

Ipiales Ciclo 5 Transformemos Educando 1

Linda Rennie Forcey, Ian M. Harris

Cultures of Copyright Dànienne Nicole DeVoss, Martine Courant Rife, 2015 The symbols, signs, and traces of copyright and related intellectual property laws that appear on everyday texts, objects, and artifacts have multiplied exponentially over the past 15 years. Digital spaces have revolutionized access to content and transformed the ways in which content is porous and malleable. In this volume, contributors focus on copyright as it relates to culture. The editors argue that what «counts» as property must be understood as shifting terrain deeply influenced by historical, economic, cultural, religious, and digital perspectives. Key themes addressed include issues of how: - Culture is framed, defined, and/or identified in conversations about intellectual property; - The humanities and other related disciplines are implicated in intellectual property issues; - The humanities will continue to rub up against copyright (e.g., issues of authorship, authorial agency, ownership of texts); - Different cultures and bodies of literature approach intellectual property, and how competing dynasties and marginalized voices exist beyond the dominant U.S. copyright paradigm. Offering a transnational and interdisciplinary perspective, *Cultures of Copyright* offers readers - scholars, researchers, practitioners, theorists, and others - key considerations to contemplate in terms of how we understand copyright's past and how we chart its futures.

Practice-as-Research Ludivine Fuschini, 2009-08-11 *Practice-as-Research: In Performance and Screen* presents a thoroughgoing exploration of the major fissures of established knowledge created by a new trans-disciplinary, worldwide project for the twenty-first century. Focussing on the most fleeting and yet pervasive practices of the performance and screen arts, it both documents and analyses the practical-theoretical integration of hands-on creative and scholarly methods of research. Through an innovative combination of manuscript, catalogue and digital multi-media formats, it aims to embody the principles of performance and screen practice-as-research in its structure and design - making book pages and DVD images mutually illuminating. With over fifty practitioner-researcher contributors, *Practice-as-Research* constitutes the most comprehensive presentation of this sometimes controversial and frequently fresh way of doing things with an imaginative convergence of artistic and scholarly processes.

Lado English Series Robert Lado, 1978

Self-Representation and Digital Culture N. Thumim, 2012-07-17 Taking a close look at ordinary people 'telling their own story', Nancy Thumim explores self-representations in contemporary digital culture in settings as diverse as reality TV, online

storytelling, and oral histories displayed in museums.

Comprehensive Peace Education Betty Reardon, 2021-09-21 Betty A. Reardon's groundbreaking work, originally authored in 1988, provides one of the first and clearest articulations of the field of peace education in theory and practice. Through reflection on her own experiences, Reardon assesses the state of peace education and offers a new comprehensive approach. She addresses the need to help educators and citizens alike understand what peace education is, why it is needed, and how it is and should be pursued. She investigates the root causes of the violent conditions facing society so that we can better understand how education can be used to interrupt the cycles of violence and create the conditions for sustainable peace and justice. Comprehensive peace education, for the author, takes place at every level, and in every subject area, of both formal and non-formal education. In this special 2021 Edition, Reardon provides a new, reflective introduction on the emerging needs and challenges to the field for the 21st century. Formal and non-formal educators, theorists, students and activists will find practical and transformative wisdom immediately applicable to diverse conditions and contexts in Comprehensive Peace Education. Betty A. Reardon is acknowledged around the world as one of the founders of the field of peace education. She has been extensively involved in the international peace education movement and has been published widely in the field. She is a co-founder of both the International Institute on Peace Education and the Global Campaign for Peace Education.

Waging Peace in Our Schools Linda Lantieri, Janet Patti, 1998-07-01 From the largest and most successful school initiatives in social and emotional learning in the country-The Resolving Conflict Creatively Program, now active in more than 350 schools nationwide-comes a powerful, practical guide for teaching young people to empathize, mediate, negotiate, and create peace. The authors address everything from minor schoolyard conflicts to violent outbursts, and offer educators and parents proven strategies for enhancing children's emotional, social, and conflict resolution skills.

Raising Children in a Socially Toxic Environment James Garbarino, 1999-08-31 Discusses how children are suffering from the violence, drugs, poverty, and abuse afflicting society today and how parents and other adults can combat those influences.

Systemic Violence in Education Juanita Ross Epp, Ailsa M. Watkinson, 1997-04-25 Researchers and practitioners identify and examine systemic violence in schools from a number of perspectives including school administration policies, pedagogical methods, educational labeling, classroom interaction, childhood games, and teacher reactions, as well as child abuse. Includes practical suggestions for addressing systemic violence.

Handbook of the Arts in Qualitative Research J. Gary Knowles, Ardra L. Cole, 2007-11-14 This work's quality, diversity, and breadth of coverage make it a valuable resource for collections concerned with qualitative research in a broad range of disciplines. Highly recommended. —G.R. Walden, CHOICE The Handbook of the Arts in Qualitative Inquiry:

Perspectives, Methodologies, Examples, and Issues represents an unfolding and expanding orientation to qualitative social science research that draws inspiration, concepts, processes, and representational forms from the arts. In this defining work, J. Gary Knowles and Ardra L. Cole bring together the top scholars in qualitative methods to provide a comprehensive overview of the past, present, and future of arts-based research. This Handbook provides an accessible and stimulating collection of theoretical arguments and illustrative examples that delineate the role of the arts in qualitative social science research. Key Features Defines and explores the role of the arts in qualitative social science research: The Handbook presents an analysis of classic and emerging methodologies and approaches that employs the arts in the qualitative research process. Brings together a unique group of scholars: Offering diverse perspectives, contributors to this volume represent a wide range of disciplines including the humanities, media and communication, anthropology, sociology, psychology, women's studies, education, social work, nursing, and health and medicine. Offers comprehensive coverage of the genres employed by qualitative researchers: Scholars use multiple ways to advance knowledge including literary forms, performance, visual art, various types of media, narrative, folk art, and more. Articulates challenges inherent in alternative methodologies: This volume discusses the issues and challenges faced when employing art in research including ethical issues, academic merit issues, and even funding issues. Intended Audience This is an essential resource for any scholar interested in qualitative research, as well as a critical resource for all academic and public libraries.

Teaching Young Children in Violent Times Diane E. Levin, 1994 *Teaching Young Children in Violent Times* helps teachers and group leaders working with pre-K to 3rd-graders to create an environment in which young children can learn alternatives to the violent behaviors modeled in our society, the media and home. Mixing dialogs, anecdotes and theory, the book provides essential insights into the developmental roots of young children's thinking and behaviors around gender, prejudice, violence and conflict. It offers practical guidelines and activities for meeting young children's needs for safety; helping young children learn to appreciate diversity; and providing opportunities and skills to resolve conflicts creatively and respectfully. This rich resource also supplies suggestions for using dialogue, puppetry, games, play, class charts, curriculum webs, and children's books to turn any classroom into a peaceable one. Diane Levin is a widely known and respected educator and researcher who co-authored *The War Play Dilemma* and the best-selling *Who's Calling the Shots?* Published by Educators for Social Responsibility; distributed to the trade by NSP.

Peacebuilding for Adolescents Linda Rennie Forcey, Ian M. Harris, 1999 Relying largely on the work of peace- and conflict-resolution scholars from many disciplines, *Peacebuilding for Adolescents* presents proactive strategies for educators and community leaders. In order to deter adolescent violence, educators have been responding to increasing levels of school violence by severely punishing aggressive children, and politicians have been clamoring for tougher criminal justice measures to deter youth from crime. The authors in this book argue, instead, for a more humane response by teaching young

people to value peace, to learn to manage their own conflicts, and to live more peacefully. They take a broad view that ranges over three strategic levels of analysis - personal, school, and community. They argue for the promotion of a culture of nonviolence in the schools to help create what Dr. Martin Luther King, Jr. called the beloved community.

Social Responsibilities of the Businessman Howard R. Bowen, 2013-12 Corporate social responsibility (CSR) expresses a fundamental morality in the way a company behaves toward society. It follows ethical behavior toward stakeholders and recognizes the spirit of the legal and regulatory environment. The idea of CSR gained momentum in the late 1950s and 1960s with the expansion of large conglomerate corporations and became a popular subject in the 1980s with R. Edward Freeman's *Strategic Management: A Stakeholder Approach* and the many key works of Archie B. Carroll, Peter F. Drucker, and others. In the wake of the financial crisis of 2008-2010, CSR has again become a focus for evaluating corporate behavior. First published in 1953, Howard R. Bowen's *Social Responsibilities of the Businessman* was the first comprehensive discussion of business ethics and social responsibility. It created a foundation by which business executives and academics could consider the subjects as part of strategic planning and managerial decision-making. Though written in another era, it is regularly and increasingly cited because of its relevance to the current ethical issues of business operations in the United States. Many experts believe it to be the seminal book on corporate social responsibility. This new edition of the book includes an introduction by Jean-Pascal Gond, Professor of Corporate Social Responsibility at Cass Business School, City University of London, and a foreword by Peter Geoffrey Bowen, Daniels College of Business, University of Denver, who is Howard R. Bowen's eldest son.

A School for Children with Rights Thomas Hammarberg, 1998 Noting that in both developing and developed nations schools may be found that do not reflect the vision of the United Nations Convention on Rights of the Child, this report examines the articles of the Convention dealing with education and discusses their implications for the development of educational policy. The report describes articles in the Convention dealing specifically with education: (1) Article 28 defines education as a right and recommends steps for this right to be achieved progressively and on the basis of equal opportunity; and (2) Article 29 addresses the purpose of school education. Articles delineating general principles of the Convention are also described, relating to nondiscrimination; best interests of the child; rights to life, survival, and development; and view of the child. The report maintains that the general principles outline a direction for progressive educational reform and analyzes eight areas of potential reform: (1) universal access to basic education; (2) equal opportunities; (3) the appropriate content of education; (4) cultural roots and global values; (5) new methods of learning; (6) mutual respect; (7) pupil participation; and (8) the role of teachers, parents, and the community. The report further examines differences in implementation of educational changes in developing nations, discusses the problems of inadequate resources, and notes that development has to start from the local community. The report concludes by asserting that although the global long-term

trend is to give education more priority, it is not certain that the movement will be toward schooling in the spirit of the Convention. However, the Convention has the potential to make a unique contribution in every country. (Contains 19 reference notes.) (KB)

The Philosophy of Management Oliver Sheldon, 2003 Taylorism was criticised for its over-simplistic view of what motivated the worker. Oliver Sheldon's theme was that though Taylorism had helped the development of a science of management, such work should not detract from the predominantly human job of the manager to manage. His work prefigures the human relations approach to management theory of Elton Mayo and F. J. Roethlisberger in rejecting the notion that economic incentives largely explain employee behaviour.

Management Peter F. Drucker, 1993-04-14 Management is an organized body of knowledge. This book, in Peter Drucker's words, tries to equip the manager with the understanding, the thinking, the knowledge and the skills for today's and also tomorrow's jobs. This management classic has been developed and tested during more than thirty years of teaching management in universities, in executive programs and seminars and through the author's close work with managers as a consultant for large and small businesses, government agencies, hospitals and schools. Drucker discusses the tools and techniques of successful management practice that have been proven effective, and he makes them meaningful and easily accessible.

The Medieval Kitchen Odile Redon, Françoise Sabban, Silvano Serventi, 1998 The Medieval Kitchen is a delightful work in which historians Odile Redon, Françoise Sabban, and Silvano Serventi rescue from dark obscurity the glorious cuisine of the Middle Ages. Medieval gastronomy turns out to have been superb—a wonderful mélange of flavor, aroma, and color. Expertly reconstructed from fourteenth- and fifteenth-century sources and carefully adapted to suit the modern kitchen, these recipes present a veritable feast. The Medieval Kitchen vividly depicts the context and tradition of authentic medieval cookery. This book is a delight. It is not often that one has the privilege of working from a text this detailed and easy to use. It is living history, able to be practiced by novice and master alike, practical history which can be carried out in our own homes by those of us living in modern times.—Wanda Oram Miles, *The Medieval Review* The Medieval Kitchen, like other classic cookbooks, makes compulsive reading as well as providing a practical collection of recipes.—Heather O'Donoghue, *Times Literary Supplement*

Corporate Social Responsibility: Doing The Most Good For Your Company And Your Cause Philip Kotler, Nancy Lee, 2008-09-29 One of the business world's foremost thought leaders presents a social responsibility bible for corporations. Companies on the whole are looking to support more good causes, but are ill-informed of their options - both in terms of the organizations they might choose among and also how to work philanthropy into their existing budgets. Acknowledgments Introduction 1. The Case for Doing at Least Some Good 2. Corporate Social Initiatives: Six Options

for Doing Good³. Corporate Cause Promotions: Increasing Awareness and Concern for Social Causes⁴. Cause-Related Marketing: Making Contributions to Causes Based on Product Sales⁵. Corporate Social Marketing: Supporting Behavior Change Campaigns⁶. Corporate Philanthropy: Making a Direct Contribution to a Cause⁷. Community Volunteering: Employees Donating Their Time and Talents⁸. Socially Responsible Business Practices: Discretionary Business Practices and Investments to Support Causes⁹. Twenty-five Best Practices for Doing the Most Good for the Company and the Cause¹⁰. A Marketing Approach to Winning Corporate Funding and Support for Social Initiatives: Ten Recommendations

With Bold Knife and Fork M. F. K. Fisher, 2010-04-13 The woman who elevated food writing to an art is at her best in this mouthwatering collection of memoirs and recipes. Boldly confessing her prejudices and her passions, M. F. K. Fisher includes more than 140 recipes in the 17 chapters of this book. Dishes for every course of every meal can be found here, from the simplest to the most esoteric: tidbits, appetizers, breads, pastries, fish, fowl, meats, soups, vegetables, desserts, and casseroles. Whether recalling forbidden fruits from her childhood (such as mashed potatoes with catsup), her mother's legendary mustard pickles, or a Caribbean bride singing about peas and rice, each description is flavored with the eloquence, warmth, and wit that became Fisher's hallmark. Among the many admirers Fisher accrued during her illustrious and varied career was W. H. Auden, who said of her, "I do not know of anyone in the United States who writes better prose."

The Classical Cookbook Andrew Dalby, Sally Grainger, 1996 Explores the cuisine of the Mediterranean in ancient times from 750 B.C. to A.D. 450.

Food Brigid Allen, 1995 Food, glorious food. It's a basic requirement of daily life, more essential--and some would even say more comforting--than religion, love, or sex. Its considerable pleasures, not to mention the deeper emotional, psychological, religious, and social resonances connected with it, have long been celebrated and explored by writers in novels, poetry, drama, biography, diaries, and letters. Now, in *Food: An Oxford Anthology*, Brigid Allen brings together a splendid, soup-to-nuts cornucopia of comment and opinion on food from some of our greatest writers through the ages. Ranging from royal banquets to afterschool snacks, from the Bible to George Orwell, from the diary of a castaway to instructions for dairy maids, this appetizing collection will entice anyone with an interest in food. From sources both published and unpublished, the selections illustrate how food defines taste and character, contributes to atmosphere, and evokes emotion and humor. There are lively anecdotes and bon mots on dining in and dining out, and entertaining vignettes from travellers to exotic climes (such as the succulent description written by a seventeenth-century visitor to Barbados upon eating pineapple for the first time). There is a menu from a dinner party for King Richard II in 1387--which called for, among many other things, 11,000 eggs, 210 geese, and 720 hens--and a young boy's description of the proper way to eat Cadbury chocolate bars. There is also a section considering the effects of war, famine, and poverty, as well as the dubious attractions of dieting and the regimens of prisons and schools. In one entry, Evelyn Waugh writes that the boys in his boarding school

were able to flick pats of margarine from their knives to the high oak rafters overhead, where they stuck all the winter until released by the summer heat they fell, plomp, on the tables below. A smorgasbord of comment, criticism, observation, and reflection, Food: An Oxford Anthology is guaranteed to provide lasting nourishment.

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