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After two heats of men's skeleton at the 2022 Winter Olympics, a clear gold medal favorite has emerged: Germany's Christopher Grotheer. His first run established a lead in a minute flat, maxing out at ...

The purpose of the book is to present a comprehensive survey and analysis of the concept of self direction in learning, to trace its ideological roots, to examine its history, to explore its manifestations in various fields of education, and to provide some specific insights into strategies that may be used to induce or develop self direction in learners. Basically, then, the book is about the development and exercise of self directedness in learning, especially in adulthood. It celebrates individuality but at the same time recognises the essentially social nature of learning and of human existence. It attempts to reconcile and integrate ideas and practices - some very familiar and some quite novel - derived from many parts of the world, many domains and contexts of learning, and many historical periods. It is a tapestry woven from threads provided largely by others.

Introducing language use and interaction as the basis of good teaching and learning, this invaluable book equips teachers and researchers with the tools to analyze classroom discourse and move towards more effective instruction. Presenting an overview of existing approaches to describing and analyzing classroom discourse, Steve Walsh identifies the principal characteristics of classroom language in the contexts of second language classrooms, primary and secondary classrooms, and higher education settings. A distinct feature of the book are the classroom recordings and reflective feedback interviews from a sample group of teachers that Walsh uses to put forward SETT (Self Evaluation of Teacher Talk) as a framework for examining discourse within the classroom. This framework is used to identify different modes of discourse, which are employed by teachers and students, to increase awareness of the importance of interaction, and to maximize learning opportunities. This book will appeal to applied linguists, teachers and researchers of TESOL, as well as practitioners on MEd or taught doctorate programmes.

Identifies the spiritual costs of the Western world's unending quest for affluence and challenges organizations and individuals to seek a higher goal

1956: When Ivy Jenkins falls pregnant, she is sent in disgrace to St Margaret's: a dark, brooding house for unmarried mothers. Her baby is adopted against her will. Ivy will never leave. Present day: Samantha Harper is a journalist desperate for a break. When she stumbles on a letter from the past, the contents shock and move her. The letter is from a young mother, begging to be rescued from St Margaret's before it is too late. Sam is pulled into the tragic story and discovers a spate of unexplained deaths surrounding the woman and her child. With St Margaret's set for demolition, Sam has only hours to piece together a sixty-year-old mystery before the truth, which lies disturbingly close to home, is lost forever.

Presents an amusing accumulation of Jewish jokes, wit, anecdotes, sight gags, satire, and cartoons, as well as selections from the works of leading Jewish writers and comedians.

Why does so much of our society look as it did in the past? Our schools, our government, our religious organizations, our media - while more complex, have maintained their general structure and shape. Classroom structure today, with the exception of a computer or an LCD projector, looks remarkably unchanged: teacher at the front, students in rows. Our business processes are still built on theories and viewpoints that existed over a century ago (with periodic amendments from thinkers like Drucker 2). In essence, we have transferred (not transformed) our physical identity to online spaces and structures.

Reader development focuses on readers rather than reading skills. The purposes of reader development are to enhance the reading experience, to make it a more pleasurable and creative act for the reader; to increase people's confidence in their reading; and to make reading a more communal activity by bringing readers together to share their experiences. The focus of reader development is pleasure reading, which the authors interpret as reading fiction. They observe that public libraries were not at the forefront of this movement, but librarians are responding by changing library culture to focus on readers

rather than books. The ways in which librarians responded and additional responses they could undertake are described within the context of the broader social movements in the United Kingdom to promote reader development. Three themes dominate the chapters. First, the authors tirelessly celebrate reading. Reading is good. Reading will make one happy. Reading elevates. The second theme is opportunism. If society is paying attention to reading, librarians should get on board and seize the opportunity to build their status and to secure the place of libraries as critically important institutions. The third theme is social inclusiveness. Librarians should always keep in mind the political dimensions of public library service and assure that all sectors of the populations share in the benefits of library service. Readers in search of guidance concerning what librarians should do will find plenty of that here. (EDITOR).

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