The recent production of case studies in chaplaincy care combines the narrative nature of chaplaincy with the rigors of research demanded in contemporary care settings. The contributions in this volume from both practitioners and academic researchers join reflections on the challenges and promises of case study research in chaplaincy care with the results of specific case studies. Based on reflections on methodology and professionalization in chaplaincy, the volume hopes to contribute to answering the question of how and why chaplaincy works. As such, the book aims for a wide readership of scholars, chaplains and policy makers. Learning from Case Studies originated from the first international conference on case study research in chaplaincy care that was held in Amsterdam in 2019. “This book is a valuable Western European contribution to the international emerging field of chaplaincy research.” Prof. dr. Anne Vandenhoec, Director of the European Research, Institute for Chaplains in Health Care, KU Leuven, Belgium “This significant book represents a step-change in research into effective chaplaincy practice. Building on previous work, led by Fitchett and Nolan, chaplains and academics offer new case studies, but also develop this critically reflective approach together. Chapters on methodology show how case studies, especially when analysed comparatively, provide important evidence for how and why chaplaincy works.” Rev. Dr. Andrew Todd, Director of the Professional Doctorate in Practical Theology, Anglia Ruskin University, England “At the heart of chaplaincy are stories, and this collection combines
reverence for the stories themselves alongside a critical exploration of how these cases engage with the important issues of our times: what it means to be a profession and to have a professional identity and the need for research that recognises the integral relationship between practice and evidence. This book provides a significant contribution to the current conversations in the spiritual care field.” Cheryl Holmes, OAM, CEO Spiritual Health Association, Australia

Featuring scholarly perspectives from around the globe and drawing on a legacy of television studies, but with an eye toward the future, this authoritative collection examines both the thoroughly global nature of television and the multiple and varied experiences that constitute television in the twenty-first century. Companion chapters include original essays by some of the leading scholars of television studies as well as emerging voices engaging television on six continents, offering readers a truly global range of perspectives. The volume features multidisciplinary analyses that offer models and guides for the study of global television, with approaches focused on the theories, audiences, content, culture, and institutions of television. A wide array of examples and case studies engage the transforming practices, technologies, systems, and texts constituting television around the world today, providing readers with a contemporary and multi-faceted perspective. In this volume, editor Shawn Shimpach has brought together an essential guide to understanding television in the world today, how it works and what it means – perfect for students, scholars, and anyone else interested in television, global media studies, and beyond.

As students have become more anxious by increasing competition, the grade has become the focal point for most of them, and they are more concerned with that than with the critical comments teachers write on their papers, which are so important to the learning process.

Reconnecting Reading and Writing explores the ways in which reading can and should have a strong role in the teaching of writing in college. Reconnecting Reading and Writing draws on broad perspectives from history and international work to show how and why reading should be reunited with writing in college and high school classrooms. It presents an overview of relevant research on reading and how it can best be used to support and enhance writing instruction.

This book fills a gap in the literature of 21st century international visual arts education by providing a structured approach to understanding the benefits of Philosophical Realism in art education, an approach that has received little international attention until now. The framework as presented provides a powerful interface between research and practical reconceptualisations of critical issues and practice in the domains of art, design, and education that involve implications for curriculum in visual arts, teaching and learning, cognitive development, and creativity. The book extends understanding of Philosophical Realism in its practical application to teaching practice in visual arts in the way it relates to the fields of art, design, and education. Researchers, teacher educators and specialist art teachers are informed about how Philosophical Realism provides insights into
art, design, and education. These insights vary from clearer knowledge about art to the examination of beliefs and assumptions about the art object. Readers learn how cognitive reflection, and social and practical reasoning in the classroom help cultivate students’ artistic performances, and understand how constraints function in students’ reasoning at different ages/stages of education.

The Present Book Contains Some Fact-Finding Critical Essays Devoted To Some Of The Literary Stalwarts Of Indian English Literature, Such As, Sri Aurobindo, Raja Rao, Mulk Raj Anand, Kamala Markandaya, Arundhati Roy And Manoj Das. A Modest Attempt Has Been Made To Go Deep Into The Problem And Offer Text-Based Criticism. These Articles Have Been Written To Stimulate A Genuine Desire In The Readers For Deeper Studies In Indian English Literature. This Book Is Expected To Be Of Considerable Interest And Use To The Students As Well As The Teachers As The Critical Articles Throw More Light On Some Of The Unexplored Areas Of Studies.

In this volume, Julinna Oxley and Ramona Ilea bring together essays that examine and defend the use of experiential learning activities to teach philosophical terms, concepts, arguments, and practices. Experiential learning emphasizes the importance of student engagement outside the traditional classroom structure. Service learning, studying abroad, engaging in large-scale collaborative projects such as creating blogs, websites and videos, and practically applying knowledge in a reflective, creative and rigorous way are all forms of experiential learning. Taken together, the contributions to Experiential Learning in Philosophy argue that teaching philosophy is about doing philosophy with others. The book is divided into two sections: essays that engage in the philosophical debate about defining and implementing experiential learning, and essays that describe how to integrate experiential learning into the teaching of philosophy. Experiential Learning in Philosophy provides a timely reflection on best practices for teaching philosophical ideals and theories, an examination of the evolution of the discipline of philosophy and its adoption (or reclamation) of active modes of learning, and an anticipation of the ways in which pedagogical practices will continue to evolve in the 21st century.

No Marketing Blurb

This edited collection is a careful assemblage of papers that have contributed to the maturing field within education studies that works with the feminist implications of the theories and methodologies of posthumanism and new materialism – what we have also called elsewhere ‘PhEmaterialism’. The generative questions for this collection are: what if we locate education in doing and becoming rather than being? And, how does associating education with matter, multiplicity and relationality change how we think about agency, ontology and epistemology? This collection foregrounds cutting edge educational research that works to
trouble the binaries between theory and methodology. It demonstrates new forms of feminist ethics and response-ability in research practices, and offers some coherence to this new area of research. This volume will provide a vital reference text for educational researchers and scholars interested in this burgeoning area of theoretically informed methodology and methodologically informed theory. The chapters in this book were originally published as articles in Taylor & Francis journals.

Finn Frandsen and Winni Johansen have won the 2019 Danish communication prize (KOM-pris) for their world-class research in organisational crises, crisis management and crisis communication. This prize is awarded by The Danish Union of Journalists (Dansk Journalistforbund) and Kforum. http://mgmt.au.dk/nyheder/nyheder/news-item/artikel/finn-frandsen-and-winni-johansen-win-the-kom-pris-2019/

The aim of this handbook is to provide an up-to-date introduction to the discipline of crisis communication. Based on the most recent international research and through a series of levels (from the textual to the intersocietal level), this handbook introduces the reader to the most important concepts, models, theories and debates within the field of crisis communication. Crisis communication is a young and very vibrant field of research and practice. It is therefore crucial that researchers, students and practitioners have access to presentations and discussions of the most recent research. Like the other handbooks in the HOCS series, this handbook contains a general introduction, a chapter on the history of crisis communication research, a series of thematic chapters on crisis communication research at various levels, a chapter perspectives, a glossary of key terms, and lists of further reading for each chapter (with references to publications in English, German, and French).

Overview Section I – Introducing the field

General introduction

A brief history of crisis management and crisis communication: From organizational practice to academic discipline

Reframing the field: Public crisis management, political crisis management, and corporate crisis management

Section II – Between text and context

Image repair theory

Situational crisis communication theory: Influences, provenance, evolution, and prospects

Contingency theory: Evolution from a public relations theory to a theory of strategic conflict management

Discourse of renewal: Understanding the theory’s implications for the field of crisis communication

Making sense of crisis sensemaking theory: Weick’s contributions to the study of crisis communication

Arens and voices in organizational crisis communication: How far have we come?

Visual crisis communication

Section III – Organizational level

To minimize or mobilize? The trade-offs associated with the crisis communication process

Internal crisis communication: On current and future research

Whistleblowing in organizations

Employee reactions to negative media coverage

Crisis communication and organizational resilience

Section IV – Interorganizational level

Fixing the broken link: Communication strategies for supply chain crises

Reputational interdependence and spillover: Exploring the contextual challenges of spillover crisis response

Crisis management consulting: An emerging field of study

Section V – Societal level

Crisis and emergency risk communication: Past, present, and future

Crisis communication in public organizations

Communicating and managing crisis in the world of politics

Crisis communication and the political scandal

Crisis communication and social media: Short history of the evolution of social media in crisis communication

Mass media and their symbiotic relationship with crisis communication

Section VI – Intersocietal level

Should CEOs of multinationals be spokespersons during an overseas product harm crisis?

Intercultural and multicultural approaches to crisis communication

Section VII – Critical approaches

Ethics in crisis communication
The Future of Financial Regulation is an edited collection of papers presented at a major conference at the University of Glasgow in spring 2009, co-sponsored by the Economic and Social Research Council World Economy and Finance Programme and the Australian Research Council Governance Research Network. It draws together a variety of different perspectives on the international financial crisis which began in August 2007 and later turned into a more widespread economic crisis following the collapse of Lehman Brothers in the autumn of 2008. Spring 2009 was in many respects the nadir since valuations in financial markets had reached their low point and crisis management rather than regulatory reform was the main focus of attention. The conference and book were deliberately framed as an attempt to re-focus attention from the former to the latter. The first part of the book focuses on the context of the crisis, discussing the general characteristics of financial crises and the specific influences that were at work this time round. The second part focuses more specifically on regulatory techniques and practices implicated in the crisis, noting in particular an over-reliance on the capacity of regulators and financial institutions to manage risk and on the capacity of markets to self-correct. The third part focuses on the role of governance and ethics in the crisis and in particular the need for a common ethical framework to underpin governance practices and to provide greater clarity in the design of accountability mechanisms. The final part focuses on the trajectory of regulatory reform, noting the considerable potential for change as a result of the role of the state in the rescue and recuperation of the financial system and stressing the need for fundamental re-appraisal of business and regulatory models.

In 1765 Mary Rowlandson was captured in Massachusetts by Native Americans during King Philip's War. She was held for eleven weeks. This is her story of the ordeal.

This eBook is the second in a series of books on the critical earthquake response of elastic-plastic structures or rigid blocks under near-fault ground motions, and includes four original research papers which were published in the specialty section Earthquake Engineering in ‘Frontiers in Built Environment’. Several extensions of the first book1 are included here. The first article is on the soil-structure interaction problem. The reduction of an original soil-structure interaction model into a single-degree-of-freedom (SDOF) model enables the application of the original theory for an SDOF model to such complicated soil-structure interaction model. The second article is concerned with the extension of the original theory for an SDOF model to a 2DOF model. Since the simple application of the original theory for an SDOF model to a multi-degree-of-freedom model is difficult due to out-of-phase phenomenon of multiple masses, a convex model theory is introduced and an upper bound of elastic-plastic response is derived. The third article is related to the stability problem of structures (collapse problems of structures) in which the P-delta effect is included. It is shown that the original theory for an SDOF model with elastic-perfectly plastic
restoring-force characteristic can be applied to a model with negative second slope. The fourth article is an application of the energy balance approach to an overturning limit problem of rigid blocks. A closed-form expression of the overturning limit of rigid blocks is derived for the first time after the Housner’s pioneering work in 1963. The approach presented in this book, together with the first book, is an epoch-making accomplishment to open the door for simpler and deeper understanding of structural reliability of built environments in the elastic-plastic and nonlinear range.

This book announces the new, interdisciplinary field of critical disaster studies. Unlike most existing approaches to disaster, critical disaster studies begins with the idea that disasters are not objective facts, but rather are interpretive fictions—and they shape the way people see the world. By questioning the concept of disaster itself, critical disaster studies reveals the stakes of defining people or places as vulnerable, resilient, or at risk. As social constructs, disaster, vulnerability, resilience, and risk shape and are shaped by contests over power. Managers and technocrats often herald the goals of disaster response and recovery as objective, quantifiable, or self-evident. In reality, the goals are subjective, and usually contested. Critical disaster studies attends to the ways powerful people often use claims of technocratic expertise to maintain power. Moreover, rather than existing as isolated events, disasters take place over time. People commonly imagine disasters to be unexpected and sudden, making structural conditions appear contingent, widespread conditions appear local, and chronic conditions appear acute. By placing disasters in broader contexts, critical disaster studies peels away that veneer. With chapters by scholars of five continents and seven disciplines, Critical Disaster Studies asks how disasters come to be known as disasters, how disasters are used as tools of governance and politics, and how people imagine and anticipate disasters. The volume will be of interest to scholars of disaster in any discipline and especially to those teaching the growing number of courses on disaster studies.

This book reappraises the British and American experience in curriculum studies, the curious way in which it has been dominated by certain ideas and introduces the reader to alternative ways of perceiving, defining and approaching its problems. It provides a radical critique of the whole area, presenting both Marxist and phenomenological perspectives on the current dilemmas that teachers face. The book argues that in order to understand the problems teachers face in coping with the curriculum, we must look at the situation from the point of view of the individual rather than prescribing a norm for all teachers. The dynamic relationship between the individual and the collective and the teacher and the state is one of the fundamental issues in solving the present problems in curriculum studies. The book focuses on this central problem and suggests a variety of ways in which new solutions may be found.

This book revisits the early systemic formation of meditation practices called 'yoga' in South Asia by employing metaphor theory. Karen O'Brien-Kop also develops an alternative way of analysing the reception history of yoga that aims to decentre the Eurocentric and imperialist enterprises of the nineteenth-century to reframe the cultural period of the 1st – 5th centuries CE.
using categorical markers from South Asian intellectual history. Buddhist traditions were just as concerned as Hindu traditions with meditative disciplines of yoga. By exploring the intertextuality of the Patañjalyogasāstra with texts such as Vasubandhu's Abhidharmakosabhāṣya and Asanga's Yogacarabhūmisāstra, this book highlights and clarifies many ideologically Buddhist concepts and practices in Patañjala yoga. Karen O'Brien-Kop demonstrates that 'classical yoga' was co-constructed systemically by both Hindu and Buddhist thinkers who were drawing on the same conceptual metaphors of the period. This analysis demystifies early yoga-meditation as a timeless 'classical' practice and locates it in a specific material context of agrarian and urban economies.

This book is not available as a print inspection copy. To download an e-version click here or for more information contact your local sales representative. ‘For anyone interested in great social marketing practice in the 21st century, and how it needs to adapt as our understanding of behaviour change evolves, this publication is chock full of good practice and smart strategy.’ Dan Metcalfe, Deputy Director - Marketing, Public Health England, UK Strategic Social Marketing takes a systemic approach to explaining and illustrating the added value of applying marketing to solve social problems. The authors present social marketing principles in a strategic, critical and reflexive way to help engender social good via the effectiveness and efficiency of social programmes in areas such as Health, Environment, Governance and Public Policy. In illustrating how it can be applied, the text places Strategic Social Marketing in a global context, giving examples and case studies from around the world. Set into a clear structure it: Takes you through an exploration of why marketing should be an integral component of all social programme design and delivery when looking to achieve social good Moves on to the nature and application of social marketing, rethinking traditional concepts such as ‘value’ and ‘exchange’ in the social context Lays out the ‘how to’ so you can create fully realised strategy, plans, frameworks and tactics to influence behaviours. Visit the Strategic Social Marketing Website - Featuring free resources for marketing students and lecturers.

This volume of essays offers innovations in teaching Chaucer in higher education. The projects explored in this study focus on a student-centred, active learning designed to enhance independent research skills and critical thinking. These studies also seek to establish conversations - between teachers and learners, and students and their texts.

This book offers a major reconceptualization of the term audience, one which involves a landscape, including the landscape of a given audiences situated and territorializing features of any way of seeing and defining the world. It acknowledges, in the face of conventional discourse analysis, the contextual features of discourse, to produce complex and textured understanding of the concept of audience. The book will speak to students of rhetoric, mass communication, cultural studies, anthropology, and sociology alike. This book offers a major reconceptualization of the term audience, including the landscape of a given audience the situated and territorializing features of any way of seeing and defining the world. Given de Certeau’s hypothesis that listening, watching, and reading all occur in places and result in produce transformed paths or spaces, the contributors to this
landmark volume have provided innovative essays analyzing the transformations that take place in the geography between sender and receiver. The book acknowledges, in the face of conventional discourse analysis, the contextual features of discourse, to produce a complex and textured understanding of the concept of audience. The Audience and Its Landscape, presents the work of a vital cross-section of international scholars including Sweden's Karl Erik Rosengren, the UK's Jay G. Blumler and Roger Silverstone, Australia's Tony Bennett, Israel's Elihu Katz, Canada's Martin Allor, and the United States' Janice Radway, Byron Reeves, and John Fisk, to name a few. This book is truly groundbreaking in its depth and scope, and will speak to students of rhetoric, mass communication, cultural studies, anthropology, and sociology alike.

Lunsford found that today's students write more than ever before-- and make rhetorically appropriate choices in texts they create outside the classroom. This is the first handbook to help students build on the smart decisions they make as recreational writers in order to succeed in their academic and professional work. It is an all-in-one teaching tool and reference that shows students how to write effectively for any purpose.

THE NEW HARBRACE GUIDE: GENRES FOR COMPOSING offers a sleek and dynamic rhetorically based writing guide that includes a rhetoric, writing guide, guide to genres and persuasion, thematic reader, and research manual (offering both MLA and APA style guides). It also provides additional coverage of punctuation, grammar, and style. THE NEW HARBRACE GUIDE brings the rhetorical situation to life, whether on the screen, on the page, in an academic setting or at work, at home, and in the community, especially with its emphasis on knowledge transfer. Renowned author and educator Cheryl Glenn translates rhetorical theory into easy-to-follow (and easy-to-teach) techniques that help sharpen students' rhetorical abilities; their digital, print, and multimodal composing skills; and the critical reading and thinking skills that promote intellectual confidence. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The essays in this volume investigate the impact of all media, including the emerging technologies, on the social, cultural, economic and political climate in the context of aesthetic values, and issues of gender, race and class. Transmission examines the array of forces moving the contemporary video landscape forward, comparing the past with the present as well as the future as it looks at the impact of video on commercial television, the relationship of media to the social causes it (mis)represents and the effects of new communication tools on participating constituents.

This publication is a very significant cooperative effort of the Department of Audiovisual Instruction and the National Society for Programmed Instruction. It is, we believe, a harbinger of future joint activities between our two organizations whose purposes converge in the field of programmed learning.

This book redefines our understanding of theory, criticism and pedagogy with the vocabulary of neo-pragmatism. When human
knowledge becomes historicized and socialized, the distinctions between our public, academic and instructional personae fade. In place of such traditional personae, a new identity is encouraged for scholars in the field of communication. The book successfully argues that rhetorical scholars can assume a cultural importance in life.

Printbegrænsninger: Der kan printes 10 sider ad gangen og max. 40 sider pr. session

Genre Studies around the Globe: Beyond the Three Traditions exemplifies rich and vibrant international scholarship in the area of non-literary genre studies in the early 21st century. Based on the Genre 2012 conference held in Ottawa, Canada, the volume brings under one cover the three Anglophone traditions (English for Specific Purposes, the Sydney School, Rhetorical Genre Studies) and the approaches to genre studies developed in other national, linguistic, and cultural contexts (Brazilian, Chilean, and European). The volume contributors investigate a variety of genres, ranging from written to spoken to multimodal, and discuss issues, central to the field of genre studies: genre conceptualization in different traditions, its theoretical underpinnings, the goals of genre research, and pedagogical implications of genre studies. This collection is addressed to researchers, teachers, and students of genre who wish to familiarize themselves with current international developments in genre studies.

Takes midwife readers from the stage of assessing where they are now to framing an enquiry, searching for evidence, reviewing published papers, and applying the resulting evidence in practice.

Noted art critic Theodore Wolff provides a practical overview of how those who teach art can apply the principles and techniques of art criticism from kindergarten through high school. Connecting the practical to the pedagogical, George Geahigan provides a historical overview of art criticism in education literature. He rejects prevailing approaches that treat the discipline as a procedure for talking or writing about works of art, asserting instead that criticism is best construed as a mode of inquiry concerned with helping individuals see meaning and value in works of art. A rare combination of the practical and theoretical, Art Criticism and Education will be an invaluable aid to anyone who teaches art.

Networked learning is learning in which information and communications technology (ICT) is used to promote connections: between one learner and other learners; between learners and tutors; between a learning community and its learning resources. Networked learning is an area which has great practical and theoretical importance. It is a rapidly growing area of educational practice, particularly in higher education and the corporate sector. This volume brings together some of the best research in the field, and uses it to signpost some directions for future work. The papers in this collection represent a major contribution to our collective sense of recent progress in research on networked learning. In addition, they serve to highlight some of the largest or
most important gaps in our understanding of students’ perspectives on networked learning, patterns of interaction and online
discourse, and the role of contextual factors. The range of topics and methods addressed in these papers attests to the vitality
of this important field of work. More significant yet is the complex understanding of the field that they combine to create. In
combination, they help explain some of the key relationships between teachers’ and learners’ intentions and experiences, the
affordances of text-based communications technologies and processes of informed and intelligent educational change.

For the most part, those who teach writing and administer writing programs do not conduct research on writing. Perhaps more
significantly, they do not often read the research done by others because effective reading of articles on empirical research
requires special knowledge and abilities. By and large, those responsible for maintaining and improving writing instruction
cannot -- without further training -- access work that could help them carry out their responsibilities more effectively. This
book is designed as a text in graduate programs that offer instruction in rhetoric and composition. Its primary educational
purposes are: * to provide models and critical methods designed to improve the reading of scientific discourse * to provide
models of effective research designs and projects appropriate to those learning to do empirical research in rhetoric. Aiming to
cultivate new attitudes toward empirical research, this volume encourages an appreciation of the rhetorical tradition that informs
the production and critical reading of empirical studies. The book should also reinforce a slowly growing realization in English
studies that empirical methods are not inherently alien to the humanities, rather that methods extend the power of humanist
researchers trying to solve the problems of their discipline.

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