

2014 Mind The Gap Study Guides

Case-based

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.

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.

The way you parent, the clothes you buy, your relationships with your boss and your daughter, your attitude to money and sex, are, to an extraordinary extent, defined by the era into which you were born. Parents, the church, teachers and employers think they understand youngsters because they, too, were young once. But adults no longer live in the world that existed when they were teenagers. We may occupy the same space, home, classroom or office but we live in different worlds. And these worlds often collide. We've moved in one century from a 'built to last' to a 'throwaway' society. No wonder age differences are so vast. In this book you will discover your generation and those of the people who make up your life. Once you understand what makes them, and you, tick, the 'gen gap' begins to shrink. Fasten your seatbelt for a generational roller coaster ride - you may never think the same way again! In this book you'll understand why: your boss insists on endless meetings and conferences; your 20-something student doesn't want a 50-something computer teacher; you're in your 40s but still trying to prove yourself to Mom and Dad; your teacher should be learning from you.

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.

This edited book summarizes the current state of knowledge on the development of criminal and antisocial behavior over the life course. It focuses mainly on the developmental perspective, which has had a paradigmatic influence on current theoretical and empirical works in criminology. With a multidisciplinary perspective, the book reviews: (a) the fundamental concepts of developmental criminology; (b) the risk factors and developmental processes related to the most salient personal (e.g., genetics, personality) and environmental (e.g., family, peers, school) domains explaining the development of criminal and antisocial behavior; (c) the developmental issues related to a number of special themes (e.g., women criminality, street gangs) and (d) the applied and policy implications of research in developmental criminology. In each chapter, prominent researchers from different disciplines such as criminology and psychology summarize the state of knowledge on a specific topic, identify the shortcomings of past research, offer recommendations for future research needs.

This is a sophisticated and nuanced introduction to critical discourse analysis (CDA) that covers a range of topics in an accessible, engaging style. With international examples and an interdisciplinary approach, readers gain a rich understanding of the many angles into critical discourse analysis, the fundamentals of how analysis works and examples from written texts, online data and images. This new edition: expands coverage of multimodality adds two new chapters on social media and analysis of online data supports learning with a guided introduction to each chapter includes a new and extended glossary Clearly written, practical and rigorous in its approach, this book is the ideal companion when embarking on research that focuses on discourse and meaning-making. Available with Perusall—an eBook that makes it easier to prepare for class Perusall is an award-winning eBook platform featuring social annotation tools that allow students and instructors to collaboratively mark up and discuss their SAGE textbook. Backed by research and supported by technological innovations developed at Harvard University, this process of learning through collaborative annotation keeps your students engaged and makes teaching easier and more effective. Learn more.

[Major Infectious Diseases](#)

[Creativity and the Wandering Mind](#)

[Operations, Topologies & Displacements](#)

[Lesson 4 from The 21 Irrefutable Laws of Leadership](#)

[Beyond the Gap](#)

[Own your past, know your generation, choose your future](#)

[Critical Discourse Analysis, Critical Discourse Studies and Beyond](#)

[Assessment for Learning: Meeting the Challenge of Implementation](#)

[Public Relations](#)

[8 Ways to Put ALL Students on the Road to Academic Success ASCD](#)

[Routledge Handbook of Ecological and Environmental Restoration](#)

Imagine life without the London Underground. The iconic Tube has been transporting Londoners around Britain's capital for 150 years, and today 150,000 passengers use the Underground every hour. This fascinating miscellany takes us on a round-trip through every aspect of the London Underground, from the history of its construction to its many appearances in books, films and popular music, giving a glimpse into the technical marvels beneath our feet and the many human stories that play out in its trains and tunnels every day. 1845: A pamphlet is published in which Charles Pearson, a London lawyer, pushes the idea of an underground railway to transport both passengers and goods to the city centre. 1863: On January 10 the Metropolitan Railway goes down in the history books when it opens the first subterranean railway in the world. 1998: A previously undiscovered breed of mosquito, adapted to life underground, is discovered living in the Tube network. 2012: Close to one million people use the Northern line alone, every day. Using a fail-safe compass, Scott led his team of adventurers to the end of the earth and to inglorious deaths. They would have lived if only he, their leader, had known the Law of Navigation.

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.

Through acute observation and vivid illustration - drawing on every aspect of life from soap operas, speech patterns and gardening to education and the distribution of wealth - he demolishes the illusion that we live in a classless society and shows how the worst-off in Britain today are more culturally deprived than their parents or grandparents. The author's solutions, like his explanations of what has gone wrong, are original, surprising and unsparing to intellectuals and politicians of all parties.

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.

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.

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 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*.

[Mind the Gap, Kneehigh Theatre, Suspect Culture, Stan's Cafe, Blast Theory, Punchdrunk](#)

[The Development of Criminal and Antisocial Behavior](#)

[Theory, Research and Practical Applications](#)

[Digital Techniques for Documenting and Preserving Cultural Heritage](#)

[Professionalism in the Built Heritage Sector](#)

[The Oxford Handbook of Spontaneous Thought](#)

[Studio Studies](#)

[My Children! My Africa! \(TCG Edition\)](#)

[Questioning Boundaries and Opening Spaces](#)

[Mind-Wandering, Creativity, and Dreaming](#)

[Methods of Critical Discourse Studies](#)

*Too often, students who fail a grade or a course receive remediation that ends up widening rather than closing achievement gaps. According to veteran classroom teacher and educational consultant Suzy Pepper Rollins, the true answer to supporting struggling students lies in acceleration. In *Learning in the**

Fast Lane, she lays out a plan of action that teachers can use to immediately move underperforming students in the right direction and differentiate instruction for all learners—even those who excel academically. This essential guide identifies eight high-impact, research-based instructional approaches that will help you

- * Make standards and learning goals explicit to students.
- * Increase students' vocabulary—a key to their academic success.
- * Build students' motivation and self-efficacy so that they become active, optimistic participants in class.
- * Provide rich, timely feedback that enables students to improve when it counts.
- * Address skill and knowledge gaps within the context of new learning.

Students deserve no less than the most effective strategies available. These hands-on, ready-to-implement practices will enable you to provide all students with compelling, rigorous, and engaging learning experiences.

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.

This series of three volumes provides a groundbreaking study of the work of many of the most innovative and important British theatre companies from 1965 to 2014. Each volume provides a survey of the political and cultural context, an extensive survey of the variety of theatre companies from the period, and detailed case studies of six of the most important companies. Volume Three, 1995-2014, charts the expansion of the sector in the era of Lottery funding and traces the resistant influences of earlier movements in the emergence of new companies and an independent theatre ecology that seeks to reconfigure the mainstream. Leading academics provide case studies of six of the most important companies, including:

- * *Mind the Gap*, by Dave Calvert (University of Huddersfield, UK)
- * *Blast Theory*, by Maria Chatzichristodoulou (University of Hull, UK)
- * *Suspect Culture*, by Clare Wallace (Charles University, Prague, Czech Republic)
- * *Punchdrunk*, by Josephine Machon (Middlesex University, UK)
- * *Kneehigh*, by Duška Radosavljevic (University of Kent, UK)
- * *Stans Cafe*, by Marissia Fragkou (Canterbury Christ Church University, UK)

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".

Beyond the Gap: How Countries Can Afford the Infrastructure They Need while Protecting the Planet aims to shift the debate regarding investment needs away from a simple focus on spending more and toward a focus on spending better on the right objectives, using relevant metrics. It does so by offering a careful and systematic approach to estimating the funding needs to close the service gaps in water and sanitation, transportation, electricity, irrigation, and flood protection. Exploring thousands of scenarios, this report finds that funding needs depend on the service goals and policy choices of low- and middle-income countries and could range anywhere from 2 percent to 8 percent of GDP per year by 2030. *Beyond the Gap* also identifies a policy mix that will enable countries to achieve key international goals—universal access to water, sanitation, and electricity; greater mobility; improved food security; better protection from floods; and eventual full decarbonization—while limiting spending on new infrastructure to 4.5 percent of GDP per year. Importantly, the exploration of thousands of scenarios shows that infrastructure investment paths compatible with full decarbonization in the second half of the century need not cost more than more-polluting alternatives. Investment needs remain at 2 percent to 8 percent of GDP even when only the decarbonized scenarios are examined. The actual amount depends on the quality and quantity of services targeted, the timing of investments, construction costs, and complementary policies. Finally, investing in infrastructure is not enough; maintaining it also matters. Improving services requires much more than capital expenditure. Ensuring a steady flow of resources for operations and maintenance is a necessary condition for success. Good maintenance also generates substantial savings by reducing the total life-cycle cost of transport and water and sanitation infrastructure by more than 50 percent.

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.

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.

The fifth edition of this critically acclaimed approach to curriculum planning continues to receive accolades for its balanced presentation, pertinent case studies, and advice from practicing educators. It skillfully interweaves the themes of multicultural education, constructivism, and education reform. The author documents the latest trends, such as e-learning, blended learning and flipped learning, the controversial Common Core State Standards, and the impact of technology in our schools, including the BYOD (bring your own device) movement, digital citizenship, and technological literacy. This well-researched text spotlights ways to involve parents, students, and teachers in the curriculum-planning process and engages the reader in critical thinking and analysis about curriculum planning and education reform.

[Critical and Cross-Disciplinary Perspectives](#)

[Mind the Gaps: Cases in Gynaecology, Sexual and Reproductive Health E-Book](#)

[Critical Entanglements: Postmodern Theory and Biblical Studies](#)

[Disease Control Priorities, Third Edition \(Volume 6\)](#)

[Edited Contributions to the International Conference on Professionalism in the Built Heritage Sector, February 5-8, 2018, Arenberg Castle, Leuven, Belgium](#)

[Learning in the Fast Lane](#)

[Making Learning-Centered Teaching Work](#)

[Practical Strategies for Implementation](#)

[Current Issues in Asian Tourism](#)

[The Origins of Musicality](#)

[How Countries Can Afford the Infrastructure They Need while Protecting the Planet](#)

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.

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.

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.

Infectious diseases are the leading cause of death globally, particularly among children and young adults. The spread of new pathogens and the threat of antimicrobial resistance pose particular challenges in combating these diseases. *Major Infectious Diseases* identifies feasible, cost-effective packages of interventions and strategies across delivery platforms to prevent and treat HIV/AIDS, other sexually transmitted infections, tuberculosis, malaria, adult febrile illness, viral hepatitis, and neglected tropical diseases. The volume emphasizes the need to effectively address emerging antimicrobial resistance, strengthen health systems, and increase access to care. The attainable goals are to reduce incidence, develop innovative approaches, and optimize existing tools in resource-constrained settings.

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.

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

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.

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.

[Digital Health](#)

[Handbook of Musical Identities](#)

[Communities of Musical Practice](#)

[Customized Implementation of European Union Food Safety Policy](#)

[Research Handbook on Street-Level Bureaucracy](#)

[A London Underground Miscellany](#)

[Handbook of Research on Administration, Policy, and Leadership in Higher Education](#)

[The Law of Navigation](#)

[Integrating Multiculturalism, Constructivism, and Education Reform, Fifth Edition](#)

[Study Abroad and the Quest for an Anti-Tourism Experience](#)

[United in Diversity?](#)

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.

Groups and organizations vary dramatically in their ability to learn. Some acquire

substantial knowledge as a function of experience, while others do not. In groups, learning can occur at the level of the individual member and/or the group as a whole. In organizations, learning can occur at both of these levels as well as that of the wider collective. Besides varying in the amount and kind of information they acquire, groups and organizations also vary regarding their success in retaining knowledge and transferring it to other units. In general, groups and organizations that are proficient in acquiring, retaining, and transferring knowledge are more productive and more enduring than their less able counterparts. The goal of this handbook is to bring together cutting-edge theoretical and empirical work on group and organizational learning by leading scholars from several disciplines. Because many of the same processes influence learning in groups and organizations, including both kinds of learning in the same volume has the potential to facilitate the integration of knowledge and the cross-fertilization of ideas. These benefits are reciprocal, in that research at the group level can shed light on how organizations learn whereas research at the organizational level can illuminate how groups learn. By clarifying similarities and differences in the processes that underlie learning in groups and organizations, the handbook advances understanding of the causes and consequences of learning in collectives of varying size and complexity. 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

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 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.

"Stephen Kumalo, a church minister, receives a letter that changes his life. He must leave his village and travel to the city of Johannesburg, where his sister is ill and his son is lost. He has never been so far from home, and he is worried about what he will find there - but the situation is much worse than he could have imagined." - back cover.

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