writing, Remembrance, and Political Imagination

Emotions and Organizational Dynamism

Bridging Educational Leadership, Curriculum Theory and Didaktik Strategies, Reflections and Tools

A Theory of Intergenerational Justice

Building Learning Experiences in a Changing World

Innovating with Concept Mapping

?Social Innovation is becoming an increasingly important topic in our global society. Those organizations which are able to develop business solutions to the most urgent social and ecological challenges will be the leading companies of tomorrow. Social Innovation not only creates value for society but will be a key driver for business success. Although the concept of Social Innovation is discussed globally the meaning and its impact on the development of new business strategies is still heavily on debate. This publication has the goal to give a comprehensive overview of different concepts in the very innovative field of Social Innovation, from a managerial as well as from a theoretical and social perspective. Over 30 leading thinkers in the field of Innovation, Strategic Management and Organizational Development give a well structured inside on the latest developments and progress in the field of Social Innovation. Thereby the authors not only develop a comprehensive and unique analysis on the state-of-the art of social innovation but also give practical advice and information to business leaders on how to apply the latest management thinking on Social Innovation to daily business decisions. This publication has the intention to become a milestone in the further development of the concept of Social Innovation as well as to further stimulate new business strategies necessary to overcome world most pressing social and ecological challenges.

This book discusses novel research on and practices in the field of physics teaching and learning. It gathers selected high-quality studies that were presented at the GIREP-ICPE-EPEC 2017 conference, which was jointly organised by the International Research Group on Physics Teaching (GIREP); European Physical Society - Physics Education Division, and the Physics Education Commission of the International Union of Pure and Applied Physics (IUPAP). The respective chapters address a wide variety of topics and approaches, pursued in various contexts and settings, all of which represent valuable contributions to the field of physics education research. Examples include the design of curricula and strategies to develop student competencies—including knowledge, skills, attitudes and values; workshop approaches to teacher education; and pedagogical strategies used to engage and motivate students. This book shares essential insights into current research on physics education and will be of interest to physics teachers, teacher educators and physics education researchers around the world who are working to combine research and practice in physics teaching and learning.

The four LNCS volume set 9175-9178 constitutes the refereed proceedings of the 9th International Conference on Learning and Collaboration Technologies, UAHCI 2015, held as part of the 17th International Conference on Human-Computer Interaction, HCII 2015, in Los Angeles, CA, USA in August

2015, jointly with 15 other thematically similar conferences. The total of 1462 papers and 246 posters presented at the HCII 2015 conferences were carefully reviewed and selected from 4843 submissions. These papers of the four volume set address the following major topics: LNCS 9175, Universal Access in Human-Computer Interaction: Access to today's technologies (Part I), addressing the following major topics: LNCS 9175: Design and evaluation methods and tools for universal access, universal access to the web, universal access to mobile interaction, universal access to information, communication and media. LNCS 9176: Gesture-based interaction, touch-based and haptic Interaction, visual and multisensory experience, sign language technologies and smart and assistive environments LNCS 9177: Universal Access to Education, universal access to health applications and services, games for learning and therapy, and cognitive disabilities and cognitive support and LNCS 9178: Universal access to culture, orientation, navigation and driving, accessible security and voting, universal access to the built environment and ergonomics and universal access.

A Study of the Impact of Platonism on the "Fifth Gospel"

Solutions for a Sustainable Future

Reporting on migrants and refugees

The Gospel of Thomas and Plato