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In recent decades, there has been a substantial turn towards narrative and life history study. The embrace of narrative and life history work has accompanied the move to postmodernism and post-structuralism across a wide range of disciplines: sociological studies, gender studies, cultural studies, social history; literary theory; and, most recently, psychology. Written by leading international scholars from the main contributing perspectives and disciplines, *The Routledge International Handbook on Narrative and Life History* seeks to capture the range and scope as well as the considerable complexity of the field of narrative study and life history work by situating these fields of study within the historical and contemporary context. Topics covered include:

- The historical emergences of life history and narrative study
- Techniques for conducting life history and narrative study
- Identity and politics
- Generational history
- Social and psycho-social approaches to narrative history

With chapters from expert contributors, this volume will prove a comprehensive and authoritative resource to students, researchers and educators interested in narrative theory, analysis and interpretation.

Traditionally, teachers of majority languages receive less training to teach a language as a second language or to develop the plurilingual repertoire of their learners than, for example, foreign language teachers. Yet, in today's societies, learners bring many different languages to school. This means that the teaching of the majority language has to extend beyond teaching it as a first language and adopt elements of second language teaching. This publication aims to encourage teachers to become agents of reform for the promotion of plurilingualism in majority language teaching. The range of proposed actions includes small-scale activities, such as planning a lesson relating to a specific aspect of grammar which incorporates all languages spoken in the classroom. More comprehensive strategic approaches proposed in the materials involve head teachers or parents.

"Liberal order and software-agents" - long-established ideas and modern technology are bridged. The impulse for undertaking this effort comes from the observation that it becomes difficult for computer science alone to create order for and within machines. The growing complexity of computer systems, open networks like the Internet, and the increasingly social role of software entities push the traditional quest for total global control out of reach. Economic theory of social order offers extensive experience with such conditions, so that it can complement and guide research in computer science. It is shown that a common understanding between economics and computer science's sub-field of distributed artificial intelligence is possible on the level of software-agents. On this basis, four fundamental problems of social order are encircled: first, the requirement to overcome and prevent state of nature situations in the sense of Thomas Hobbes; second, the necessity to accommodate unpredictable individual actors; third, the challenge of exiting the small worlds of traditional software systems; and fourth, the ambition to reach a transaction cost efficient social order. Economics can contribute to an understanding and to possible solutions of these problems by unfolding the idea of liberal order for software-agents. In a systematic analysis that covers the order of rules, the model of the individual actor, and the order of actions, it is shown that the conditions for liberal order can be created, without exception, in agent-environments

"Diversity in Sport Organizations will provide you with a comprehensive understanding of the ways in which people differ--including race, sex, age, mental and physical ability, appearance, religion, sexual orientation, and social class--and how these differences can influence sport organizations. It offers specific strategies for managing diversity in work and sport environments, provides an overview of diversity training that can be implemented in the workplace, and outlines legal issues related to diversity. Grounded in research and theory, this reader-friendly book emphasizes the practical applications of research findings and provides interesting, relevant sport-related examples. Its clear discussions and logical connections among ideas will help you understand the managerial implications of fostering and sustaining a diverse workforce." -- Back Cover

Cybersemiotics not only builds a bridge between science and culture, it provides a framework that encompasses them both.

Distance education, for long the Cinderella of the educational spectrum, had emerged in the 1970s and early 1980s as a valued component of many national educational systems in both developed and developing countries. The foundation of the Open Universities, developments in communications technology and in audio-, video- and computer-based learning, a new sophistication in the design of print-based materials and better support systems for the student learning at a distance had all contributed to the availability and quality of distance education programmes. Originally published in 1988, this book chronicles this great change in distance education. It presents the best writings on the subject published during the previous ten years. The articles selected for this volume provided a new scholarly basis for the theory and practice of distance education. The editors have brought together contributions from many countries and present authoritative introductions to each of the nine sections. This book provided those in both developed and developing countries with a guideline to one of the most rapidly expanding areas of education at the time.

Wedemeyer stresses that learning is a natural idiosyncratic, and continually renewable human trait and survival resource. It is not dependent upon teaching, schooling, or special environments, although-properly used-these resources enhance learning. There is a powerful subculture of independent learners who are responsible for much of the real progress that has been made in most areas on endeavor. This book attempts to explain this kind of learning and relate it

to schooling, suggesting ways in which all learning—whether traditional or non-traditional—can be encouraged and improved through new kinds of educational institutions and processes.

A fresh research approach that bridges the study of human information interaction and the design of information systems. Human information interaction (HII) is an emerging area of study that investigates how people interact with information; its subfield human information behavior (HIB) is a flourishing, active discipline. Yet despite their obvious relevance to the design of information systems, these research areas have had almost no impact on systems design. One issue may be the contextual complexity of human interaction with information; another may be the difficulty in translating real-life and unstructured HII complexity into formal, linear structures necessary for systems design. In this book, Raya Fidel proposes a research approach that bridges the study of human information interaction and the design of information systems: cognitive work analysis (CWA). Developed by Jens Rasmussen and his colleagues, CWA embraces complexity and provides a conceptual framework and analytical tools that can harness it to create design requirements. CWA offers an ecological approach to design, analyzing the forces in the environment that shape human interaction with information. Fidel reviews research in HIB, focusing on its contribution to systems design, and then presents the CWA framework. She shows that CWA, with its ecological approach, can be used to overcome design challenges and lead to the development of effective systems. Researchers and designers who use CWA can increase the diversity of their analytical tools, providing them with an alternative approach when they plan research and design projects. The CWA framework enables a collaboration between design and HII that can create information systems tailored to fit human lives.

The study of teacher cognition - what teachers think, know and believe - and of its relationship to teachers' classroom practices has become a key theme in the field of language teaching and teacher education. This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition. The first part of the book considers what is known about the cognitions of pre-service and practicing teachers, and focuses specifically on teachers' cognitions in teaching grammar, reading and writing. The second part of the book evaluates a range of research methods which have been used in the study of language teacher cognition and provides a framework for continuing research in this fascinating field. This comprehensive yet accessible account will be relevant to researchers, teacher educators and curriculum managers working in language education contexts.

This text provides an overview of major critical theorists from across disciplines—including the humanities, social sciences, and education—that discusses the importance of these critical perspectives for the advancement of LIS research and scholarship. \* A basic bibliography of the theorist's work follows each topic presentation; some chapters also include works of critical commentary on the theorist's writings \* Indexes of key terms and concepts are provided throughout the chapters

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