

## 2014 Mind The Gap Study Guides

This handbook is currently in development, with individual articles publishing online in advance of print publication. At this time, we cannot add information about unpublished articles in this handbook, however the table of contents will continue to grow as additional articles pass through the review process and are added to the site. Please note that the online publication date for this handbook is the date that the first article in the title was published online.

**Creativity and the Wandering Mind: Spontaneous and Controlled Cognition** summarizes research on the impact of mind wandering and cognitive control on creativity, including imagination, fantasy and play. Most coverage in this area has either focused on the negative consequences of mind wandering on focused problem solving or the positive effect of mindfulness, but not on the positive consequences of mind wandering. This volume bridges that gap. Research indicates that most people experience mind wandering during a large percentage of their waking time, and that it is a baseline default mode of brain function during the awake but resting state. This volume explores the different kinds of mind wandering and its positive impact on imagination, play, problem-solving, and creative production. Discusses spontaneous and controlled processes in creativity Examines the relationship between mind wandering, consciousness, and imagination Reviews research on problem-solving, imagination, play, and learning Highlights the positive impact of mind wandering on creative thought and output

This edited book gathers research studies presented at the 5th International Symposium on Formal Methods in Architecture (5FMA), Lisbon 2020. Studies focus on the use of methodologies, especially those that have witnessed recent developments, that stem from the mathematical and computer sciences and are developed in a collaborative way with architecture and related fields. This book constitutes a contribution to the debate and to the introduction of new methodologies and tools in the mentioned fields that derive from the application of formal methods in the creation of new explicit languages for problem-solving in architecture and urbanism. It adds valuable insight into the development of new practices solving identified societal problems and promoting the digital transformation of institutions in the mentioned fields. The primary audience of this book will be from the fields of architecture, urban planning, civil engineering, AEC, landscape design, computer sciences and mathematics, both academicians and professionals.

"As a Journal Editor for over twenty-five years, I have read a lot about the European Union. I am often asked, 'what are the major gaps in EU research?' My answer is always 'implementation'. Eva Thomann's book makes a major contribution to EU implementation studies. She brings really fresh thinking to the field. This is an important book for all students of the EU and of policy implementation." —Jeremy Richardson, Co-Editor of the Journal of European Public Policy This book sheds light on the patterns, causes and consequences of the "customization" of European Union (EU) policies. Even if they comply, member states interpret and adapt EU rules in very diverse ways when putting them into practice. We can think of and measure this diversity as a phenomenon of regulatory change along the implementation chain. The book explores what explains customization, and what it means for providing policy solutions to shared problems. It studies the implementation of EU food safety policies in Austria, Germany, France, the United Kingdom and Switzerland using innovative qualitative comparative techniques. After looking at the role of prominent compliance arguments and the "logics of action" for customization, the study assesses how differing degrees of customization affect the success of the implementation. The book provides a new, evidence-based perspective on "gold-plating" and better regulation in Europe for scholars, students and practitioners of policy implementation, European integration and Europeanization alike.

The Primer on Anxiety Disorders provides early-stage practitioners and trainees - as well as seasoned clinicians and researchers - with need-to-know information designed to assist in the diagnosis and treatment of anxiety disorders.

In British Columbia, like most of the world, the wealth of the richest one percent has grown exponentially in recent decades, while the majority have found their incomes stagnant or even declining. The top 10 percent in BC now hold 56.2 percent of the wealth, a greater share than anywhere else in Canada. Our richest have wealth counted in the billions while the poorest sleep in downtown doorways, or have to choose between medicine and food. Those in the middle report working harder without getting ahead and many British Columbians owe more than they own. To illustrate the wide-ranging ramifications of inequality, MacLeod interviews economists, politicians, policy-makers and activists, as well as those living on the edge: a single parent whose child support payments are clawed back by the government; a 25-year-old struggling to live on disability payments who won't share his identity for fear of repercussions from the system; a security guard who wasn't given bathroom breaks, didn't drink water at work and eventually had to have a kidney removed as a result of severe dehydration. Some assume that such disparity is inevitable even in BC, a wealthy province lauded by the government as "The Best Place on Earth." However, MacLeod deftly argues that British Columbians are living with the consequences of short-sighted public policies, and adjusting those policies can achieve a different set of results. Informative, well-researched, cautionary and hopeful, *A Better Place on Earth* provides an in-depth look at inequality and suggests what British Columbians can do to make sure everyone's basic needs are met, pull back stratospheric incomes and create a fairer society.

Higher education needs a new, holistic assessment of global learning. The studies in this edited volume investigate not just student learning, but also faculty experiences, program structures, and pathways that impact global learning. Showcasing recent, multi-institutional research related to global learning, this book expands the context of global learning to show its antecedents and impacts as a part of the larger higher education experience. Chapters look at recent developments such as short-term, off-campus, international study and certificate/medallion programs, as well as blended learning environments and undergraduate research, all in the context of multi-institutional comparisons. Global learning is also situated in a larger university context. Thus, there is a growing need for bridging across disciplinary and administrative silos, silos that are culturally bound within academia. The gaps between these silos matter as students seek to integrate off- and on-campus learning, and it is up to the academy to mind those gaps.

Every day people come together to make music. Whether amateur or professional, young or old, jazz enthusiasts or rock stars, what is common to all of these musical groups is the potential to create communities of musical practice (CoMP). Such communities are created through practices: ways of engaging, rules, membership, roles, identities and learning that is both shared through collective musical endeavour and situated within certain sociocultural contexts. Ailbhe Kenny investigates CoMP as a rich model for community engagement, musical participation and transformation in music education. This book is the first to produce a valid and reliable in-depth study of music communities using a community of practice (CoP) framework - in this case focusing on the social process of musical learning. Employing case study research within Ireland, three illustrations from particular sociocultural, genre-specific, economic and geographical contexts are examined: an adult amateur jazz ensemble, a youth choir, and an online Irish traditional music web platform. Each case is analysed as a distinct community and phenomenon offering sharpened understandings of each sub-culture with specific findings presented for each community.

The failure of insulin signaling – a condition known as insulin resistance – is a key pathological feature of both type 2 diabetes (T2DM, systemic insulin resistance)

and Alzheimer's disease and related dementias (ADRDs, brain insulin resistance) and greatly contribute to their development. Considerable overlap has been identified in the risk factors, comorbidities and putative pathophysiological mechanisms of ADRDs and T2DM, thus proposing AD as type 3 diabetes. The Routledge Handbook of Developments in Digital Journalism Studies offers a unique and authoritative collection of essays that report on and address the significant issues and focal debates shaping the innovative field of digital journalism studies. In the short time this field has grown, aspects of journalism have moved from the digital niche to the digital mainstay, and digital innovations have been 'normalized' into everyday journalistic practice. These cycles of disruption and normalization support this book's central claim that we are witnessing the emergence of digital journalism studies as a discrete academic field. Essays bring together the research and reflections of internationally distinguished academics, journalists, teachers, and researchers to help make sense of a reconceptualized journalism and its effects on journalism's products, processes, resources, and the relationship between journalists and their audiences. The handbook also discusses the complexities and challenges in studying digital journalism and shines light on previously unexplored areas of inquiry such as aspects of digital resistance, protest, and minority voices. The Routledge Handbook of Developments in Digital Journalism Studies is a carefully curated overview of the range of diverse but interrelated original research that is helping to define this emerging discipline. It will be of particular interest to undergraduate and postgraduate students studying digital, online, computational, and multimedia journalism.

This collection presents a wide range of interdisciplinary methods to study, document, and conserve material cultural heritage. A wide variety of cultural heritage objects have been recorded, examined, and visualised. The objects range in date, scale, materials, and state of preservation and so pose different research questions and challenges for digitization, conservation, and ontological representation of knowledge. This book is an outcome of interdisciplinary research and debates conducted by the participants of the COST Action TD1201, Colour and Space in Cultural Heritage, 2012-16 and is an Open Access publication available under a CC BY-NC-ND licence.

Where do spontaneous thoughts come from? It may be surprising that the seemingly straightforward answers "from the mind" or "from the brain" are in fact an incredibly recent understanding of the origins of spontaneous thought. For nearly all of human history, our thoughts - especially the most sudden, insightful, and important - were almost universally ascribed to divine or other external sources. Only in the past few centuries have we truly taken responsibility for their own mental content, and finally localized thought to the central nervous system - laying the foundations for a protoscience of spontaneous thought. But enormous questions still loom: what, exactly, is spontaneous thought? Why does our brain engage in spontaneous forms of thinking, and when is this most likely to occur?

And perhaps the question most interesting and accessible from a scientific perspective: how does the brain generate and evaluate its own spontaneous creations? Spontaneous thought includes our daytime fantasies and mind-wandering; the flashes of insight and inspiration familiar to the artist, scientist, and inventor; and the nighttime visions we call dreams. This Handbook brings together views from neuroscience, psychology, philosophy, phenomenology, history, education, contemplative traditions, and clinical practice to begin to address the ubiquitous but poorly understood mental phenomena that we collectively call 'spontaneous thought.' In studying such an abstruse and seemingly impractical subject, we should remember that our capacity for spontaneity, originality, and creativity defines us as a species - and as individuals. Spontaneous forms of thought enable us to transcend not only the here and now of perceptual experience, but also the bonds of our deliberately-controlled and goal-directed cognition; they allow the space for us to be other than who we are, and for our minds to think beyond the limitations of our current viewpoints and beliefs.

Professionalism entails the conduct, aims and qualities that characterise a profession. The term is also used to describe education and training standards for the knowledge and skills necessary to perform a specific profession. In practice, professional standards of practice and ethics are agreed upon and maintained by recognised associations. In the past, professionalism has not occupied a central place in built heritage discussions, policy and research. Recent changes in terms of public attitudes and sustainability concerns have had a cumulative impact on the requirements for professionalism in the built heritage sector. The future success of the sector will depend on the availability of adequate professionals and an appropriately skilled workforce. In practice, the built heritage sector involves much more than interventions to conserve, preserve, rehabilitate or restore a heritage structure. Bringing a project to fruition begins with the formulation of a policy, proceeds to the design and execution of intervention strategies and ends with ongoing maintenance of heritage structures and related future programming. This process requires sufficient interactions between different professionals to obtain a common vision and hold that vision throughout a project. At the same time, the sustainability of the sector is also defined by effective governance, societal support and cultural rationales. Professionalism in the Built Heritage Sector contains reports on the lectures of the international conference organized by the Raymond Lemaire International Centre for Conservation (Leuven, Belgium, February 5th-8th, 2018). The contributions in this volume meet the increasing demand for shared information to support the transition towards a more sustainable conservation process. The volume consists of three main parts that deal with practice-led research or scientific research: "Profiles and capacities", "Education, training and quality labels", and "Obstacles and changes".

The issue of socio-economic inequality has become an increasingly important

question for journalism and the academy. The 2008 economic crisis and the years of austerity which followed exasperated class and regional division and as an even greater economic shock emerges from the aftermath of the Covid 19 pandemic, the role of journalism and the wider media in the production and reproduction of inequality assumes greater importance. This edited collection includes eight chapters examining instances of where inequality is examined in the media, for example coverage of Thomas Piketty, precarity, corporate tax rates and race-, class- and gender-related issues, in order to address the following questions: Does journalism treat the issue of inequality in a satisfactory fashion? Does journalism challenge powerful interests, or does journalism play an ideological role in the reproduction of structures of inequality itself? How do increasingly poor working conditions of journalists impact on the coverage of inequality? The chapters in this book were originally published as a special issue of the *Critical Discourse Studies* journal.

Consider the vast array of things around you, from the building you are in, the lights illuminating the interior, the computational devices mediating your life, the music in the background, even the crockery, furniture and glassware you are in the presence of. Common to all these objects is that their concrete, visual and technological forms were invariably conceived, modelled, finished and tested in sites characterised as studios. Remarkably, the studio remains a peculiar lacuna in our understanding of how cultural artefacts are brought into being and how 'creativity' operates as a located practice. *Studio Studies* is an agenda setting volume that presents a set of empirical case studies that explore and examine the studio as a key setting for aesthetic and material production. As such, *Studio Studies* responds to three contemporary concerns in social and cultural thought: first, how to account for the situated nature of creative and cultural production; second, the challenge of reimagining creativity as a socio-materially distributed practice rather than the cognitive privilege of the individual; and finally, to unravel the parallels, contrasts and interconnections between studios and other sites of cultural-aesthetic and technoscientific production, notably laboratories. By enquiring into the operations, topologies and displacements that shape and format studios, this volume aims to demarcate a novel and important object of analysis for empirical social and cultural research as well to develop new conceptual repertoires to unpack the multiple ways studio processes shape our everyday lives.

A historically, spatially and methodologically rich sub-field of sociolinguistics, Linguistic Landscapes (LL) is a rapidly evolving area of research and study. With contributions by an international team of experts from the USA, Europe, the UK, South Africa, Israel, Hong Kong and Colombia, this volume is a cutting-edge, interdisciplinary account of the most recent theoretical and empirical developments in this area. It covers both the conceptual tools and methodologies used to define and question, and case studies of real-world phenomena to showcase Linguistic Landscapes methods in action. Divided into four parts,

chapters bring into dialogue themes relating to reterritorialization practices and the productive nature of boundaries and spaces. This book considers the contemporary challenges facing the field, the politics and processes of identifying and demarcating 'sites of research', and the ethics and pedagogical applications of LL research. With comprehensive lists of further reading, extended discussion questions and suggestions for independent research at the end of each chapter, this is an essential reference work for all LL scholars and students who wish to keep abreast of the current state of the art.

In this book, the author uses a mental-model theory of communication to investigate the acclaimed British situation comedy *The Office*. The approach taken is multi-disciplinary, and focuses on questions as: What are mental models and what role do they play in communication in general, and in creating and watching *The Office* in particular? Whose mental models are involved in creating and watching *The Office*? How do these mental models relate to each other? How exactly do the creators of *The Office* and their audience engage in constructing, exchanging and coordinating mental models? How do mental models and their comic use relate to humour and humour theories and what is the nature of play in the deployment of mental models in comedy? The book is aimed at humour scholars from various backgrounds and at people interested in communication in general.

What is public relations? What do public relations professionals do? And what are the theoretical underpinnings that drive the discipline? This handbook provides an up-to-date overview of one of the most contested communication professions. The volume is structured to take readers on a journey to explore both the profession and the discipline of public relations. It introduces key concepts, models, and theories, as well as new theorizing efforts undertaken in recent years. Bringing together scholars from various parts of the world and from very different theoretical and disciplinary traditions, this handbook presents readers with a great diversity of perspectives in the field.

Historically, the brain bases of creativity have been of great interest to scholars and the public alike. However, recent technological innovations in the neurosciences, coupled with theoretical and methodological advances in creativity assessment, have enabled humans to gain unprecedented insights into the contributions of the brain to creative thought. This unique volume brings together contributions by the very best scholars to offer a comprehensive overview of cutting edge research on this important and fascinating topic. The chapters discuss creativity's relationship with intelligence, motivation, psychopathology and pharmacology, as well as the contributions of general psychological processes to creativity, such as attention, memory, imagination, and language. This book also includes specific and novel approaches to understanding creativity involving musicians, polymaths, animal models, and psychedelic experiences. The chapters are meant to give the reader a solid grasp of the diversity of approaches currently at play in this active and rapidly

growing field of inquiry.

The Handbook of Human and Social Conditions in Assessment is the first book to explore assessment issues and opportunities occurring due to the real world of human, cultural, historical, and societal influences upon assessment practices, policies, and statistical modeling. With chapters written by experts in the field, this book engages with numerous forms of assessment: from classroom-level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions. A unique and timely contribution to the field of Educational Psychology, the Handbook of Human and Social Conditions in Assessment is written for researchers, educators, and policy makers interested in how social and human complexity affect assessment at all levels of learning. Organized into four sections, this volume examines assessment in relation to teachers, students, classroom conditions, and cultural factors. Each section is comprised of a series of chapters, followed by a discussant chapter that synthesizes key ideas and offers directions for future research. Taken together, the chapters in this volume demonstrate that teachers, test creators, and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes.

This comprehensive volume was put together in response to the growing amount of research on tourism in Asia and an increasing number of authors from Asian countries. It concentrates on two aspects of Asian Tourism: first, the Asian tourists themselves, and second, economic development and tourism in the Asian region. The first part of the collection focuses on three areas: the motivations of different types of Asian tourist; the characteristics and behaviour of particular Asian tourist segments; and, finally, an analysis of specific research issues. The second part of the book then goes on to explore the governance and organisation of tourism in the Asian region, and the nature of Asian growth and competitiveness as it relates to tourism. The articles in this book were originally published in the journal Current Issues in Tourism.

Despite significant reforms in the past decade in relation to criteria- and standards-based assessment in tertiary education contexts, assessment remains the most significantly criticised aspect of the student tertiary experience and a major driver of student engagement. The key tool in this experience is the rubric, also known as the criteria sheet or the 'Guide to Making Judgments'. This book discusses the significance of assessment rubrics in tertiary education.

Assessment rubrics impact the student experience in multiple ways: as a guide to students and assessors prior to grading; at the point of grading by the assessor; when moderating during the post-grading process; in providing an additional guide to students in the assessment planning stage; and as a feedback mechanism to students once results are released. This book explains how the rubric reflects key principles of assessment. It explores different models of rubrics

used in tertiary contexts, and provides data from students and academics on the efficacy of these various models as the key tool when marking, moderating and providing feedback. It also details exemplars of rubrics used in academic disciplines, and discusses how higher education teachers use exemplars and how they integrate exemplars with criteria and rubrics. It captures the student voice by explaining how students use rubrics for self-assessment and self-regulation purposes. A key inclusion is the importance of sessional staff input into the creation of assessment rubrics prior to the grading, moderating and feedback processes.

We rarely speak or even write in the complete sentences that are often held to be the ideal form of linguistic communication. Language is, in fact, full of gaps, because speakers and writers operate in contexts which allow bits of language to be understood rather than expressed. This book systematically analyses this inherent gappiness of language, known as ellipsis, and provides an account of the different contexts, both linguistic and situational, which affect its use. Peter Wilson draws on a wide variety of examples of spoken and written English, and both literary and non-literary to present a comprehensive classification of elliptical language that ranges from the conversational fragment and the advertisement to the dialogue of Shakespeare and imagist poetry. *Mind the Gap* shows how ellipsis is a feature of major structural and stylistic importance to our understanding of spoken and written language, and will be of interest to undergraduate students of linguistics, literature, communication and the interrelations between them..

Music is a tremendously powerful channel through which people develop their personal and social identities. Music is used to communicate emotions, thoughts, political statements, social relationships, and physical expressions. But, just as language can mediate the construction and negotiation of developing identities, so music can also be a means of communication through which aspects of people's identities are constructed. Music can have a profound influence on our developing sense of identity, our values, and our beliefs, be it from rock music, classical music, or jazz. *Musical identities* (MacDonald, Hargreaves and Miell, 2002) was unique in being one of the first books to explore this fascinating topic. This new book documents the remarkable expansion and growth in the study of musical identities since the publication of the earlier work. The editors identify three main features of current psychological approaches to musical identities, which concern their definition, development, and the identification of individual differences, as well as four main real-life contexts in which musical identities have been investigated, namely in music and musical institutions; specific geographical communities; education; and in health and well-being. This conceptual framework provides the rationale for the structure of the Handbook. The book is divided into seven main sections. The first, 'Sociological, discursive and narrative approaches', includes several general theoretical accounts of musical identities from this perspective, as well as some more

specific investigations. The second and third main sections deal in depth with two of the three psychological topics described above, namely the development of and individual differences in musical identities. The fourth, fifth and sixth main sections pursue three of the real-life contexts identified above, namely 'Musical institutions and practitioners', 'Education', and 'Health and well-being'. The seventh and final main section of the Handbook - 'Case studies' - includes chapters which look at particular musical identities in specific times, places, or contexts. The multidisciplinary range and breadth of the Handbook's contents reflect the rapid changes that are taking place in music, in digital technology, and in their role in society as a whole, such that the study of musical identity is likely to proliferate even further in the future.

Interdisciplinary perspectives on the capacity to perceive, appreciate, and make music. Research shows that all humans have a predisposition for music, just as they do for language. All of us can perceive and enjoy music, even if we can't carry a tune and consider ourselves "unmusical." This volume offers interdisciplinary perspectives on the capacity to perceive, appreciate, and make music. Scholars from biology, musicology, neurology, genetics, computer science, anthropology, psychology, and other fields consider what music is for and why every human culture has it; whether musicality is a uniquely human capacity; and what biological and cognitive mechanisms underlie it. Contributors outline a research program in musicality, and discuss issues in studying the evolution of music; consider principles, constraints, and theories of origins; review musicality from cross-cultural, cross-species, and cross-domain perspectives; discuss the computational modeling of animal song and creativity; and offer a historical context for the study of musicality. The volume aims to identify the basic neurocognitive mechanisms that constitute musicality (and effective ways to study these in human and nonhuman animals) and to develop a method for analyzing musical phenotypes that point to the biological basis of musicality. Contributors Jorge L. Armony, Judith Becker, Simon E. Fisher, W. Tecumseh Fitch, Bruno Gingras, Jessica Grahn, Yuko Hattori, Marisa Hoeschele, Henkjan Honing, David Huron, Dieuwke Hupkes, Yukiko Kikuchi, Julia Kursell, Marie-Élaine Lagrois, Hugo Merchant, Björn Merker, Iain Morley, Aniruddh D. Patel, Isabelle Peretz, Martin Rohrmeier, Constance Scharff, Carel ten Cate, Laurel J. Trainor, Sandra E. Trehub, Peter Tyack, Dominique Vuvan, Geraint Wiggins, Willem Zuidema

When the objectives of public policy programmes have been formulated and decided upon, implementation seems just a matter of following instructions. However, it is underway to the realization of those objectives that public policies get their final substance and form. Crucial is what happens in and around the encounter between public officials and individual citizens at the street level of government bureaucracy. This Research Handbook addresses the state of the art while providing a systematic exploration of the theoretical and methodological issues apparent in the study of street-level bureaucracy and how to deal with them.

This book provides new perspectives on Assessment for Learning (AfL), on the challenges encountered in its implementation, and on the diverse ways of meeting these challenges. It brings together contributions from authors working in a wide range of educational contexts: Australia, Canada, England, Germany, New Zealand, Norway,

Israel, Philippines, Scotland, Spain, Sweden, Switzerland, the United States. It reflects the issues, innovations, and critical reflections that are emerging in an expanding international network of researchers, professional development providers, and policy makers, all of whom work closely with classroom teachers and school leaders to improve the assessment of student learning. The concept of Assessment for Learning, initially formulated in 1999 by the Assessment Reform Group in the United Kingdom, has inspired new ways of conceiving and practicing classroom assessment in education systems around the world. This book examines assessment for learning in a broad perspective which includes diverse approaches to formative assessment (some emphasizing teacher intervention, others student involvement in assessment), as well as some forms of summative assessment designed to support student learning. The focus is on assessment in K-12 classrooms and on the continuing professional learning of teachers and school leaders working with these classrooms. Readers of this volume will encounter well documented accounts of AfL implementation across a large spectrum of conditions in different countries and thereby acquire better understanding of the challenges that emerge in the transition from theory and policy to classroom practice. They will also discover a wealth of ideas for implementing assessment for learning in an effective and sustainable manner. The chapters are grouped in three Parts: (1) Assessment Policy Enactment in Education Systems; (2) Professional Development and Collaborative Learning about Assessment; (3) Assessment Culture and the Co-Regulation of Learning. An introduction to each Part provides an overview and presents the suggestions and recommendations formulated in the chapters. This book consists of two parts. The first part describes the context in which the Prefectures of Minamisoma and Kesennuma need to operate and what the meaning is of the multiple disasters that occurred in the area. The second part illuminates the design process and content of the Minamisoma and Kesennuma designs. Thirdly, the chapters are alternated with reflections on the design and analyses of the disaster on specific themes: energy, demographics and economic factors, environment, water and ecology. The book ends with observations and transcripts of participants in the process, highlighting the benefits of the approach, the appraisal of the process, the appreciation of the design and the parts that could be improved. This final element will lead to recommendation how to implement these kinds of approaches in the area itself and how to spread out over the Tohoku region (the tsunami hit region) and other regions in Japan and Worldwide.

Ecological restoration is a rapidly evolving discipline that is engaged with developing both methodologies and strategies for repairing damaged and polluted ecosystems and environments. During the last decade the rapid pace of climate change coupled with continuing habitat destruction and the spread of non-native species to new habitats has forced restoration ecologists to re-evaluate their goals and the methods they use. This comprehensive handbook brings together an internationally respected group of established and rising experts in the field. The book begins with a description of current practices and the state of knowledge in particular areas of restoration, and then identifies new directions that will help the field achieve increasing levels of future success. Part I provides basic background about ecological and environmental restoration. Part II systematically reviews restoration in key ecosystem types located throughout the world. In Part III, management and policy issues are examined in detail,

offering the first comprehensive treatment of policy relevance in the field, while Part IV looks to the future. Ultimately, good ecological restoration depends upon a combination of good science, policy, planning and outreach – all issues that are addressed in this unrivalled volume.

The search for a means to an end to apartheid erupts into conflict between a black township youth and his "old-fashioned" black teacher.

The rise of digital health technologies is, for some, a panacea to many of the medical and public health challenges we face today. This is the first book to articulate a critical response to the techno-utopian and entrepreneurial vision of the digital health phenomenon. Deborah Lupton, internationally renowned for her scholarship on the sociocultural and political aspects of medicine and health as well as digital technologies, addresses a range of compelling issues about the interests digital health represents, and its unintended effects on patients, doctors and how we conceive of public health and healthcare delivery. Bringing together social and cultural theory with empirical research, the book challenges apolitical approaches to examine the impact new technologies have on social justice, and the implication for social and economic inequalities. Lupton considers how self-tracking devices change the patient-doctor relationship, and how the digitisation and gamification of healthcare through apps and other software affects the way we perceive and respond to our bodies. She asks which commercial interests enable different groups to communicate more widely, and how the personal data generated from digital encounters are exploited. Considering the lived experience of digital health technologies, including their emotional and sensory dimensions, the book also assesses their broader impact on medical and public health knowledges, power relations and work practices. Relevant to students and researchers interested in medicine and public health across sociology, psychology, anthropology, new media and cultural studies, as well as policy makers and professionals in the field, this is a timely contribution on an important issue.

This book is an easy-to-follow, how-to guide for faculty to achieve learning-centered teaching, and also provides readers with increased knowledge about this evidence-based approach to teaching. It will provide specific guidance on how to begin, and how to use the change process gradually to improve teaching. After reading this book, faculty will be able to apply learning-centered teaching in their courses without sacrificing content and rigor. Faculty will be able to explain to students why they are using this approach and how it will foster deep and long-lasting student learning. This is a reworking of the author's 2009 Jossey-Bass book, called *Developing Learner-Centered Teaching: A Practical Guide for Faculty*. This new version is revised and expanded in ways that will make it even more useful to faculty than the original. The author is active in the POD Network, and frequently presents at Lilly Bethesda.

With contributions from anthropologists and cultural theorists, *Study Abroad and the Quest for an Anti-Tourism Experience* examines the culture and cultural implications of student travel. Drawing on rich case studies from the Arctic to Africa, Asia to the Americas, this impressive array of experts focuses on the challenges and ethical implications of student engagement, service and volunteering, immersion, research in the field, local community engagement, and crafting a new generation of active, engaged global citizens. This volume is a must-read for students, practitioners, and scholars.

This book provides a global and thematic examination of the relationships between archaeology and tourism, and a critical analysis of thinking in the area of archaeology-based

tourism. It focuses on the differences and similarities between archaeology-based tourism and heritage tourism and highlights the interdependence and dissonance between tourism and archaeology and archaeological traditions. The volume offers a systematic investigation of current issues and implications in the relationship between tourism and archaeology from both tourism and archaeological perspectives. It is a key academic resource for students, researchers and practitioners in tourism, archaeology, cultural heritage management and anthropology.

The creation of a sustainable and accessible higher education systems is a pivotal goal in modern society. Adopting strategic frameworks and innovative techniques allows institutions to achieve this objective. The Handbook of Research on Administration, Policy, and Leadership in Higher Education is an authoritative reference source for the latest scholarly research on contemporary management issues in educational institutions and presents best practices to improve policies and retain effective governance. Addressing the current state of higher education at an international level, this book is ideally designed for academicians, educational administrators, researchers, and professionals.

Severe economic depression and the difficulty to acquire employment with adequate income have significant impact on a nation's social welfare. The need to provide ample educational opportunities is more imperative than ever, particularly in emerging economies. Technical Education and Vocational Training in Developing Nations is a comprehensive reference source for the latest literature on optimizing the implementation of curriculum development and instructional design strategies for technical and vocational education. Featuring innovative coverage across a range of relevant topics, such as curriculum deficiency, teacher competencies, and accessible learning, this book is ideally designed for policy makers, academicians, researchers, advanced-level students, technology developers, and educators interested in the improvement of professional learning programs.

In *Critical Entanglements: Postmodern Theory and Biblical Studies*, Andrew P. Wilson tracks the various strands of postmodernism threaded through the discipline, drawing on a range of evocative biblical readings as well as key examples from the art world.

"We hope to provide a broad overview of how criminological theory can enlighten our understanding of school bullying. Given the conflict between the massive amount of academic work about school bullying on the one hand, as noted above, and our space limitations on the other hand, we are not able to delve deeply into all aspects of the phenomenon. We also note that research applying criminological theory to school bullying is a relatively recent development (picking up around 2008 or 2009), and so we do our best to fill in gaps in the literature when necessary. We also include research that was not explicitly criminological but which appears to mirror or invoke criminological theories or principles. We also provide an overall impression of the utility of criminological theory to explain school bullying. We have designed the chapters to be read in conjunction with corresponding chapters in criminology textbooks, but the book also stands alone. Given this focus, we have attempted to devote relatively less space on descriptions of theory and more to applications of it. Chapter 1 offers an overview of school bullying, describing its nature and extent, definitional and measurement issues and challenges, how the phenomenon has been socially constructed, and various methods of response and prevention. The chapter ends with a brief discussion of the social-ecological model. Chapters 2 through 7 apply criminological theories. Chapter 2 discusses victimization, lifestyle, and deterrence theories. Chapter 3 considers individual-level (micro) theories at the biosocial and psychological level. Chapter 4 discusses social structure theories, including social disorganization, strain, and subcultural theories. Chapter 5 looks at social process theories, including social learning, social control and social reaction (or labeling). Chapter 6 explores various critical theories such as feminist theory and critical race theory. Chapter 7 addresses integrated, developmental, and life course theories as well as the social-

ecological view that incorporates "nested" levels of theory (i.e., micro to macro). Each of these chapters also includes a discussion of the policy implications that emerge from the theories covered and a Policy Box that asks readers to apply theoretical constructs to school bullying response and prevention"--

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